

COURSE TITLE		GENERAL PSYCHOLOGY					
Code	KBF106 ISVU: 82136	Year of study	I				
Course teacher/s	Assistant professor Ante Akrap, Ph.D.	Credit (ECTS)	4				
Assistants	Senior Assistant Gina Šparada, Ph.D.	Type of instruction (number of hours per semester)	L	S	E	F	
			45				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	To know the basic laws of mental processes, the laws of experience and behaviour. Understand what affects mental processes and how particular factors can change. Adopt the ways of dealing with problems and become aware of your own emotional states.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Explain fundamental features of psychology as scientific discipline. 2. Interpret basic psychological processes of experience and behaviour. 3. Interpret basic cognitive processes. 4. Recognize basic dynamic assumptions. 5. Discern and identify various emotional states and their impact on experience. 6. To analyze the impact of environmental and genetic factors on personality development. 7. To evaluate and classify normal from pathological states. 8. To plan and apply an adequate approach to problem solving.						
Detailed course content (weekly class schedule)	Psychodynamic theory: The Importance of Freud (3) Freud's view of the person and society (3) Freud's view on the science of personality (3) Psychoanalysis - Personality Theory (6) Mid-term exam Psychodynamic theory: application and evaluation of Freud's theory: Clinical application (3) Psychopathology (3) Behaviour change (3) Related Views and New Events (3) Recent events in the psychodynamic tradition (3) Mid-term exam Behaviourism and personality approach based on learning: Behavioural view of personality science (3) Watson, Pavlov and classical conditioning (5) Skinner's theory of operant conditioning (5) Comparison of learning-based approaches with earlier views (2)						
Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction		<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				
Student obligations	Regular class attendance and active participation.						

Screening student	Class attendance	1,5	Research		Practical	
work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)					training	
	Experimental work		Written representation		(Other)	
	Essay		Seminar essay		(Other)	
	Cilloquium	1,5	Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Class participation - 10% Mid-term exam 1 - 25% Class participation - 10% Mid-term exam 1 - 25% Mid-term exam 2 - 25% Final exam - 40%  The numerical scale of student work evaluation is based on 100 points: - sufficient (2) - 50-64 points - good (3) - 65-79 points - very good (4) - 80-89 points - excellent (5) 90 and more points  How to earn points: - During the class, the student's activity in discussions, expressing opinions and arguments is monitored - 10% of the grade - Mid-term exams 1 and 2 carry a maximum of 50% of the grade, and are given in the 6th and 11th week of classes - The final exam is written and it is taken in the exam period and carries 40% of the grade. For a passing grade, it is necessary for the student to answer at least 50% to each of the three questions. Mid-term exams 1 and 2 can also be taken at the final exam if the student has not passed them before.					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Availability via other media	
	Frankl Viktor E., <i>Život uvijek ima smisla</i> , Provincija franjevac trećoredaca, Zagreb, 2007 <sup>7</sup> , 1-133.			4		
Supplementary literature	Fulgosi Ante, <i>Psihologija ličnosti</i> , Školska knjiga, Zagreb, 1997 <sup>6</sup> .  Petz Boris, <i>Uvod u psihologiju</i> , Naklada Slap, Jastrebarsko, 2006 <sup>3</sup> , 1-366.  Lütz Manfred, <i>Ludilo. Liječimo pogrešne pravi problem su normalni ljudi</i> , Znanje, Zagreb, 2011					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Consultations, monitoring of attendance and activities in discussions (teacher). Supervision of teaching (vice dean for teaching). Analysis of study success in all courses of study (vice dean for teaching). Student survey on the quality of teachers and teaching for each course (UNIST, Centre for Quality Improvement). The exam checks the learning outcomes of the course (teacher).  The content of the exam is periodically checked, on the basis of which the suitability and manner of checking the learning outcomes are determined (vice dean for teaching).					

Other (according to the opinion of education provider)	
--	--