



***UNIVERSIDAD CENTRAL DE NICARAGUA***  
***INTERNATIONAL SCHOOL OF PSYCHOLOGY***

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**Curriculum of the Doctorate PhD program**  
**in Psychology with a focus in**

- 1. Neuro Linguistic Psychology (NLPsy)**
  - 2. Coaching Psychology**
  - 3. Business Psychology (I/O)**
  - 4. Health Psychology**
- or 5. Clinical Psychology (see page 30 ff)**

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# **1. Mission and Vision of the doctorate PhD course**

## **“Study, practice-oriented and with enthusiasm”**

### **Guidelines on Doctorates (PhD level) in Psychology**

The fundamental characteristic of a dissertation is a major piece of original research with the aim of producing new knowledge. Doctoral Programmes are the first stage in the career of researchers. In Europe 47 countries have agreed on an official framework of standards for PhD doctorates. This framework is called Dublin Descriptors (see chapter 3). According to these standards Doctoral Candidates in psychology need to demonstrate:

1. A systematic understanding of psychology at PhD level, including the mastery of the skills and methods of psychological research
2. The ability to conceive, design, implement and adapt a substantial process of psychological research
3. A contribution through original research that extends the frontier of psychological knowledge by developing a substantial body of work
4. The capability of critical analysis, evaluation and synthesis of new and complex ideas
5. Effective communication with their peers, the larger scholarly community and with society in general about their areas of expertise
6. That they are able to promote, within academic, professional and general contexts, technological, social or cultural advancement in a knowledge based society

Our Doctoral Program in Psychology at the UCN complies with these international recommended standards and the national Nicaraguan standards. It includes, besides the support of the major piece of original research, ethical principles of human development, the promotion of key competencies in communication (soft skills), professional career development (employability), teaching skills (tutoring), self-experience, high quality accompanying coaching for the progress of our Doctoral Candidates and it includes within the area of the chosen dissertation topic the option for a project that promotes technological, social or cultural advancement.

According to these basic requirements we offer support on our internet based learning platform Moodle and through high professional Coaching in the following areas:

1. Standard Psychology questionnaires, scales, tests, inventories, e.g. MDMQ to research efficiency factors of psychological interventions (mainly in Psychotherapy, NLP and Coaching) or psychological profile tests in a business context
2. Qualitative research methods e.g. interviews with experts in the field of the research topic that the Doctoral Candidate has chosen
3. Quantitative questionnaire (incl. pre-test) for the chosen scientific research hypothesis of the Dissertation
4. Basic structure of a dissertation (guidelines and topics of a research proposal and research publication)
5. Standard psychology knowledge e.g. Social Psychology, Neuroscience, Communication, Developmental Psychology, Clinical Psychology, ...
6. Psychology knowledge in the chosen area of focus (we offer the following focus areas: NLP, Coaching, Business, Psychotherapy/Health)
7. Accompanying Coaching for motivation, goal setting, enthusiasm, success, practical application, personal development, tutoring, training, professional career development, ...

In order to fulfill the following 3 parts of the doctoral PhD qualification requirements of the internationally shared Dublin Descriptors (see chapter 3): "... have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field; ... can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise; ... can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society" we recommend and support tutoring. Our Doctoral Candidates have the opportunity to gain experience by training our Master students (tutoring). These doctoral qualifications that are asked by the internationally shared Dublin Descriptors can be demonstrated in other ways too. For us training, teaching and tutoring is a core competence of academic qualified psychologists. Researchers should be able to communicate their knowledge. We support this with our accompanied coaching. Our Doctoral Candidates connect their tutoring with their major piece of original research - their dissertation research project.

Doctoral Candidates who come from a MA or MSc in Psychology have a three year doctorate. Doctoral Candidates from other fields of expertise need an additional 6 to 12 month for special psychology content.

According to the Bologna Process and Live Long Learning we accept study relevant experiences from outside the University and Non-formal and Informal Learning as study time after appropriate evaluation.

We use the ECTS credit system in our Doctoral Program mainly in order to enhance the mobility of our Doctoral Candidates, for internationalization and for general orientation.

### **Studying can be a source of inspiration**

Studying can be rooted in acquiring high professional competence and the enthusiasm for the development of applicable scientific knowledge. The central issue for the success of sustainable learning processes is to keep the motivation of the Doctoral Candidates at a very high level. Neuro Science found out that learning is much easier, faster and with significant better long-term effect when someone is highly motivated. Therefore we use motivational techniques of Neuro Linguistic Psychology (NLP) and Coaching to support the motivation of our Doctoral Candidates. At the beginning we use coaching with NLP interventions like the Disney Strategy, NLP-SMART, NLP Heroes' Journey and a Vision & Mission process to increase the motivation and clarify the personal goals of the Doctoral Candidates. What are the deeper positive intentions of the Doctoral Candidates for studying? What are the useful applicable desired results and goals for studying that are supported by the unconscious? How can the Doctoral Candidates use mental pictures, wordings (supporting beliefs) and inner states to be in contact with his motivation during the whole studying process? What are the next steps to realise his potential by studying? We work out these motivational energies to support the enthusiasm and learning process throughout the whole study time. The eyes of the Doctoral Candidates should shine full of interest and enthusiasm. Studying should bring joy. Feelings of happiness derived from such a kind of studying are welcome to support the acquirement of high professional doctoral PhD competence.

On the basis of the Doctoral Candidates motivation we ask him to develop his Research Proposal. What would be his highly motivating dream to contribute to the scientific field of knowledge? How can he formulate his research question and his hypothesis on this foundation? What is the scientific state of field regarding his research question? What could be a promising

scientific approach and what methods could be useful? Does he know experts for his research question whom he could interview (qualitative interview)? What could be the practical implementations and results of his research? How could this support his future career?

Part of our Doctoral Program is designed to gain and to practice didactic skills by tutoring students of the MA program in different areas of psychological knowledge. This supports the Dublin Descriptor qualification requirements of the systematic understanding of psychology on PhD level, the mastery of the skills and methods in psychological research, effective communication with their peers about their areas of expertise and that they are able to promote within the academic context advancements in a knowledge based society. We recommend to our Doctoral Candidates to connect tutoring with their dissertation research project.

Being scientifically active, questioning established opinions, exploring ideas, constructing new hypotheses, to test and validate, to conquer basic knowledge, to discuss scientific issues with colleagues, to develop research questions, to carry out surveys, to conduct studies, and evaluate them, to come to useful reliable results, to influence existing practice, to explore best and next practice, to promote the development of the civilization process and to engage in the improvement of life conditions and communication of human beings can be a rich and satisfying reward on the quest for high professional PhD competence.

Our Doctoral PhD studies serve Higher Education for the excellence and quality of educational programs and new forms of distant education. They serve the economic, social and psychological human development of people and the promotion of social and individual values such as freedom, pluralism, respect for ideas and critical thinking and the search for truth. Our approach helps Doctoral Candidates to produce with enthusiasm a major piece of original research and new psychological knowledge which has practical orientation. Doctoral Candidates engage in a scientific quest. Supporting Doctoral Candidates on this quest and encouraging them to study with heart and mind is our mission and vision.

Through our expertise in Coaching we support our Doctoral Candidates by accompanying coaching throughout their studying process. We are highly trained as coaches and Master Coach Trainer, train, qualify and accredit other coaches, are cofounder and part of the board of directors of the International Association of Coaching Institutes and co-organise the NLP & Coaching World Congresses. With our rich experience, expertise and background of many decades in coaching practice we can easily help our Doctoral Candidates to find and explore their deeper motivational energies and to channel them in a fruitful rewarding study process. Throughout their whole study time our Doctoral Candidates are supported by us with an excellent high level of Coaching. This is part of our unique approach to studying. We use highly effective methods of applied Psychology to enrich the studying process with supporting feelings of joy and happiness to maximise high professional doctoral PhD qualification outcome.

## **Our Vision**

A world for everyone with excellent communication and applied Psychology.  
Human potential development creates peace, justice and wisdom.

## **Our Mission**

Develop your potential and find solutions for human challenges.  
Study practical orientated psychology with heart and mind.

## **2. The 5 Pillars of our Doctorate (PhD) courses**

**Our Doctorate (PhD) in Psychology has 5 pillars.**

### **1<sup>st</sup> pillar: The doctoral research project**

This study program is built on a deep interest in research and in a research project that guides the Doctoral Candidates through the whole study time. The research project can be discussed with other Doctoral Candidates on the eLearning-platform Moodle. It will also be the main subject of the coaching that accompanies the study. Doctoral Candidates of our studies are invited to work on the development of their research project from the very first day of their study time.

### **2<sup>nd</sup> pillar: The area of study specialisation**

Our studies support various areas of focus in the study fields of Psychology. At the moment there are: Neuro Linguistic Psychology (NLP), Coaching Psychology, Business Psychology and Psychotherapy including Health. In all areas of focus NLP (scientific Neuro Linguistic Psychology) and Coaching as applied Psychology are used as part of the offered courses for the doctorate and for supporting the study progress and success.

### **3<sup>rd</sup> pillar: Coaching regarding the study motivation and study process**

Accompanying the whole study time the Doctoral Candidates use high professional coaching for their motivation and the development of their achievements. In this way elements of the content of the studies are applied to the process of the study. Central variables for successful and effective communication, such as the NLP Disney Strategy, NLP SMART, Vision & Mission, meta-position, diversity of perspectives, resource orientation, behavioural flexibility, self-esteem, self-responsibility, rapport, empathy, respect, ecological questions, are subjects of NLP and Coaching as applied Psychology. Coachings are possible individually, in groups, in supervised success teams (all online via Skype or live) or in special optional study orientated seminars.

### **4<sup>th</sup> pillar: Knowledge deepening in psychology on doctorate PhD level by tutoring**

If our Doctoral Candidates are interested, they can deepen their basic knowledge in psychology by tutoring in psychology courses like e.g.: General psychology, Communication & Interaction, Work- & Organizational psychology, Clinical psychology & Psychotherapy, Research methods, Social psychology, Developmental psychology, Neuroscience, Differential & Personality psychology, Philosophy of science and ethics, NLP, Coaching, health, profiling, psychological field experiences, writing professional articles or books, social projects,.. The development of new courses that are connected with the special field of expertise and the research topic of a Doctoral Candidate are welcome.

### **5<sup>th</sup> pillar: Practical experience in applied psychology**

We strongly recommend and support that our Doctoral Candidates achieve parts of the required learning outcomes in non-formal or informal contexts. Study relevant professional experiences, internships, congress participation, approved high quality sealed trainings in fields of applied psychology, e.g. NLP and Coaching, outside the academic studies, can be accepted as Credit Points through appropriate evaluation and assessment. Especially in the focus area of NLP, Coaching and Psychotherapy practical experiences are needed. Regarding the basic ideas of the Bologna Process, relevant experiences from outside the University that are in accordance with the scientific study outcome are welcome.

### **3. PhD doctorate level and Dublin Descriptors**

You find the doctoral PhD degree descriptors here, because we consider it to be important to understand how the international academic requirements have developed in the last years due to the close connection of these descriptors to the ECTS credit point system.

We have designed our doctoral PhD studies so that they fulfil the requirements of these descriptors and the requirements of the laws in Nicaragua regarding University standards.

#### **Dublin Descriptors**

The Dublin Descriptors are interdisciplinary descriptions of requirements regarding academic degrees such as Bachelor (1st cycle), Master (2nd cycle) and Doctoral (3rd cycle) degrees. They were developed by the "Joint Quality Initiative" and confirmed on March 16th, 2002 by the so called "Amsterdam Consensus" and recommended within the Graz Convention of the European University Association (EUA) in May 29-31, 2003. On March 23rd, 2004 the Promotions-Descriptor was formulated too.

In Europe (including Turkey and Russia) 47 countries have signed the Bologna Declaration to establish the priorities for the European Higher Education Area until 2020. They highlighted in particular the importance of lifelong learning, widening access to higher education and mobility and agreed to implement student centered, outcome based and transparent higher educational Programmes on the basis of three sequential cycles: the Bachelor, the Master and the Doctorate. The Dublin Descriptors have been developed to facilitate this process. They are generic and independent of the fields of study, widely accepted and match the current European consensus.

The 5 inter-related dimensions and categories in which they define the learning outcomes to be achieved during each cycle are:

- Acquiring knowledge and understanding
- Applying knowledge and understanding
- Making informed judgments and choices
- Communicating knowledge and understanding
- Capacities to continue learning

The basic ideas of the European Bologna Process are also increasingly used by institutions in other continents. "In this project, which has now become a "Process" in itself, since it has been extended to a great number of subject areas and is in progress or being planned in many countries and all continents, several hundred academics and many thousands of test partners have collaborated to develop subject area guidelines and reference points, based on competences aligned with the Dublin Descriptors. These have been made widely available, so as to serve as a practical tool for programme design and delivery in any country." (Competences in Education and Recognition Project: "A Tuning Guide to Formulating Degree Programme Profiles", 2010, page 24)

## **Doctorate (PhD) according to the Dublin Descriptors**

**“Qualifications that signify completion of the third cycle are awarded to students who:**

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.”

More details of the Dublin Descriptors from 18 October 2004 can be found in: “Shared ‘Dublin’ descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards”

[www.jointquality.nl/content/descriptors/CompletesetDublinDescriptors.doc](http://www.jointquality.nl/content/descriptors/CompletesetDublinDescriptors.doc)

and in: “A Framework for Qualifications of the European Higher Education Area” from the Bologna Working Group on Qualifications Frameworks, Ministry of Science, Technology and Innovation February 2005

[www.bologna-bergen2005.no/Docs/00-Main\\_doc/050218\\_QF\\_EHEA.pdf](http://www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf)

The Spanish version of the Dublin Descriptors is under the following link:

[www.jointquality.nl/content/Spanish%20Descriptores\\_de\\_Dublin/Spanish\\_Descriptores\\_de\\_Dublin.doc](http://www.jointquality.nl/content/Spanish%20Descriptores_de_Dublin/Spanish_Descriptores_de_Dublin.doc)

**For additional requirements for a PhD in Clinical Psychology please see the chapter 9 in this curriculum.**



## 4. Overview of the areas of Credit Points

### 4.1 ECTS table for the 5 areas of study activities

The following ECTS overview is for general orientation. The fundamental characteristic of a doctorate or PhD programme is a major piece of original research with the aim of producing new knowledge. All other areas of study serve this aim and are connected to this aim. Therefore the following table is only a general frame that can be used flexible in individual cases.

ECTS	ECTS and areas of study for the 3-year PhD doctorate
20	<b>Reflecting Coaching &amp; NLP as applied Psychology</b> for study Motivation (..M-courses), study progress and study success (incl. preparation and follow-up): Study accompanying Coaching, NLP Disney Strategy, NLP SMART, Mission/Vision, NLP Heroes' Journey, Research Proposal, all areas of study,... (or comparable applied psychology knowledge) including appropriate scientific reflection and evaluation – all connected to the chosen research topic of the dissertation
40	<b>Deepening of psychological Knowledge</b> (..K-courses) on PhD doctorate level in order to demonstrate according to the Dublin Descriptors: 1. a systematic understanding of psychology (incl. psychological research), 2. effective communication with peers and the larger community and 3. the ability to promote technical, social or cultural advancement. This can be demonstrated by tutoring (..U-courses) of standard psychology content and special focus areas of psychology as e.g. Neuro Linguistic Psychology, Coaching, Business, Psychotherapy/Health, by tutoring in the areas of a) study relevant Training (..T-courses), b) study relevant practical Experiences (..E-courses): Internship, professional experience and congress participation, c) professional Articles (..A-courses): publications and congress presentation, d) course design and by e) conducting a technological, social or cultural project (..S-courses) – all connected to the chosen research topic for the dissertation
45	<b>Research methodology</b> (..R-courses): research methods and research design, incl. a standard psychology instrument/questionnaire (e.g. MDMQ), a short qualitative research (preferable interviews with experts of the Doctoral Candidates very special field of research interest) and the quantitative questionnaire for the thesis incl. pre test – all on PhD doctoral level (s. Dublin Descriptors)
30	<b>Implementation</b> (..I-courses) of a preferable quantitative research to test the psychological hypothesis for the dissertation and in order to produce new psychological knowledge
45	<b>Dissertation</b> (Final = ..F-courses) that demonstrates: a) the ability of critical analysis, evaluation and synthesis of new and complex ideas, b) the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity and c) the extension of the frontier of psychological knowledge by developing a substantial body of work
Σ 180	

For the requirements for a PhD in Clinical Psychology please see the chapter 9 in this curriculum.

Credit Points are an instant measure of study-related working time. The credits itself aren't grades. Grading is done separately. One credit point of the European Credit Transfer System ECTS corresponds to 25 to 30 hours of workload, depending to the country. Courses at universities are assembled in regards to the time span an average student needs to spend for compiling the course, including related work tasks and time to prepare for tests. The majority of European countries have opted for 25 hours, as well as the UCN has in its international degree courses. Although the UCN is not a part of the European Bologna Area it makes use of a comparable system of credit points. Such systems have been implemented internationally and each is convertible to the respective system. As the Bologna Process is world leader the ECTS system is increasingly used in other continents too. The UCN uses it as standard for its international programs too.

“ECTS is also increasingly used by institutions in other continents and thus plays a role in the growing global dimension of the Bologna Process.” (ECTS Users' Guide, Office for Official Publications of the European Communities, 2009, p 9)

**At the UCN the PhD doctorate in Psychology has 180 Credit Points with a workload of 4500 hours. Entrance requirements are a Master degree or comparable qualification.** If the Master degree was not in Psychology then Doctoral Candidates need an extra 30 to 60 ECTS on basic Psychology knowledge.

The purpose of the Bologna Reform is that Doctoral Candidates are enabled to purchase their ECTS at universities around Europe (mobility) and that they are able to make use of previous experiences, such as professional work or lifelong learning respectively out of study-relevant competences acquired in non-academic courses:

“ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as students mobility. ECTS is widely used in formal higher education and can be applied to other lifelong learning activities. ...

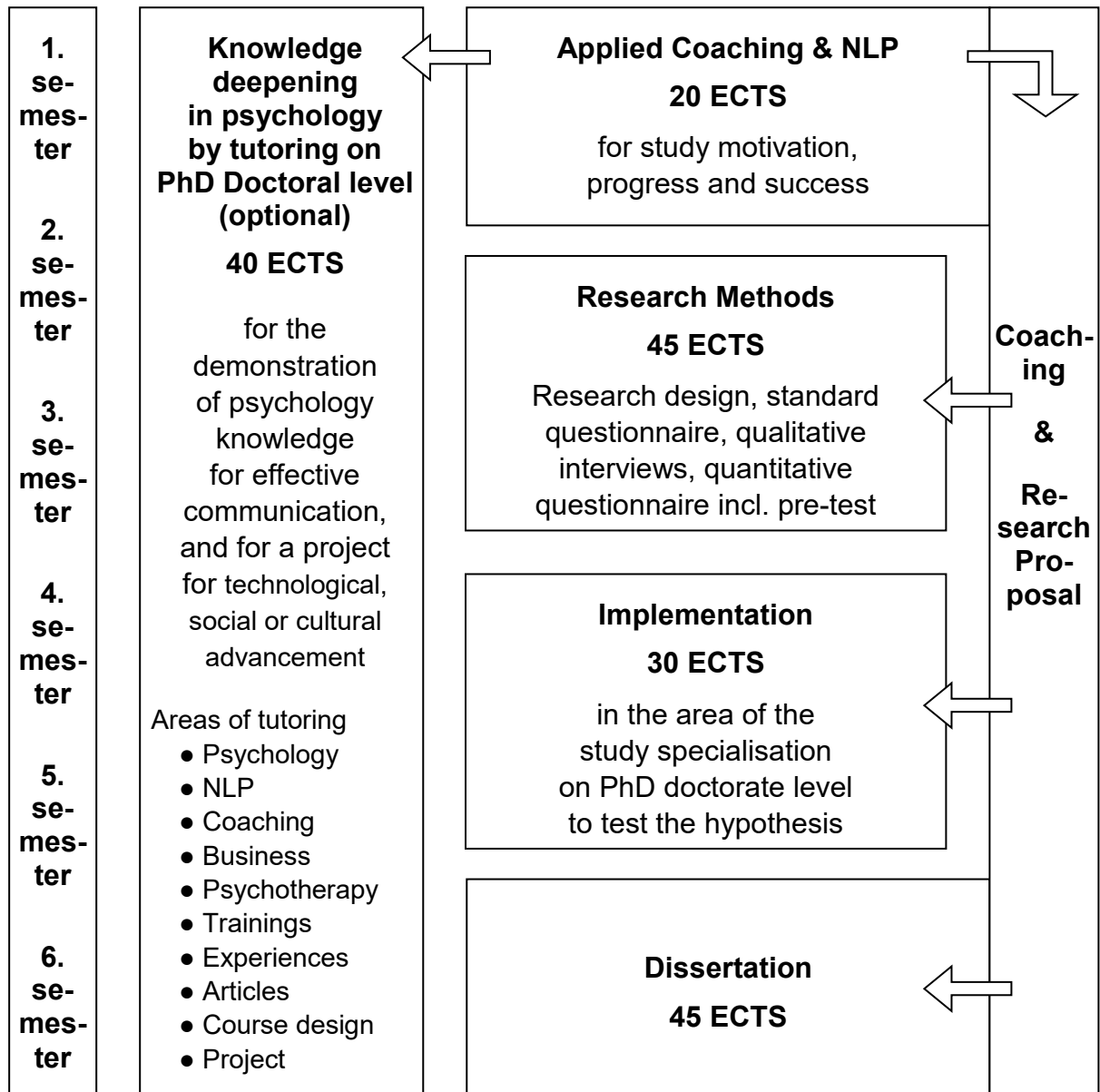
If students have achieved learning outcomes in other learning contexts or timeframes (formal, nonformal or informal), the associated credits may be awarded after successful assessment, validation or recognition of these learning outcomes.” (ECTS Users' Guide, Office for Official Publications of the European Communities, 2009, p 11)

Such former know-how may be claimed by the respective university as workload and due to this as ECTS-credits. After successful assessment by the academic staff, we accept study relevant learning outcomes gained through publications or Articles (A-Courses), seminars or Trainings (T-Courses), teaching or tutoring (..U-courses) or practical Experiences (E-Courses) including professional experiences and internships as study time (ECTS) in accordance with the official ECTS system:

“Learners are awarded ECTS credits only when appropriate assessment has shown that they have achieved the required learning outcomes for a component of a programme or for the qualification. Credits are awarded by authorised awarding institutions. If the required learning outcomes are achieved in non-formal or informal contexts, the same number of credits as foreseen in the formal programme is awarded following the appropriate assessment.” (ECTS Users' Guide, Office for Official Publications of the European Communities, 2009, p 19)

## 4.2 Flow chart of the semesters of the studies

The following flow chart overview is for general orientation. The fundamental characteristic of a doctorate or PhD programme is a major piece of original research with the aim of producing new knowledge. All other areas of study serve this aim and are connected to this aim. Therefore the following flow chart is only a general frame that can be used flexible in individual cases.



For the requirements for a PhD in Clinical Psychology please see the chapter 9 in this curriculum.

### 4.3 List of courses in the study areas

<b>5. Coaching &amp; NLP for study motivation and success .....</b>	<b>13</b>
PSYP-M01-RPAC1    Research Proposal & Accompanying Coaching 1 .....	15
PSYP-M02-RPAC2    Research Proposal & Accompanying Coaching 2 .....	16
PSYP-M03-RPAC3    Research Proposal & Accompanying Coaching 3 .....	16
PSYP-M04-RPAC4    Research Proposal & Accompanying Coaching 4 .....	17
PSYP-M05-RPAC5    Research Proposal & Accompanying Coaching 5 .....	17
PSYP-M06-RPAC6    Research Proposal & Accompanying Coaching 6 .....	17
PSYP-M07-DiSt1    NLP Disney Strategy .....	17
PSYP-M08-SMAR1    NLP-SMART: Outcome / Motivation work .....	18
PSYP-M09-Chun1    Chunking - up, down and sideways .....	19
PSYP-M10-LoLe1    Logical Levels .....	19
PSYP-M11-CoPE1    Circle of personal excellence .....	20
PSYP-M12-MiVi1    Mission/Vision .....	20
PSYP-M13-HeJo1    NLP Hero's Journey .....	21
PSYP-M14-123P1    1.2.3. Position .....	21
PSYP-M15-NBG1    New Behavior Generator .....	22
<b>6. Deepening psychology knowledge by Tutoring .....</b>	<b>23</b>
PSYP-U01-TGP1    General competencies in Tutoring .....	23
PSYP-U02-TPre1    Tutoring and NLP Presentation skills .....	23
PSYP-U03- TGra1    Tutoring and the Clare Graves Model for Presentation .....	24
PSYP-U04- TMed1    Tutoring and the use of media .....	25
PSYP-U...courses    Tutoring in all areas of psychological knowledge .....	25
<b>7 Research Methods and Research Design .....</b>	<b>26</b>
PSYP-R01-ReM1    Basic Research methods on doctorate level .....	26
PSYP-R02-RDes1    Research Design .....	26
PSYP-R03-Stat1    Basic statistical methods.....	27
PSYP-R04 StQu1    Psychological Standard Questionnaire .....	27
PSYP-R05-Qual1    Qualitative Questionnaire – Expert Interviews .....	27
PSYP-R06-Quan1    Quantitative Questionnaire and Pre-test .....	27
PSYP-R07-SPSS1    SPSS and PSPP .....	28
<b>8. Implementation and Dissertation .....</b>	<b>29</b>
PSYP-I01-Imp1    Implementation 1 .....	29
PSYP-F01-Fin1    Final 1.....	29

**For the list of courses for a PhD in Clinical Psychology please see the chapter 9 (page 30 ff) in this curriculum.**

## 5. Coaching & NLP for study motivation and success

Coaching is in our view applied Psychology. It is an approach that uses psychological knowledge and methods to help people to reach goals. In this process they check that the realisation of the goal is supported by their unconscious, that means that it is ethically sound and serves the realisation of their true nature and potentialities. An approach in the tradition of the basic ideas of Humanistic Psychology to orientate psychological support on the knowledge about self realised, successful, happy people and to use Psychology to help people to embrace a successful, happy and intensive life lived to the full.

In the early 70s Neuro Linguistic Programming (NLP) used exactly this approach of the Humanistic Psychology. It was developed in the first 7 years at the University of California in Santa Cruz, USA. A team of 2 women and 3 men: Judith DeLozier, Leslie Cameron-Bandler, Robert Dilts, Dr. Richard Bandler and Prof. Dr. John Grinder studied the most successful experts of communication at that time: Dr. med. Fritz Perls (1893 - 1970), Dr. Virginia Satir (1916 - 1988) and Professor Dr. med. Milton Erickson (1901 - 1980) on the background of the scientific works by: William James - psychology of perception, Alfred Korzybski - general semantics, Gregory Bateson - systems theory, Albert Bandura - theory of learning and Noam Chomsky - linguistics.

The central idea behind NLP is to learn from the best and apply such knowledge for the best of mankind and to develop it furthermore. This ongoing process is the heart and brand of NLP - it keeps it alive. Wherever and whenever someone succeeds in an extraordinary manner, NLP approaches the variables leading to the success and the key factors determining it. The next step is to re-invent these factors and variables in a simple manner and generate a step-by-step manual. This procedure enables NLP to be up-to-date and reflecting the Zeitgeist. The result is that NLP offers a great deal of effective and efficient methods and tools for successful communication and general intervention. NLP is dedicated to effectiveness and consistent re-invention and development; Due to this, NLP can be used for intra- and interpersonal communication in areas such as health, business, target achievement, psychotherapy, physical exercise, potential development, education, spirituality, vitality, coaching, and many more. Given this history, NLP is fundamentally goal-oriented, systemic, solution-oriented, resource-oriented and effective.

After 40 years of Neuro Linguistic Programming the International Association of NLP Institutes decided to develop Neuro Linguistic Psychology as the scientific approach of NLP. This scientific branch of NLP has reference to the roots of the first 7 years of NLP development at the University of California in Santa Cruz, USA. It scientifically researches all NLP methods. In the International Psychology studies of the Universidad Central de Nicaragua this kind of scientifically proven and ethically sound NLP is used and further developed by the Department of Human Communication and its professors and Doctoral Candidates. It is based on fundamental ideas of Humanistic Psychology. Neuro Linguistic Psychology therefore serves Higher Education for the excellence and quality of educational programs and new forms of distant education, for the economic, social and psychological human development of people, for the promotion of social and individual values such as freedom, pluralism, respect for ideas and critical thinking and the search for truth.

In the mid-70s the educationist and tennis expert Timothy Gallwey focussed on a new subject, which he called "the inner game." In his words: "*The enemy in your own head is worse than the one on the other side of the net.*" Gallwey held the opinion that a coach should not only work on the optimization of the technical skills, but rather help to detect the internal barriers which stand

in the way of performance, and to reduce or minimize them. The coach who works in this way will discover an unexpected talent. At the beginning Gallwey was confronted with much scepticism regarding his ideas, but he continued his approach successfully. Finally, it was accepted and now it is one of the main roots of the expansion of coaching.

In relation to the fields of application Coaching finds itself in an expansion. Coaching is not only offered for profession, but also for all other areas of life where the expansion of self-organization is essential. This expansion can be explained by the fact that an increasing number of people seek support for their own growth and the changes linked to that desire, without raising suspicion concerning mental health problems, which is often a reason for claiming a therapeutic monitoring.

In the last few years a paradigm shift took place in coaching: instead of performance orientation, it changed to inner calling support for balanced life with the development of the people's inner potentials. This paradigm shift will be appropriately considered in the development of the study courses.

The new task in coaching requires a broad knowledge in both the psychological and the sociological domain, as well as effective methodology knowledge, which will enable the coach to take into account the client's uniqueness.

Coaching has become a widely used development tool and profession in only a short time, and its practice continues to grow worldwide.

For the excellence and quality of the studies in Psychology we have integrated Coaching with methods of Neuro Linguistic Psychology as applied Psychology. This means that we recursively use methods of the study program to teach the content of the study program. We see Psychology as the science behind Neuro Linguistic Psychology and Coaching. In this sense we use NLP for Coaching and Coaching for the motivation of our Doctoral Candidates.

Accompanying the whole study time the Doctoral Candidates use high professional coaching for their motivation and the development of their achievements. In this way elements of the content of the studies are applied to the process of the study. Central variables for successful and effective communication, such as the NLP Disney Strategy, NLP SMART, Vision & Mission, meta-position, diversity of perspectives, resource orientation, self-responsibility, self-esteem, behavioural flexibility, rapport, empathy, respect, ecological questions, are subject of NLP and Coaching as applied Psychology. At the beginning we use coaching to clarify the motivation and the personal goals of the Doctoral Candidate. What are the deeper positive intentions of the Doctoral Candidate for studying? What are the unconscious supported useful applicable results and goals for studying? How can the Doctoral Candidate use mental pictures, wordings (supporting beliefs) and inner states to be in contact with his motivation during the whole studying process? What are the next steps to realise his potential by studying? This approach is used throughout the study time as accompanying Coaching.

Coachings are possible individually, in groups, in supervised success teams (all online via skype or live) and in special study orientated seminars. Through appropriate assessment of the learning experience and the connection to applied Psychology these Coachings can be accepted as study time and Credit Points after evaluation through the University.

## Courses in applied Psychology: Study Motivation enhancement

### PSYP-M01-RPAC1 Research Proposal & Accompanying Coaching 1 Motivation Course – 1<sup>st</sup> semester

This course is for the development of the Research Proposal and the reflection and discussion of all kinds of study accompanying Coaching.

We recommend our Doctoral Candidates to develop their Research Proposal on the basis of the results of the NLP Disney Strategy, NLP SMART study outcomes, NLP Chunking and their personal mission and vision statements. What would be his highly motivating dream to contribute to the scientific field of knowledge? How can he formulate a research question and his hypothesis on this foundation? What is the scientific state of field regarding his research question? What could be a promising scientific approach and what methods could be useful? Does he know experts for his research question whom he could interview (qualitative interview)? What could be the practical implementations and results of his research? How could this support his future career?

#### Here is a typical structure of a Research Proposal

1. **Title:** The title shall convey the focus point of the hypothesis clearly and concisely.
2. **Abstract** (ca. 15 lines): What is the intention and the purpose of the thesis? Hence, what can be expected?
3. **Problem and research question** (1-2 pages): Clear formulation of what is going to be explored. Why is the hypothesis valid? Why is there a need to raise it? What problems are related to it and are discussed in the field of research? The illustration of the problem should be focused very precisely; however, not on a marginal level.
4. **State of field** (in a broader context, 5-8 pages): Primary literature related to the major issue as well as clear content of sub-questions. Selected references (6-10 articles) shall provide a solid theoretical and empirical basis. While assessing the research proposal it is essential that cited literature has been reflected correctly, besides being quality sources, and that no relevant literature is missing.
5. **Theoretical and conceptual approach** (2-4 pages): The theoretical core concept of work, derived hypotheses, propositions, prepositions to be established.  
When assessing the research proposal, it is essential to understand its whole reach and scope regarding its central areas and whether they are rather descriptive, explicative, technical, evaluative or prognostic. Also, it is essential to compile the core value of the thesis to an extent that the research proposal has a well developed frame, which suits the need of the former. The latter needs to be based on logical and justified ideas, besides being convincing in its nature in terms of its consequences and practical implementations.
6. **Methods** (2-3 pages). Epistemological basic information, data requirements, data compiling, analytical techniques (e.g. explorative or confirmatory analysis, etc.), avoidance of bias, securing external and internal validity, unambiguousness, securing plausibility.  
Methods of data analysis should be reasonably presented and justified, especially in terms of the procedure of testing the nature of the hypothesis using chosen quality data. Crucial when assessing research proposals is whether the proposed study and its implied variables are appropriate to the hypotheses, and whether the data compiling method is appropriate to the used analytical techniques. Other variables have to be

taken into consideration as well like whether the applied research has internal and external validity (internal validity = valid in a given context, external validity = valid in other contexts in beyond) and analytical techniques appropriate to the established theory and research questions.

7. **Relevance of thesis** (1-2 pages): What is the intention behind the hypothesis? What will be the gain within the field of expertise? How can the scientific debate be stimulated? When assessing the research proposal it is crucial whether the thesis promises to be contributed by valued, already existing research, and whether the contribution to science is of quality, authentic, well-researched and documented besides being inspiring to the international science community.

8. **Bibliography:** The fulfilment of the usual standards of citing (APA style) is taken for granted.

We support the whole study process and especially the development and realisation of the Research Proposal with Accompanying Coaching. This course gives room for questions like: What is the significance and value of accompanying Coaching? How does study accompanying Coaching work? What is the connection between Psychology, applied Psychology, NLP and Coaching? How are the different forms of accompanying Coaching support motivation? What are the success factors for self organized motivation groups? What kind of reflection of the Coachings is needed for ECTS recognition? How can Doctoral Candidates use this Coaching efficient and effective? What are the specific experiences with accompanying Coaching? How does this Coaching help to understand Psychology?

The evaluated motivational power combined with the deep research interest helps the Doctoral Candidate a lot to deepen on this basis their fundamental psychological knowledge. Doctoral Candidates need to develop their fundamental interests and willingness to engage in a scientific quest. Supporting Doctoral Candidates on this quest and encouraging them to study with heart and mind, is our mission and vision.

In this course the Doctoral Candidates have the opportunity to encounter Coaching as applied psychology in general and especially for the enhancement of their study motivation and their study results. In the first semester it helps Doctoral Candidates to develop the first draft of their Research Proposal and to use it for their motivation and study progress. In the following semester the time for the Research Proposal will decrease and the time for coaching of other areas their study activity will increase.

### **PSYP-M02-RPAC2 Research Proposal & Accompanying Coaching 2 Motivation Course – 2<sup>nd</sup> semester**

This course is for the development of the Research Proposal and the reflection and discussion of all kinds of study accompanying Coaching. In this course the Doctoral Candidate has the opportunity to encounter Coaching as applied psychology in general and especially for the enhancement of his study motivation and his study results.

### **PSYP-M03-RPAC3 Research Proposal & Accompanying Coaching 3 Motivation Course – 3<sup>rd</sup> semester**

This course is for the development of the Research Proposal and the reflection and discussion of all kinds of study accompanying Coaching. In this course the Doctoral Candidate has the opportunity to encounter Coaching as applied psychology in general and especially for the enhancement of his study motivation and his study results.



### **PSYP-M04-RPAC4 Research Proposal & Accompanying Coaching 4**

#### **Motivation Course – 4<sup>th</sup> semester**

This course is for the development of the Research Proposal and the reflection and discussion of all kinds of study accompanying Coaching. In this course the Doctoral Candidate has the opportunity to encounter Coaching as applied psychology in general and especially for the enhancement of his study motivation and his study results.

### **PSYP-M05-RPAC5 Research Proposal & Accompanying Coaching 5**

#### **Motivation Course – 5<sup>th</sup> semester**

This course is for the development of the Research Proposal and the reflection and discussion of all kinds of study accompanying Coaching. In this course the Doctoral Candidate has the opportunity to encounter Coaching as applied psychology in general and especially for the enhancement of his study motivation and his study results.

### **PSYP-M06-RPAC6 Research Proposal & Accompanying Coaching 6**

#### **Motivation Course – 6<sup>th</sup> semester**

This course is for the development of the Research Proposal and the reflection and discussion of all kinds of study accompanying Coaching. In this course the Doctoral Candidate has the opportunity to encounter Coaching as applied psychology in general and especially for the enhancement of his study motivation and his study results.

### **PSYP-M07-DiSt1 NLP Disney Strategy**

#### **Motivation course**

The course introduces the theoretical and practical basics of the NLP Disney Strategy at Doctoral PhD level. NLP has been developed on the investigation of strategies of especially successful communicators. Robert Dilts has developed the NLP Disney Strategy through modelling the famous Walt Disney.

This course enables Doctoral Candidates to use the NLP Disney-Strategy and accompanying Coaching for the further development of their personal future plans and their true study motivation on a very deep level.

#### **Here are the typical sequence of steps:**

1. Ask your client to place the following 4 slips of paper somewhere in the room: "meta-space" is the place from where he can look on everything from outside, "dreamer" is the place for creative dreaming, "actor" is the place where he can actively think step by step on how to implement a plan, "critic" is the place where he can check everything critically.
2. Ask him to go to each of these four places and tell you about some relevant experience.
3. Look with him at the arrangement of places and their correlation to each other and reflect what this type of arrangement means: Who's looking at whom? Who is closer to whom? ...
4. Allow your client to follow spontaneous impulses to alter the arrangement.
5. Only now the client's project comes into play and is analyzed from all points of view: first, from the dreamer's, then from the actor's (does he know what to do in order to realize the dream?), then from the critic's perspective (What has he learnt from experience and needs to make sure?).
6. If the actor does not know "how to implement something," he asks the dreamer to dream about the "how to". If the critic has suggestions, the dreamer is invited to address them in

his dreams. Do this until your client is satisfied with everything when standing in the meta-space.

7. Finally, let your client move from the dreamer to the doer to the critic, to the dreamer and so on, making several rounds, and speak about his project while moving.

This course supports Doctoral Candidates through a fascinating NLP intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation. At the same time the Doctoral Candidates learn to use this NLP intervention as applied psychology for areas like project planning in general.

## **PSYP-M08-SMAR1 NLP-SMART: Outcome / Motivation work**

### **Motivation Course**

The course introduces to the theoretical and practical basics of motivation and outcome formulation on Doctoral PhD level. Motivation is basically created by the presentation of images to the brain. In order to create motivation the brain needs a precise context specific sample depicting the situation, when the outcome is realised, the sample has to be measurable, visually, auditory and kinaesthetically attractive to the brain, fulfil the criteria of self-initialisation and with a definite time frame.

In our approach the journey is the destination. Scientific research confirms that those who mentally enhance their motivation on the way to the goal are much more successful than those who only intensify their visualization of the goal. Therefore, we focus on the goal-oriented forces that can accompany us on the road.

#### **Here are the typical sequence of steps:**

**Specific situation:** Write down your first goal. The words you use should not contain any negation or comparison. Then look at the visualization of the target situation. Which are the faculties you need to develop in order to get to the destination? The goal we want to achieve here is the deployment of these faculties.

**Measurable:** How can the development of the required faculties be measured objectively?

**Attractive:** Intensify the attraction of these forces by using the VAKOG questions.

**Realistic:** Make sure that the final goal and the goal of each step can be reached by your own endeavour.

**Timed:** When exactly does the final goal and the goal of each step need to be achieved?

**Ecology:** Mind the system ecology: What are the possible impacts of the goal when you have reached it? Pay special attention to incongruencies. NLP is systemic, and in all NLP interventions we need to integrate the relationships and impacts (Ecological check) by asking the client at the end of each NLP intervention to imagine the future (Future Pace). We pay special attention to incongruencies, which are positively reframed (reinterpreted) as important unconscious objections. The typical NLP Future Pace instruction is: "Please imagine now the impact of a change in the future. And after that we use the typical NLP Ecology Check question: "If there was something left to consider, what might that be?"

This course enables Doctoral Candidates to use the NLP SMART intervention and accompanying Coaching for the further development of their personal future plans and their true study motivation on a very deep level. To deepen this NLP outcome intervention the following interventions can be used too: NLP Chunking, NLP New Behavior Generator and NLP Logical Levels.

## **PSYP-M09-Chun1 Chunking - up, down and sideways**

### **Motivation Course**

To chunk up means to ask for the higher level of something. Monetary targets for example often stand for the things somebody would like to buy, and in turn, by possessing certain things, people often hope to achieve a sense of well-being. Therefore well-being would be the real goal in this example.

Chunk sideways enhances motivation by activating the creative right hemisphere of the brain.

Chunk down creates precision for milestones on the basis of chunk up and chunk sideways.

#### **Here are the typical sequence of steps:**

1. Apply the two chunk-up questions to a target: "*What would you achieve if...?*" and "*What do you want to achieve?*" If possible, repeat these questions several times.
2. Intensify the higher goal by chunking sideways: "*To achieve this goal is for you like what?*" Here we are looking for motivational metaphors and referential experience.
3. When chunking down, you ask: "When, with whom, by which means and how exactly do you want to do this? What exactly do you need to do in order to get there? And what else? And what else? "

This course supports our Doctoral Candidates on Doctoral PhD level through a fascinating NLP intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation At the same time the Doctoral Candidates learn to use this NLP intervention as applied psychology for areas like small talk, in stalled negotiations and for finding the ethically acceptable goal behind unethical aims.

## **PSYP-M10-LoLe1 Logical Levels**

### **Motivation Course**

The pulling force of the goals can be greatly enhanced by the Logical Levels. By adding the universe and a symbol, even more creative levels are activated. In the original form, developed by Robert Dilts, the step 6 and 7: "universe" and "symbol" exists only as a level called "vision"

#### **Here are the typical sequence of steps:**

1. In what kind of **environment** do you imagine to realize your goal?
2. What kind of **behaviour** do you show there?
3. Which **skills** do you use when you realize your goal?
4. Which **beliefs and values** does your goal incorporate?
5. How do you define your **identity** in the process?
6. Now look up and left. Imagine the **universe** there (allow time for it). Now move two steps forward, turn left and step into the universe. Become the universe. Explore the situation from the position of the universe. Give yourself a recommendation. Send this recommendation to the identity level. Go back to the identity level and receive the recommendation.
7. Now look to the right. Let there arise a **symbol**. Move two steps to the right, to the front ... Keep it up the way you did at the universe level: take the position of the symbol, enquire its message, send a recommendation and receive it at the identity level.
8. With this new energy now move back through all the steps to beliefs and values, skills, behavior and environment, and see how this energy affects each level.

This course supports Doctoral Candidates on Doctoral PhD level through a fascinating NLP intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation At the same time the Doctoral Candidates learn to use this NLP intervention as applied psychology for areas like small talk, in stalled negotiations and for finding the ethically acceptable goal behind unethical aims.

## **PSYP-M11-CoPE1 Circle of personal excellence**

### **Motivation Course**

With NLP you can activate past resourceful states for future situations.

#### **Here are the typical sequence of steps:**

1. Try to remember a situation in your life in which you felt particularly excellent, completely fine, where you were in the flow, in line with your emotions, your values... Remember emotional details as intensively as possible.
2. If you saw a circle of energy 2-3 meters in front of you now that expresses exactly this mood, what color would it have? What sound would it have? What kind of energy can you see there?
3. Do this with at least two other past resourceful states and intensify the energy circle on and on.
4. When the energy circle has become really intensive, you step into this circle and enjoy it. While standing in the circle, see how the power intensifies even further.
5. Step in and out for a few times. Look at the energy circle from outside and experience it from within. It is your circle of personal excellence.
6. Think about future situations in which you can use this energy circle.
7. Find a name for this circle of energy, connect it with a little movement and get used to your energy circle in the next time. Practice repeatedly to let it arise, and step into it. Then this tool will be available to you even in challenging situations.

This course supports our Doctoral Candidates on Doctoral PhD level through a fascinating NLP intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation. At the same time the Doctoral Candidates learn to use this NLP intervention as applied psychology for areas like contact with his unconscious power (called Magic Circle) or how to design consciously an energy field for special tasks (called Designer Circle).

## **PSYP-M12-MiVi1 Mission/Vision**

### **Motivation Course**

The term Mission Statement is often used in business. Many companies have Mission Statements to reveal their aims, values, ideals, ethics, corporate identity, possibilities to identify with the company, the business culture, the use of the company, the self-concept, the business philosophy, ...

A good Mission Statement isn't longer than one sentence, can be understood by a 12-year old and reproduced by heart also under biggest stress.

The Mission Statements of Walt Disney is: "To make people happy". The Mission Statements of Google is: "to organize the world's information and make it universally accessible and useful."

And what is your Mission Statement? For what do you brim over with enthusiasm? What are you fond of? What is bringing meaning into your life? And what are reference situations in your life for this?

Your vision statement requires you to write down exactly what the "picture" will look like once your mission has been carried out.

This course helps Doctoral Candidates to find out their Mission and Vision on Doctoral PhD level and to use it for their motivation and study progress.

## **PSYM-M13-HeJo1 NLP Hero's Journey**

### **Motivation Course**

The hero's journey is an archetype of the personal development process of individuation. Every study is a "hero's journey" You hear a call, feel a motivation, deal with doubts, think about your comfort zone, go beyond a limit and on a journey, accept the challenge, you will find mentors that support you, fight metaphorically against border guards and dragons, you will grow and develop your skills, overcome hindering beliefs, develop new attitudes, increase of your contact to your inner entity, figuratively spoken, find the treasure, feel comfortable with it, you would like to keep this state all the time, you will be ready to return to "common" everyday life and unite it with your new achieved knowledge and let society participate in your discoveries.

This course supports out Doctoral Candidates on Doctoral PhD level with stages that are likely to pop up during his study process and progress. Knowing this stages helps a lot to face them. At the same time the Doctoral Candidate learns to use applied psychology for his life and for the success of his study.

## **PSYM-M14-123P1 NLP 1.2.3. Position**

### **Motivation Course**

This NLP intervention is a further development of the "hot chair" of Gestalt therapy. The classical intervention usually starts with a conflict a person has with someone or a symptom a person suffers from.

You can use this NLP intervention as a resource strategy for motivation too. Instead of another person or a symptom you explore a resource. In our case this will be your dream of your study. If you only try to figure out the situation in your thoughts, you will get totally different results. With the approach of this NLP intervention here you enter a new area of information that can help you much more then only thinking about the situation or about the involved aspects. This approach triggers your creativity and opens deeper aspects of your inner wisdom and potential.

#### **Here are the typical sequence of steps:**

1. Take the first position: How do I feel there? What do I think about my study?
2. Imagine your study on a second chair, using the NLP "VAKOG" technique. The more intensity you can achieve, the better it is for this intervention.
3. Talk directly to your study. Tell your study what you think about it. Watch for the reaction you see in your imagination of the study on the second chair.
4. Now switch places. Take the second position. Imagine you are the study. Allowed yourself to slip perfectly in this role of what developed in your imagination on this chair. How does it feel there? Explore this position.
5. Look at the person in the first position. Talk to him or her.
6. Now you can switch several times between the two chairs and give an answer from every position.
7. Go to a third position from which you can see the two other positions. Which aspects have escaped you in the first and the second position?
8. Integrate the findings into the other positions by moving back in there.
9. Make a final check of the ecology with the NLP Future Pace intervention.

This course supports our Doctoral Candidates on Doctoral PhD level through a fascinating NLP creativity intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation At the same time the Doctoral Candidates learn to use this NLP intervention as applied psychology for areas like a

conflict with someone else or for how do deal with a symptom or how to use it in a business context too..

### **PSYM-M15-NBG1 New Behavior Generator**

#### **Motivation Course**

Basically, the New Behavior Generator is a New State Generator - it creates a new state that allows a new behavior. In this NLP intervention, many NLP skills are included.

#### **Here are the typical sequence of steps:**

1. Take a SMART goal and describe the inner mood and beliefs needed to go for the goal.
2. Imagine yourself a few feet away, as you develop your skills that will lead you to your destination. In what kind of environment do you see yourself? What kind of situations trigger the development of these faculties? Which values and beliefs come true here?
3. Intensify this idea by using VAKOG. This kind of dissociated imagination helps to activate your motivation.
4. Then you go to the place where you saw yourself and emotionally slip into your imagination that you build up there. Experience and enjoy it. This associated imagination increases your belief in your ability.
5. Does everything feel completely right? Are there any incongruencies? If there is something left that needs to be changed, then go back to 1., change the formulation of your goal accordingly and repeat the whole sequence.

This course supports our Doctoral Candidates on Doctoral PhD level through a fascinating NLP intervention, that helps to have deep insights, to understand new alternatives, to approach the given goal of a successful study and that triggers motivation At the same time the Doctoral Candidates learn to use this NLP intervention as applied psychology.

## 6. Deepening psychology knowledge by Tutoring

The courses in this area build on psychological knowledge and deepen it at PhD doctorate level in order to demonstrate according to the Dublin Descriptors: 1. a systematic understanding of psychology (incl. psychological research), 2. effective communication with peers and the larger community and 3. the ability to promote technical, social or cultural advancement. This can be demonstrated by tutoring in the areas of a) standard psychology content, b) special focus areas of psychology as e.g. Neuro Linguistic Psychology, Coaching, Business, Psychotherapy/Health, c) study relevant Training, d) study relevant practical Experiences: Internship, professional experience and congress participation, e) professional Articles: publications and congress presentation, f) course design and by g) conducting a technological, social or cultural project. This tutoring can be directly connected to the chosen research topic for the dissertation.

The demonstration of 1. a systematic understanding of psychology, 2. the ability of effective communication and 3. the ability to promote technical, social or cultural advancement. can be managed without these courses too. This approach here is only an optional recommendation. The chosen research topic, the dissertation and the thesis defence (Rigorosum, disputation, doctoral viva) prove these competences too.

### Tutoring Courses

#### **PSYP-U01-TGP1 General competencies in Tutoring**

##### **Tutoring course**

This course is for general tutoring competencies.

A tutor is often called teaching assistant or graduate student instructor. In our approach we give our Doctoral Candidates the opportunity to gain and to practice didactic skills by tutoring students of the MA program in different areas of psychological knowledge. This supports our Doctoral Candidates in the Dublin Descriptor qualification requirements of the systematic understanding of psychology at PhD level, the mastery of the skills and methods in psychological research, effective communication with their peers about their areas of expertise and that they are able to promote within the academic context advancements in a knowledge based society.

In this course many teaching and training methods from NLP are used to enhance tutoring and presentation qualification.

We recommend to our Doctoral Candidates to connect the tutoring that they choose with their dissertation research project.

In completing this course Doctoral Candidates will be able to systematically understand and define from their doctoral view of thinking the science and the practice of psychology.

#### **PSYP-U02-TPre1 Tutoring and NLP Presentation skills**

##### **Tutoring course**

This course addresses the basic NLP presentation skills like rapport, dealing with incongruencies, VAK-language, anchoring, reframing, metaphors, Value pacing, changing Beliefs, Trance utilisation, Meta-Model questioning, Sleight of Mouth (NLP rhetoric)... for all kind of presentation.

There are many very different opportunities for presentations in the sense of showing and explaining the content of a topic or an opinion or how we feel. We present in many areas: every

day life, education, business, training seminars, public speaking and for many reasons: learning, motivation, sales, promotion, political success, social help programs, healthcare, sermon, fund raising, our staff, our boss, our partner...

In all kinds of presentations we most of all present ourselves in every interaction with other people. Therefore in the field of Psychology and communication body language is a main topic in presentation: posture, body movement, gesture, facial expression, respiration, speech rate, pitch and volume. Persuasion and rhetoric techniques are part of presentation too. They do not work just as technique but through the person using them. Like everything that works these techniques can be misused or used helpfully. Here the ethical aspects are very important.

With NLP you bring yourself right before you present in the appropriate emotional state of a Moment of Excellence (NLP technique). In preparing your presentation you might use the NLP New Behavior Generator or the NLP Logical Level Alignment. If you have any irritation with your imagination of you presenting excellent, then it is helpful to take a closer look at your beliefs and values and your unconscious opinions regarding this topic. Here are NLP techniques like Change History, 6-Step-Reframing, Core-Transformation TimeLine, Re-Imprint, Change-Believe-Cycle very powerful.

This course also addresses advanced presentation skills for people who give speeches or trainings: Use of the presentation space: Where to present from, where to listen and where to criticise, Content and Personal Metaphor: How to include the right part of the brain, What exactly is the content of the presentation?: Overview, Where does it come from?: History, How do we work together here?: Atmosphere, What is it good for?: Solutions, What if?: Exceptions, Loops: Content sequences...

### **PSYP-U03-TGra1 Tutoring and the Clare Graves Model for Presentation**

#### **Tutoring course**

The Clare Graves Model is a diagnostic and intervention tool conceived for the development of the wonderful potential in individuals, groups, companies, organizations, and nations. It explains the classical changes in values, understanding and behaviour in the cultural history of mankind. This change, which took place over thousands of years, has evolved even faster in the last 100 years.

The Clare Graves Model provides insight into the structure of this change and into ways of supporting peaceful change processes and can be used as a tool for anticipating, supporting and accompanying future human and social developments. It is fascinating that these processes can be found both on the micro level of socialisation of individuals and on the macro level of entire nations. In its core, the Clare Graves Model states that specific value systems have developed as a reaction to certain living conditions, which control human understanding and behaviour as perception filters and explanation templates. As living conditions develop, so does interpersonal understanding and behaviour. It is as if on each Clare Graves level a wider range of the infinite human potential is activated and made available for both the individuals as they increase their range of thinking options, their understanding and courses of action, and mankind. The Clare Graves Model deals with the development of the positive human potential on all levels.

When preparing a speech, it is helpful to integrate some elements from each Clare Graves level. While presenting, it is worthwhile to activate the non-verbal possibilities of expression belonging to the respective element. That animates the lecture, attracts the listeners and addresses them on a very deep level. Depending on the audience, one goes only one stage further than the stage on which one estimates the audience to be.

This course is about rapport to main value systems while presenting a speech or presentation.



**PSYP-U04-TMed1 Tutoring and the use of media**

**Tutoring course**

This course is for the special use of flip charts, power point and the change of media. Usually after 10 minutes our audience gets stressed or bored. Today in the time of YouTube people are used to short attention spans. Therefore it is helpful to change your medium all 10 minutes: Power Point (visual), metaphor (auditory), exercise (kinaesthetic), fantasy, facts, joke, flip chart (7x7 rule), address someone from the audience... and make your main message clear at least in 7 different ways... and You never get a second chance to make a first impression.

This course is about the intelligent use of different media and how to mix it best.

**PSYP-U...courses Tutoring in all areas of psychological knowledge**

**Tutoring course**

Tutoring is possible in all areas of psychological knowledge. We support our Doctoral Candidates with coaching for the preparation of the content and the psychological didactic of the presentation of the content.

In completing such courses Doctoral Candidates will be able to systematically understand and define from their doctoral view of thinking the science and the practice of psychology.

## **7. Research methodology on Doctorate level**

The chosen research project guides the Doctoral Candidate through his whole study time. Doctoral Candidates work from the very first day of studying at their Research Proposal and their research project.

We recommend to our Doctoral Candidates to place the development of their research project in their work room on the eLearning-platform Moodle to discuss it there with other Doctoral Candidates. It is also the main subject of the coaching that accompanies his study.

We recommend to our Doctoral Candidates to consider for their research project the use of a standard psychology instrument (e.g. MDMQ), a qualitative research part (e.g. interviews with experts of the Doctoral Candidates very special field of research interest) and a quantitative questionnaire.

### **Courses in Research Methods and Research Design**

#### **PSYP-R01-ReM1 Basic Research methods on doctorate level**

##### **Research methods**

Research methods are the general approaches in asking a question and in planning, conducting and evaluating any research.

Empiricism (from Greek *empireia*: experience and knowledge) is experience in the sense of sensual perception, data collection, targeted scientific observations and experiments. Empirical sciences are all sciences that research the things of the world. Even mental self-perception is empirical research.

People often confuse correlation with causation. Simply because one event follows another, or two factors co-vary, does not mean that one causes the other. The link between two events may be coincidental rather than causal.

This course supports the Doctoral Candidate to become a sophisticated research consumer as well as research producer. Understanding research methods is the underlying theme of the course.

#### **PSYP-R02-RDes1 Research Design**

##### **Research methods**

Research design is different from the method by which data are collected. It is the logical structure of the inquiry. The central role of research design is to minimize the chance of drawing incorrect causal inferences from data. When designing research it is essential that we identify the type of evidence required to answer the research question in a convincing way. It also means that we must not simply look for evidence that supports our favourite theory: We should also look for evidence that has the potential to disprove our preferred explanations. Research design is considered as a "blueprint" for research. It deals with at least four problems: Which questions to study, which data are relevant, what data to collect, and how to analyze the results. The best design depends on the research question as well as the orientation of the researcher. Every design has its positive and negative sides.

This course supports the Doctoral Candidate to understand and use research strategy and research design.

### **PSYP-R03-Stat1 Basic statistical methods**

#### **Research methods**

This module is a summary of different methods to analyze empirical data. It is required that it is objective (independent of the standpoint of the statistics creator), reliable, valid, significant and relevant.

This course links statistical analysis and research methodology. The Doctoral Candidate must learn to understand the logic of the research enterprise and have a basic grasp of the conceptual base on which the statistical tests of significance rest.

Understanding the logic behind the statistical tests is the underlying theme of the course. This will allow Doctoral Candidates to understand the nature of empirical research

### **PSYP-R04-StQu1 Psychological Standard Questionnaires**

#### **Research methods**

We recommend the Multidimensional Mood State Questionnaire MDMQ. It is an English version of the original German MDBF: "Mehrdimensionaler Befindlichkeitsfragebogen" from 1997. The MDMQ contains 24 items in three dimensions – good/bad, awake/tired, and calm/nervous – which can be evaluated using a simple coding scheme. This questionnaire asks the test subjects to complete the sentence Right now, I feel... using a five-point scale from 1 ("definitely not") to 5 ("very much"). Wilhelm and Schoebi reduced the number of items to six to be used specifically as a multilevel mood measure. That is, the author recognized the need for a short mood measure that can be administered multiple times daily.

This is an easy standard questionnaire that helps the Doctoral Candidate to understand psychological research methods. It can also be applied to gather evidence to help us understand whether or not specific psychotherapeutic interventions, as for example NLP interventions, have positive results.

There is a wide field of other standard psychology questionnaires that can be used for the desired outcome of learning how such questionnaires work too.

### **PSYP-R05-Qual1 Qualitative Questionnaire – Expert Interviews**

#### **Research methods**

There is a wide range of approaches to qualitative research. Qualitative researchers are interested in life as it is lived in real situations. The qualitative researcher seeks to discover the meanings that participants attach to their behaviour, how they interpret situations, and what their perspectives are on particular issues.

The questionnaire needs to be well designed and structured so that the respondents being questioned in the survey can give useful answers and have the freedom to express their view. The design and form of the questionnaire needs to be well thought out and be in line with the purpose of the survey.

Researching the opinions of experts is a good way to get information during the initial stages of a research project. It can be used to gather information that is not publicly available, or that is too new to be found in the literature.

This course is about the needed foundation knowledge to conduct 5 to 10 qualitative interviews with experts in the field of the Doctoral Candidates research focus.

### **PSYP-R06-Quan1 Quantitative Questionnaire and Pre-test**

#### **Research methods**

Quantitative questionnaires are the best way to gather numerical data that could be used to test hypotheses. Closed ended questions are used in this type of method and are assigned numeri-

cal values for the responded to choose from. The respondents choose answers from the given list and have no chance to express their views or opinions about the questions. For example, participants could be asked to rank their feelings based on the given scale; for example, a scale of 1 to 6; 1 being poor and 6 being best. The results are then analysed and placed in graphs, bar charts and so on.

How could we make sure that questionnaires are well understood by respondents? The key thing about questionnaires is that they should be simple and written in a well understood language. Otherwise, researchers would not get the information they would be looking for. Therefore a Pre-test with a small number of respondents is essential to control how they understand the questions. This pre-test has below every question room for the respondents to express their views and opinions about the question. This helps to design a proper high quality quantitative questionnaire that is used for a big number of people.

This course is about basic knowledge for conducting a Pre-test and a quantitative survey.

### **PSYP-R07-SPSS1 SPSS and PSPP Research methods**

The Statistical Package for the Social Sciences (SPSS) is used for the statistical analysis of the results of a survey. The first version was presented in 1968.

PSPP is a program for statistical analysis of sampled data. It is a Free replacement for the proprietary program SPSS, and appears very similar to it with a few exceptions. The first version was presented in 1998.

This course offers the knowledge to understand and to correctly interpret PSPP or SPSS results.

## **8. Research Implementation and Dissertation**

The fundamental characteristic of a doctorate or PhD programme is a major piece of original research with the aim of producing new knowledge. All other areas of study serve this aim and are connected to this aim.

### **PSYP-I01-Imp1 Implementation Implementation**

The Implementation of the research has a workload of 30 ECTS. This course here is an optional course for the exchange of the development of the Implementation of the research.

### **PSYP-F01-Fin1 Final Dissertation**

The doctoral PhD Dissertation has a workload of 45 ECTS.

Guidelines for the Dissertation are provided by the latest edition of the Publication Manual of the American Psychological Association (APA). They are a recommended orientation.

A Dissertation includes the main topics of a Research Proposal, the findings, the critical interpretation of the findings and an outlook.

This course here is an optional course for the discussion of the development of the doctoral PhD Dissertation.

## 9. Clinical Psychology

The PhD Clinical Psychology program prepares broadly trained, competent, psychological professionals in a variety of psychodiagnostic and intervention procedures as well as in research. Students are required to demonstrate their ability to understand and interpret the research of others as well as to design and execute relevant research of their own. The program prepares students to function in the diverse professional, academic, and research roles performed by clinical psychologists. It does so by offering a broad exposure to the theoretical and empirical underpinnings of general psychology while also providing extensive training in strategies and techniques of assessment and intervention.

The program philosophy is based on the scientist/practitioner model of training involving a logical progression of coursework and fieldwork experiences toward the development of research and clinical competencies. In addition, the program abides by the ethical principles of the profession, shows respect for individual rights and dignity, is committed to service to its community, and demonstrates through its teaching and clinical training an appreciation of the importance of cultural diversity.

The UCN PhD in Clinical Psychology degree offers special courses, supervision and practicum support with an INTERNATIONAL / GLOBAL APPROACH.

For licensure as a Psychologist or a Psychotherapist with the right to conduct Psychotherapy all countries world wide have very different regulations, laws and procedures. In the USA for example there are common requirements like: APA (American Psychological Association) comparability of the PhD program needs to be attested by a special agency, many letters of recommendation and a special one-year supervised internship program after the PhD. In many USA states there are very special additional regulations and requirements.

The World Council for Psychotherapy (WCP) offers a World Certificate of Psychotherapy (WCPC). They ask for at least 3.200 hours of psychotherapy training spread over at least 7 years. The later 4 years of which must be in a training specific to psychotherapy. "Personal Psychotherapeutic Experience" should include training analysis, self-experience, and other methods involving elements of self-reflection, therapy, and personal experience (not less than 250 hours). "Theoretical Study" during the 4 years of training specific to psychotherapy should include theories of human development throughout the life-cycle: psychotherapeutic approaches, theory of change, social and cultural issues, psychotherapy and theories of assessment and intervention. The "Practical Training" will include sufficient practice under continuous supervision (at least 150 sessions that meet the WCPC criteria) appropriate to the psychotherapeutic modality and placement in a mental health setting, or equivalent professional experience. The placement must provide adequate experience of psycho-social crisis and of collaboration with other specialists in the mental health field. The requirements of the European Association for Psychotherapy (EAP) for their European Certificate of Psychotherapy (ECP) are very similar.

The American Psychological Association (APA) requirements are a Ph.D., Ed.D., or Psy.D. degree from a regionally accredited educational institution with a clearly identified psychology program and a one-year special internship program. The PhD in Clinical Psychology includes graduate instruction in: Research Methodology, Statistics, Scientific and Professional Ethics and Standards, Biological Bases of Behavior, Cognitive-Affective Bases of Behavior, Social Bases

of Behavior, Individual Differences, Psychopathology, Theories of Psychotherapy, Practicum in Psychotherapy, Clinical Assessment and a Practicum in Psychological Assessment.

The PhD in Clinical Psychology at the UCN requires at least 3 years of study after a Master degree in Psychology. This is a workload of at least 4.500 hours. The entrance qualification is a Master degree in Psychology. When you include the time needed for a Bachelor and Master in Psychology this sums up to a workload of 12.000 hours in all in all 8 years. After the 3 years PhD in many countries a [1 year Supervised Internship](#) is needed to work as registered Psychologist or Psychotherapist.

[The main courses in our masters degree in Psychology regarding Clinical Psychology, Health and Psychotherapy are](#) besides psychological methods:

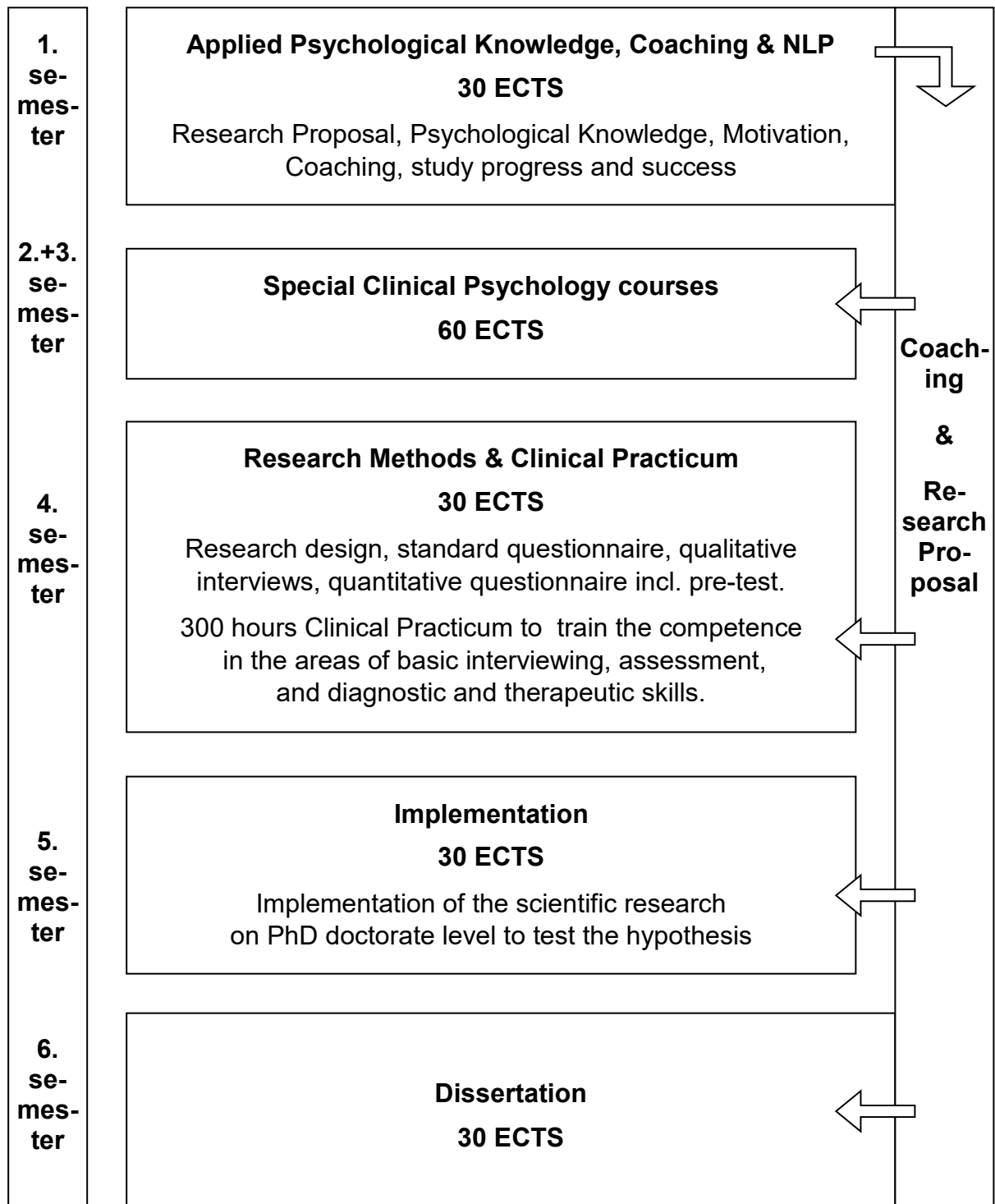
- [PSYM-K04-Clin1: Clinical psychology & Psychotherapy](#)
- [PSYM-P01-PhHi1 Philosophy and History of Psychotherapy](#)
- [PSYM-P03-PsAn1 Psychoanalysis](#)
- [PSYM-P05-BTCB1 Behavior Therapy and Cognitive Behavior Therapy](#)
- [PSYM-P07-HP1 Humanistic Psychology and Therapy](#)
- [PSYM-P09-TPsy1 Transpersonal Psychology](#)
- [PSYM-P11-SysT1 Systemic Therapy](#)
- [PSYM-P13-HypT1 Hypnotherapy](#)
- [PSYM-P15-GT1 Gestalt Therapy](#)
- [PSYM-P17-TA1 Transactional Analysis](#)
- [PSYM-P19-Nuro1 Neurotherapy](#)
- [PSYM-P21-PsyA1 Psychotherapeutic Approaches](#)
- [PSYM-P23-PNI1 Psychoneuroimmunology](#)
- [PSYM-P25-Ppat1 Psychopathology and Diagnosis](#)
- [PSYM-P27-PsAs1 Psychological Assessment](#)
- [PSYM-P28-CaSt1 Case Study](#)
- [PSYM-P31-EffP1 Efficacy and Effectiveness of Psychotherapy](#)
- [PSYM-P33-RCT1 Random Control Trial](#)

The 4 years Licenciado in Psychology at the UCN is equivalent to a 3 year Bachelor degree and covers psychological methods along with: Biological Foundations for Psychology, Conflict Resolution Psychology, Forensic Psychology, Sexual Psychology, Family therapy and Community Psychology.

Due to the inconsistent international legal recognition of foreign degrees the UCN provides no guarantee for the use of its titles and degrees in other countries than Nicaragua.

## 9.1 Flow chart: Semesters and ECTS for Clinical Psychology

The following flow chart overview is for general orientation. The fundamental characteristic of a doctorate or PhD programme is a major piece of original research with the aim of producing new knowledge. All other areas of study serve this aim and are connected to this aim. In contrast to our other PhD programs in Psychology for a PhD in Clinical Psychology special courses in Clinical Psychology and a 300 hours practicum are obligatory.





## 9.2 List of Courses for Clinical Psychology

PSYP-C01-CMHP1	Introduction to Clinical Mental Health Practice
PSYP-C02-ELCP1	Ethical and Legal Issues in Counseling and Psychotherapy
PSYP-C03-HiSy1	History & Systems of Psychology
PSYP-C04-LiDe1	Lifespan Development
PSYP-C05-PerT1	Personality Theories in Clinical Practice
PSYP-C06-PsyT1	Psychological Testing in Clinical Practice
PSYP-C07-CReM1	Clinical Research Methods
PSYP-C08-EDAB1	Etiology and Diagnosis of Abnormal Behavior
PSYP-C09-ICCP1	Introduction to Counseling, Consultation and Psychotherapy
PSYP-C10-CDiP1	Counseling Diverse Populations
PSYP-C11-TPCP1	Theory and Practice in Counseling and Psychotherapy
PSYP-C12-DrAD1	Drug Abuse and Dependency
PSYP-C13-TrCA1	Children and Adolescents in Counseling and Psychotherapy
PSYP-C14-NPhy1	Neurophysiology
PSYP-C15-NAna1	Neuroanatomy
PSYP-C16-NPsy1	Neuropsychology
PSYP-C17-NPha1	Neuropharmacology
PSYP-C18-PPha1	Psychopharmacology
PSYP-C19-CPha1	Clinical Pharmacology
PSYP-C20-AdAb1	Advanced Abnormal Psychology I
PSYP-C21-AdAb2	Advanced Abnormal Psychology II
PSYP-C22-AdAb3	Advanced Abnormal Psychology III
PSYP-C23-CPrac1	Clinical Practicum (300 clock hours)
PSYP-C24-FJPA1	Freudian and Jungian Psychoanalysis
PSYP-C25-SocP1	Social Psychology
PSYP-C26-CogP1	Cognitive Psychology
PSYP-C27-BiSt1	Biostatistics
PSYP-C28-ChAA1	Child Abuse Assessment
PSYP-C29-DoVi1	Domestic Violence
PSYP-C30-HSex1	Human Sexuality
PSYP-C31-AGMH1	Aging and Geriatric Mental Health Care

For courses regarding research proposal and motivation, deepening general psychology knowledge, research methods and research design, research implementation, dissertation and Via Voce (Rigorosum, thesis defence) please see our PSY-courses under 5. to 8. in this curriculum.

## **9.3 Courses for Clinical Psychology**

### **9.3.1 Clinical Mental Health Practice**

#### **PSYP-C01-CMHP1 Introduction to Clinical Mental Health Practice**

##### **Clinical Psychology**

This course is an overview and examination of the mental health professions. The course will examine historical, philosophical, and social/political influences on contemporary mental health practices, as well as equip the student with an introduction to the practical aspects of a clinical practice (treatment planning, developing the helping relationship, collaboration/referral, etc.). An in-depth examination will be made into the professional rights and responsibilities of professional counsellors and clinical psychologists as well as their credentialing and licensing.

#### **PSYP-C02-ELCP1 Ethical and Legal Issues in Counseling and Psychotherapy**

##### **Clinical Psychology**

Legal and ethical issues and practices are integral to professional counseling and clinical psychology. This course will examine topics such as confidentiality, ethical competence, professional relationships, and what constitutes malpractice. Emphasis will be placed upon rights, duties, and professional responsibilities under the law. Exercises are used to develop critical thinking and skill in evaluating and resolving ethical dilemmas encountered in a mental health practice.

#### **PSYP-C03-HiSy1 History & Systems of Psychology**

##### **Clinical Psychology**

The study of history, any history, involves the development of skills that are essential for the clinical psychologist: the ability to evaluate evidence, critique literature, identify bias, omissions, resistances, and faulty thinking; the development of perspective; a knowledge of scepticism and relativism; the importance of historical context; the ability to assess conflicting interpretations, and to make judgments regarding the impact of the Zeitgeist on individuals and events.

#### **PSYP-C04-LiDe1 Lifespan Development**

##### **Clinical Psychology**

This course will focus on human development from conception through adulthood. This course will provide an overview of development in the following areas: physical, cognitive, psychological, social-emotional, and moral. The five areas of development will be examined through various developmental theories with applications to therapeutic settings. Students will examine developmental crises that may be the source of problems that become the focus in a counseling or clinical setting.

#### **PSYP-C05-PerT1 Personality Theories in Clinical Practice**

##### **Clinical Psychology**

This class will cover an in-depth examination into historical and current psychological theories of personality. These will include psychoanalytic, humanistic, behavioral, cognitive and trait theories. The student will be given the opportunity to interpret the strengths and weaknesses of each of these models, and integrate learning toward creating tools for effective counseling.

### **PSYP-C06-PsyT1 Psychological Testing in Clinical Practice**

#### **Clinical Psychology**

This course will provide an exploration of the structure, administration, interpretation and uses of various psychological tests typically utilized in a counseling practice. Specific assessment procedures will include (but are not limited to) testing: cognitive ability, personality dynamics, achievement, aptitude, adaptive behavior, and emotional characteristics. Special attention will be paid to helping students develop awareness of the process of conducting a comprehensive assessment, interpreting assessment results and how to communicate those results to clients.

### **PSYP-C07-CReM1 Clinical Research Methods**

#### **Clinical Psychology**

This course will provide an introduction to research methods and statistical procedures that are necessary to the design, application, and evaluation of current research in the field of counseling and psychotherapy. Generating independent research proposals and analyzing published empirical findings will be emphasized in the course. Topics will include descriptive and inferential statistics, quasi-experimental designs, correlational research methods, nonparametric statistics, APA writing style, and independent research proposal development.

### **PSYP-C08-EDAB1 Etiology and Diagnosis of Abnormal Behavior**

#### **Clinical Psychology**

One of the primary roles of clinicians in community settings is to recognize the diagnostic criteria for abnormal behavior, understand its possible causes, and begin to develop appropriate treatment or referral plans for addressing the problems associated with psychopathology. This course is designed to provide students with a comprehensive study of the etiology of abnormal behavior. In addition, students will learn how to facilitate the diagnostic process. This will include intimate familiarity with the Diagnostic and Statistical Manual of Mental Disorders, and other tools for facilitating accurate mental health diagnoses.

### **PSYP-C09-ICCP1 Introduction to Counseling, Consultation and Psychotherapy**

#### **Clinical Psychology**

This course is an introduction to major therapeutic similarities and differences between counseling, psychotherapy, and consultation. Theories of personality and the causes and severity of abnormal behavior will serve as frameworks for therapeutic intervention strategies. Particular emphasis will be placed on applying theory to professional practice in each of the three disciplines, as well as exploring the diverse responsibilities the counsellor or psychologist must demonstrate in each of these roles.

### **PSYP-C10-CDiP1 Counseling Diverse Populations**

#### **Clinical Psychology**

This course is designed to provide students with a comprehensive study of the skills, techniques, and information necessary to facilitate a counseling process in a cross-cultural counseling relationship. Students will be encouraged to develop self-awareness of their own cultural biases as well as awareness of many other cultures. Special attention will be given to dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and how those factors affect the counseling relationship and the choice of treatment processes. The focus is on racial and ethnic basis of behavior with special emphasis on people of color, particu-

larly in regards to cross-cultural psychology, psychology and social oppression, racism and psychology.

### **9.3.2 Counseling and Psychotherapy**

#### **PSYP-C11-TPCP1 Theory and Practice in Counseling and Psychotherapy**

##### **Clinical Psychology**

This course provides a comprehensive overview of the various theories of counseling and psychotherapy. This course is designed to critically examine the historical/theoretical frameworks that the major forms of counseling utilize. Some of the theoretical perspectives will include: (but are not limited to) Psychodynamic, Person-Centered (Humanistic), Existential, Adlerian, Behavioral, Cognitive-Behavioral, Gestalt, Multimodal, and Systems theory.

#### **PSYP-C12-DrAD1 Drug Abuse and Dependency**

##### **Clinical Psychology**

This course will allow the student to review current research and treatments in the field of drug addiction and dependency. This will include developments in the psychopharmacological treatments of addictions, the influence of managed care on treatment, ethics, and the changing roles of the counselor. Intervention strategies will be explored.

\*\*Course requirement may be waived for students who hold an alcohol and drug abuse counseling license.

#### **PSYP-C13-TrCA1 Children and Adolescents in Counseling and Psychotherapy**

##### **Clinical Psychology**

This course examines issues related to the mental health treatment for children and adolescents. Focus is on the application of clinical principles and theories to this specific population. Techniques for interviewing children and their families, methods for designing and evaluating treatment plans, age-appropriate assessment procedures, and ethical standards and legal requirements are also addressed.

### **9.3.3 Diagnosis and Treatment of Mental Disorders**

#### **PSYP-C14-NPhy1 Neurophysiology**

##### **Clinical Psychology**

The course covers the basic biology of the nerves, including synthesis and movement of proteins in the nerve, membrane potential and membrane properties, ion channels, and generation and conduction of an action potential. The course also covers the fundamental biophysical mechanisms of cellular neurotransmission, including synapses, membrane potentials, ion pumps, ion channels, transmitter secretion, nerve-muscle transmission and receptors. The most important neurotransmitters such as acetylcholine, norepinephrine, dopamine, serotonin, glutamate, glycine, GABA and peptides are discussed in detail.

**PSYP-C15-NAna1 Neuroanatomy**

**Clinical Psychology**

This course provides a description of the functional anatomy of the autonomic nervous system, including pre- and post-ganglionic neurons, the sympathetic and parasympathetic nervous systems, visceral afferent fibers, autonomic ganglia, and central autonomic pathways. The gross anatomy of the peripheral nervous system, and central nervous system, including the brain, brainstem, cerebellum, cranial nerves are covered from the perspective of clinical and medical psychology.

**PSYP-C16-NPsy1 Neuropsychology**

**Clinical Psychology**

This course explores the biological basis of behavior, including sensation and perception, the regulation of hunger and thirst, physiological psychology, comparative psychology; learning, memory, and the role of hormones, pheromones and neurotransmitters in regulating human behavior and emotion.

**PSYP-C17-NPha1 Neuropharmacology**

**Clinical Psychology**

This course explores the basic pharmacology of the agents that act as agonists or antagonists to neurotransmitter receptors, axonal blockers, ganglion blockers, or affect the neuromuscular junction.

**PSYP-C18-PPha1 Psychopharmacology**

**Clinical Psychology**

This course explores the basic pharmacology that is pertinent to the treatment of mental disorders and diseases. Special attention is given to clinically-significant antipsychotic antianxiety and antidepressant drugs.

**PSYP-C19-CPha1 Clinical Pharmacology**

**Clinical Psychology**

This course studies the clinical aspects of pharmacology including drug interactions, pharmacokinetics, biotransformation of drugs, new drug development, prescription writing, protocol for controlled substances, special considerations during pregnancy, special considerations for geriatric populations, advanced topics.

**PSYP-C20-AdAb1 Advanced Abnormal Psychology I**

**Clinical Psychology**

This course attempts to characterize the psycho-pathogenesis, diagnosis and treatment of anxiety disorders and depression in terms of neurotransmitters and receptors. Modern psychopharmacological theories based upon neurological receptors and neurotransmitters are examined.

**PSYP-C21-AdAb2 Advanced Abnormal Psychology II**

**Clinical Psychology**

This course attempts to characterize psycho-pathogenesis, diagnosis and treatment of personality disorders, eating disorders, sleep disorders, sexual disorders and developmental disorders in terms of neurotransmitters and receptors. Modern psychopharmacological theories based upon neurological receptors and neurotransmitters and are examined. The rational basis of

modern psycho-pharmacological treatment is examined critically and compared with traditional psychotherapy methods based on psychoanalytical theory.

### **PSYP-C22-AdAb3 Advanced Abnormal Psychology III**

#### **Clinical Psychology**

This course attempts to characterize psycho-pathogenesis, diagnosis and treatment of schizophrenia. Modern psychopharmacological theories based upon neurological receptors and neurotransmitters are examined.

### **PSYP-C23-CPrac1 Clinical Practicum (300 clock hours)**

#### **Clinical Psychology**

A 300-hour clinical practicum in clinical psychology is required, comprising: (i) a minimum of 150 hours of supervised experience shall be in service-related activities, defined as treatment/intervention, assessment, interviews, report-writing, case presentations, and consultations, including at least 50 hours of face-to-face supervision (of which 10 hours may be in a group setting); and (ii) a minimum of 100 hours of supervised professional experience shall be devoted to face-to-face patient/client contact, including at least 50 hours of scheduled individual, face-to-face supervision. The practicum may be located in a private practice setting, a community clinic, or mental health hospital. The clinical practicum is designed to provide students with intensive one-on-one training and professional training in clinical psychology in a supervised setting. Each student will receive 100 hours of scheduled face-to-face supervision with a psychiatrist, psychoanalyst or licensed clinical psychologist (of which 10 hours may be in a group setting). Each student receives significant clinical training and works with actual patients/clients under direct supervision. During the clinical clerkship, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and diagnostic and therapeutic skills. In addition to tuition, students pay a clinical supervision fee. Students must show proof of malpractice liability insurance.

## **9.3.4 Special Topics**

### **PSYP-C24-FJPA1 Freudian and Jungian Psychoanalysis**

#### **Clinical Psychology**

This course explores the theoretical underpinnings of modern psychoanalytic theory as it was originally formulated by Sigmund Freud at the end of the 19th Century and further developed by Sigmund Freud and Carl Gustav Jung in the early part of the 20th Century. The emphasis of this course is on the study of authentic, historically important writings on theories of the unconscious mind, defence mechanisms of repression, sexual desire as the primary motivational energy of human life, archetypes and symbols, and the interpretation of dreams as sources of insight into unconscious desires. Included, is a discussion of therapeutic techniques, including the use of dream interpretation and free association.

### **PSYP-C25-SocP1 Social Psychology**

#### **Clinical Psychology**

This course explores the social basis of behavior: social psychology, group processes, organizational and systems theory.

**PSYP-C26-CogP1 Cognitive Psychology**

**Clinical Psychology**

This course explores the study of the cognitive-affective bases of behavior including learning, thinking, motivation, and emotion.

**PSYP-C27-BiSt1 Biostatistics**

**Clinical Psychology**

This course offers an introduction to statistical methodology for the mental health professions. Topics covered include presentation of data, descriptive statistics, basic concepts of probability, estimation of parameters, hypothesis testing, simple linear regression, correlation, and the analysis of attribute data. The course provides a solid foundation in statistical inference, statistical significance, and hypothesis testing.

**PSYP-C28-ChAA1 Child Abuse Assessment**

**Clinical Psychology**

This course explores the relationship between childhood trauma, child abuse and the assessment of children who have been caught in a web of abuse, neglect and/or maltreatment. This course aims to provide fundamental tools and concepts necessary for the identification, assessment and treatment of childhood abuse, including statutory child abuse assessment and reporting requirements under the law.

**PSYP-C29-DoVi1 Domestic Violence**

**Clinical Psychology**

This course covers spousal or partner abuse assessment, detection, and intervention strategies and reporting requirements under the law. Special issues encountered during the child custody evaluation process, including maximizing safety for clients, evaluators, and court personnel; maintaining objectivity; providing and gathering balanced information from both parties and controlling for bias; providing for separate sessions at separate times; and considering the impact of the evaluation report and recommendations with particular attention to the dynamics of domestic violence. This course covers a broad range of issues encountered in family and psychological assessment in domestic violence cases.

**PSYP-C30-HSex1 Human Sexuality**

**Clinical Psychology**

This course entails the study of physiological-psychological and social-cultural variables associated with sexual identity, sexual behavior or sexual disorders.

**PSYP-C31-AGMH1 Aging and Geriatric Mental Health Care**

**Clinical Psychology**

Aging is not a disease, but rather a natural process. This course discusses the process of aging and long-term care including the biological, social, and psychological aspects of aging.

For courses regarding research proposal and motivation, deepening general psychology knowledge, research methods and research design, research implementation, dissertation and Via Voce (Rigorosum, thesis defence) please see our PSY-courses under 5. to 8. in this curriculum.