

**Free Academy of Tbilisi**



**Psychology**

**Bachelor Educational Programme**

## Bachelor Educational Programme

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|---|
| <b>Name of educational programme</b>  |
| Psychology  |
| <b>Academic higher education level</b>  |
| First level, Bachelor   |
| <b>Type of educational programme</b>  |
| Higher Education Academic Programme   |
| <b>Qualification to be awarded</b>  |
| Bachelor of Psychology  |
| <b>Duration of study</b>  |
| Duration of study: 8 semesters (4 academic years)   |
| <b>Program volume in credits</b>  |
| 240 (ECTS)  |
| <b>Language of instruction</b>  |
| Teaching in the educational programme is conducted in the Georgian language   |
| <b>Head/co-head of the programme</b>  |
| <b>Ekaterine Chinchaladze</b><br>Doctor of Psychological Sciences<br><b>Nino Kitoshvili</b><br>PhD candidate in applied social psychology |

### **Prerequisite for admission to the programme**

Access to the Bachelor programme has a holder of the general education certificate or equivalent who has passed Unified National Exams, through internal/external mobility and without passing Unified National Exams accordance with the rules established by the legislation of Georgia.

The educational programme has a transparent prerequisite for admission, which is in compliance with the legislation and is focused on the person's ability to cope with the programme. The official website of the Academy contains relevant information and that is available for all interested parties.

### **Programme Duration/volume**

The duration of the bachelor's programme is 8 semesters (four academic years), and the semester includes a combination of study weeks, exams, additional examn(s) and the evaluation period of the student's achievement.

The bachelor's programme includes 240 credits.

The credit expresses the required workload for the student and it can be obtained through the achievement of learning outcomes according to the order N3 of 2007 of the Minister of Education and Science of Georgia.

One academic year includes 60 (ECTS) credits.

One credit (ECTS) is equivalent to a student's study activity (student workload) for 25 hours and includes both contact and independent hours.

The distribution of credits among the various learning components is based on a realistic assessment of the workload of a student with average academic achievement required for achieving the learning outcomes set for each component.

When calculating the credit, the time specified for the additional exam (preparation, passing, evaluation) as well as the consultation time with the person implementing the component of the educational programme is not taken into account.

Taking into account the specifics of the higher education programme and/or the student's individual educational programme, it is allowed that the student's annual workload to exceed 60 credits or be less than 60 credits. It is not allowed that the student's annual academic workload to exceed 75 (ECTS) credits.

If a student is unable to complete the programme within 4 academic years and obtain at least 240 credits, he/she is given the opportunity to complete the programme in an additional semester/s and obtain a bachelor's degree.

The final results of the bachelor's programme are achieved by taking the components outlined in the bachelor's

programme. For the awarding of the bachelor's academic degree it is mandatory to prepare and defense bachelor's thesis and defence of practice report.

### Programme Structure

The Psychology bachelor educational programme is drawn up in accordance with the requirements of the ongoing reform in the education system. The programme is focused on the requirements declared by the Bologna process and accumulates on the priority of competitiveness of teaching quality assessments. The educational programme is developed taking into account the content of the field of study in the respective detailed field, the development trends of the field, the peculiarities of the qualifications to be awarded in this field, and the best practices at the international level.

The Psychology Bachelor programme is constructed on the principle of study courses/subjects and free components relevant to the main field of study. Courses/subjects relevant to the main field of study are presented as compulsory and optional components. Compulsory components consist of free courses and compulsory study components of the main field of study. The elective component includes elective courses of the main field of study and free courses.

In accordance with the framework of higher education qualifications, taking into account the qualification level defined for the bachelor and the requirements of the employment market, the logical sequence of the formation of competencies achievable by the Psychology Bachelor Programme defines the content of the bachelor's programme, its structure and is reflected in the curriculum.

**240 credits of the educational programme are distributed as follows:**

**Compulsory components - 180 credits, include:**

- Free courses - 50 credits;
- Compulsory courses of the main field of study - 130 credits.

**Elective components - 60 credits, include:**

- Elective courses of the main field of study - 30 - 60 credits;
- Free courses - 0 - 30 credits.

**semester 1** - students will study five free courses of the compulsory component (academic writing; rhetoric; basics of sociology; information technologies; English language 1 – 25 credits) and one compulsory course of the main field of study (basics of psychology);

**semester 2** - students will study two free courses of the compulsory component (English language 2 and basics of philosophy - total: 10 credits) and four compulsory courses of the main field of study (history of psychology; biological foundations of behavior; research methods in psychology; conflict analysis and resolution - 20 credits);

**semester 3** - student will study two free courses of the compulsory component (English language 3; basics of critical thinking - 10 credits) and four compulsory courses of the main field of study (Personality Psychology 1; Social Psychology 1; Developmental Psychology 1; Research Methods in Psychology 2 - total: 20 credits);

**semester 4** - students will study one free course of the compulsory component (English language 4; total: 5 credits) and five compulsory courses of the main field of study (basics of statistics; social psychology 2; personality psychology 2; cognitive psychology 1; developmental psychology 2; total: 25 credits);

**semester 5** - students will study three mandatory courses of the main field of study (English language for psychologists 1; educational psychology; cognitive psychology 2; - total: 15 credits) and choose 15 credits from the offered elective courses and/or free courses of the main field of study;

**semester 6** - students will study three compulsory courses of the main field of study: (English for psychologists 2; psychology of work and organization; statistical processing of data (SPSS) - total: 15 credits) and choose 15 credits from the offered elective and/or free courses of the main field of study;

**semester 7** - students will study two mandatory courses of the main field of study (psychology of attitude; experimental psychology - 10 credits in total) and choose 20 credits from the offered elective and/or free courses of the main field of study offered;

**semester 8** - students prepares bachelor's thesis (10 credits), completes a practicum (10 credits), and chooses 10 credits from the offered elective and/or free courses in the main field of study.

Mandatory components of the main field of study are focused on providing the student with fundamental knowledge of various directions of psychology and the possibilities of practical application of psychological concepts, which serves to develop the skills and values necessary for professional work based on the acquired knowledge.

The practice component is focused on the realization of the theoretical and practical knowledge gained during the learning process. The mentioned component gives the student the opportunity to acquire the experience of applying the knowledge and skills acquired in the academic environment in practice. The practice component gives the student the opportunity to fully understand the specificity of the field of psychology and the importance of ethical principles, to develop the skills developed as a result of theoretical and practical training.

The bachelor's thesis is focused on the development of skills necessary for the performance of a theoretical work. The student will complete a bachelor's thesis/research according to the degree of independence. When working on a bachelor's thesis, it should be demonstrated that the level of knowledge and the quality of practical skills achieved as a result of studying the mandatory components of the bachelor's programme with the learning outcomes determined are in compliance. The goal of the bachelor's thesis is to develop the skills of the bachelor's student in the field of

psychology to carry out research work, to present it in written and oral form, observing the principles of research ethics.

The election of optional courses of the main field of study is made according to the curriculum of the bachelor's programme, where the prerequisites for study of the courses and their logical sequence are provided.

Free components include general courses oriented on the development of transferable skills already available within the educational programme of the first level of higher education in the institution, which the student can choose in order to broaden horizons on issues of his/her interest. In addition, the programme is oriented on the development of transferable skills such as effective oral and written communication in English, critical thinking, use of modern information technologies, and development of academic work skills.

Appendix N1

### **Programme Compliance with the Mission**

Free Academy of Tbilisi creates a modern learning environment by introducing innovative methods. In the ever-changing digital age, the Academy ensures to prepare competitive, highly qualified and socially aware generations for the labor market.

The educational programme is focused on providing the local and international labor market with competitive specialists with education corresponding to the requirements of the civil society working in the field of psychology.

Based on its mission, the bachelor of the Psychology Educational Programme is focused on preparing strategically-minded qualified specialists who will be competitive in the employment market and have the ability to communicate effectively and develop independently.

### **Programme Actuality**

Psychology is one of the most growing and demanding professions in the labor market of the 21st century, which increases the demand for high-grade higher education from both employers and students. A person with a bachelor's academic degree can be employed both in state and private sector. Correspondingly, in the modern labor market there is almost no field where a bachelor of psychology graduate cannot be employed.

Psychology - as a field, is one of the most growing and demanding professions in the world and also in Georgia. The relevance of the programme stems from the popularity of the field. A psychology education programme offers students not only opportunities for personal growth, but also a diverse range of career opportunities. In today's labor market, the profession of psychology is considered a demanding, promising and prestigious profession. An important trend is the dynamics of the increase of psychology programmes of higher education institutions and the full utilization of the vacant places announced for the bachelor's program in psychology.

A graduate of the bachelor's degree programme in psychology will be able to find employment in private and public institutions that do not require a master's degree - in education, health care, social services, research and management organizations. In particular, it can be preschool institutions, general education institutions and educational institutions as a whole, civil service and armed forces, human resources management services, training centers, clinics/polyclinics, research organizations, public relations services, psychological service centers, consulting diagnostic centers, rehabilitation centers, etc.

The graduate of the mentioned bachelor's programme will also be able to use the acquired knowledge and be employed in the field of related specialty. The graduate student will be able to continue studies to obtain a master's academic degree, both in the field of psychology, as well as in other fields, for which the law does not specify a bachelor's academic degree in a specific field.

The programme is based on the experience of drawing up the curriculum and distribution of subjects of similar bachelor's programmes in European universities, and the content of the document is based on the sectoral characteristics of the psychology bachelor's programme established by the UK Quality Assurance Agency for Higher Education (QAA) in 2019, from which the content of the programme's goals and results were taken into account.

### **Goal of the Programme**

The goals and learning outcomes of the undergraduate psychology programme are fully aligned, measurable and realistic. The goal of the program is to prepare qualified, competitive specialists equipped with theoretical knowledge, practical skills and professional values, focused on professional development and advancement.

#### **Programme goals are to**

1. Prepare a highly qualified specialist with a bachelor's academic degree relevant to the employment market;
2. Provide students with broad knowledge of field trends and modern concepts in the field of psychology;
3. Develop the ability to effectively use theoretical knowledge in practical activities and form the appropriate level of responsibility for professional activities in compliance with ethical principles;
4. Develop research and other generalization skills relevant to the first level of education, thereby creating a solid foundation for mastering higher level programs.

### **Programme Learning Outcomes**

The learning outcomes of the undergraduate psychology educational programme are diverse and focus on acquiring multidisciplinary knowledge in the science of psychology. The learning outcomes of the program are measurable, realistic and describe the knowledge that the student acquires upon completion of the programme.

1. Understands the historical regularities of the development of psychology and realizes the prospective trends of its development as a field;

2. Identifies the main directions of the science of psychology and classifies them, discusses the main characteristics of personality development, mental functions, factors affecting development and categories of conscious, unconscious, behavior and personality;
3. Identifies the main characteristics of personality development, features of psycho-social processes and various mental pathologies, identifies problems based on analysis and plans appropriate preventive measures based on specified guidelines;
4. Understands the key issues of various theoretical and practical approaches of psychology as a science;
5. Incorporates the knowledge obtained in different fields of psychology;
6. Can collect data and process it using appropriate statistical methods, prepare a written paper/report in compliance with academic standards and using psychological terminology, and convey it to interested parties orally and in writing;
7. Independently determines the needs of deepening/constantly updating the acquired knowledge, formulates opinions about problems in the field and ways to solve them, takes responsibility for the application of professional ethics norms in practice and protection of academic honesty.

#### **Methods of achieving learning outcomes**

**In order to achieve learning outcomes, the following teaching-learning methods are allocated:**

- Discussion/debate is one of the most common methods of interactive teaching. The discussion process dramatically increases the quality of student engagement and activity. The discussion can turn into an debate, and this process is not limited to questions asked by the teacher. It develops the student's ability to reason and justify his/her own opinion in order to expand his horizons;
- Presentation/Demonstration Method – This method helps to make visible the different stages of understanding the learning material, at the same time, this strategy visually presents the essence of the issue/problem, which is quite effective in terms of achieving results. The study material can be demonstrated by both the lecturer and the student;
- Inductive method - defines such a form of transfer of any knowledge, when the course of thought in the learning process is directed from facts to generalization, i.e., when conveying material, the process proceeds from specific to general;
- Deductive method - defines a form of transfer of any knowledge, which is a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific;
- Analysis method - helps to break down the learning material as a whole into its constituent parts. This facilitates the detailed coverage of individual issues within complex problems;
- Synthesis method - involves grouping separate issues to form a single whole. This method helps to develop the ability to see the problem as a whole;
- Explanation - explanatory method - is based on reasoning around the given issue within the given topic. When presenting the material, the professor cites a specific example, which is discussed in detail. The method promotes the maximum involvement of the group in the process of discussion of issues, the student's



ability to think logically, form an independent opinion, justify his/her own opinion and respect the opinion of others;

- Generating examples - means creating different modeled examples of a specific issue/problem within a specific topic;
- Practical work - based on the acquired knowledge, the student independently performs this or that action, which gives him practical skills;
- Presentation - involves the selection of students into appropriate groups. Presentation topics can be selected by students under the guidance of the lecturer or independently and based on the processing of the found material, they can present it in Power-Point to the audience;
- Verbal presentation - includes knowledge of theoretical issues, which is carried out in the form of a narrative or in the format of answering questions and includes participation in a survey, discussion. Verbal presentation provides demonstration of knowledge of theoretical issues and discussion on specific issues;
- Brain Storming - involves the formation of as many, radically different, opinions and ideas about a specific issue/problem within a specific topic and promoting its presentation, which contributes to the development of a creative approach to the problem;
- Searching for resources - finding new information/material independently using electronic and printed means;
- Questions for thinking - are an effective teaching and learning strategy that promote the development of students' thinking skills;
- Problem-based learning (PBL) - is a learning method that uses a problem as the initial stage of the process of acquiring and integrating new knowledge. Its application makes the learning process particularly effective and increases the motivation of students to learn. Develops students' transfer, critical, analytical, creative, communication, cooperation and other skills;
- Study/analysis of cases (Case study) is a method of situational analysis, the basis of which is teaching by solving specific tasks/situations using so-called "solving cases". "Case" is a kind of tool that allows the use of acquired theoretical knowledge to solve practical problems by combining theory and practice. The method effectively develops the ability to make informed decisions in a limited time;
- Collaborative work - involves dividing students into groups and giving them learning tasks. Group members work on the issue individually and simultaneously share their opinions with the rest of the group. Depending on the set task, it is possible to redistribute functions among the members during the work of the group. This strategy ensures maximum involvement of all students in the learning process;
- Individual project - is a teaching-learning method, which includes the preservation of the acquired knowledge and its active use. It is a kind of plan, which describes the possibility of modeled implementation of a specific issue/problem;
- The heuristic method is based on the step-by-step solution of the issue and the independent determination of facts during teaching. The method involves calculation of general indicators reflecting the development

of this or that direction of the foreign sector of the economy, determining the regularity of the development of events and drawing conclusions by students. The student should present the results in practical classes and should be able to lead a discussion with the audience;

- Cooperative learning - each member of the group is obliged not only to study by himself/herself, but also to help his/her teammate to study the subject better. Each member of the group works on the problem until all of them have mastered the issue;
- Situational imitation - is a method where the student is given the opportunity to imagine and further analyze a specific issue/topic; With the help of this method, the student learns to complete the task by studying the reflection between observations and actions. The learning-by-imitation paradigm is gaining popularity because it facilitates teaching complex tasks based on minimal expert knowledge of the tasks;
- Quiz - is a written work (checking the theoretical material within the scope of the topic). This method measures the student's knowledge, abilities, and skills. The quiz consists of theoretical questions;
- Role-playing games - are an active teaching method aimed at developing dialogic and monologue speaking and listening skills. During the role-playing games, the field vocabulary, linguistic constructions, clichés relevant to the communication situation are used and memorized. The purpose of this activity is for the participants to gain more knowledge based on sharing each other's experiences. Games implemented according to pre-developed scenarios allow students to look at the issue from different positions. It helps them to form an alternative point of view. This method builds the student's ability to express his position independently and defend it in an argument;
- Essay - independent work on a topic predetermined by the lecturer - is an effective method of evaluating students' learning outcomes. Its use in teaching contributes to the development of students' habits of forming thoughts clearly and correctly, in a logical sequence. Also, the essay accustoms the students to use examples, quotes, to state their own opinion about the discussed topic. The purpose of the essay is to diagnose the productive and creative part of the students' cognitive activity, which involves evaluating the skills of information analysis, its interpretation, construction of arguments, formulation of conclusions;
- Translation - based on field vocabulary, students will develop practical translation skills, improve translation techniques, study how to understand the language of the text, understand explicit and implicit information;
- Exercises - are a necessary component in the process of teaching a foreign language for the actualization of grammatical and lexical skills, for the improvement and deepening of the field vocabulary;
- Written work - students perform/present various tasks in written form;
- Working on a book - independently finding, preparing, grouping, systematizing and processing educational text-books;
- Listening - develops the student's skills of understanding authentic English speech, concentration of attention, perception and analysis of general and specific information from the material heard;
- Blitz-questioning - is a frontal questioning within the framework of the passed material, which reveals the level of perception of the passed material by the student in a relatively short time;

- Seminar report - is a method that develops the student's skills of independently searching for relevant, reliable and quality sources of the issue, collecting and explaining data, highlighting problems, presenting ways to solve them, developing theses and presenting conclusions. A seminar report reveals the level of knowledge of the subject and the depth of processing the material, etc.

**Note:** The selection of specific activities or their combination depends on the objectives and learning outcomes of the respective component. The lecturers implementing the courses, taking into account the specifics of the course, determine the various methods to be used in the process, which are reflected in the syllabi of the relevant course.

Lectures are interactive. Their purpose is to theoretically understand, generalize and discuss the topics provided by the syllabus at the problem level, to form an independent learning orientation for students. At the lectures, attention is focused on highlighting the main provisions of the discussed issue, formulating substantiated theses and their critical analysis. The purpose of the work/practical work in the working group is to deepen and specify the knowledge received at the lectures and its practical application; theoretical material is understood, opinions are formed and shared, debates and argumentation of positions are carried out, concrete practical work is performed, and professional activity habits are formed.

#### Evaluation of students achievements – general rules

At the higher education institution the 100 - grading point student assessment system is in place, approved by the Order N3 of 2007 of the Minister of Education and Science of Georgia. The maximum total point of assessment is equal to 100 (one hundred), therefore, the maximum positive assessment is 100 points, and the minimum positive assessment is 51 points. Each assessment method has a minimum competence limit, which may be different in different courses, taking into account the specificity of the course and the interest in achieving learning outcomes.

Student assessment:

A. Five types of positive assessment:

a.a) (A) Excellent - 91 -100;

a.b) (B) Very good - 81-90;

a.c) (C) Good - 71-80;

a.d) (D) Satisfactory - 61-70;

a.e) (E) Sufficient - 51-60.

B. Two types of negative assessment:

b.a) (FX) Unsatisfactory (could not pass) - 41-50 points from maximum grading points, meaning that the student needs considerable more further work to pass and he/she is allowed to take the additional exam once in the current semester.

b.b) (F) Failed - 40 points and less from maximum grading points, meaning that the work performed by the student is not sufficient and further work is required to learn the subject over again.

The midterm assessment is divided into components: practical activity (work in a working group/seminar/practical teaching, presentation, etc.) and midterm exam. Each has its own percentage share in the assessment system.

From the 100-point system, 60 points are allocated to the mid-semester components, and 40 points are allocated to the final exam. The 60 points determined for the mid-semester components are distributed according to mid-term assessment.

**Academic requirements for student evaluation:**

In order to be awarded credit, the student has to overcome the minimum competence threshold established in each evaluation form/component by the course syllabus.

a. The minimum competence limit established in each form of evaluation of the educational course should not exceed the following amounts:

- Out of 40 points of practical studies/activities, the student is obliged to collect 20 points;
- Out of 20 points of the intermediate exam, the minimum competence limit is 11 points;
- The minimum competence limit of 40 points in the final exam is 20 points.

b. In the practice component – in each form of practice assessment, the minimum competence limit established should not exceed the following amounts:

- The minimum competence limit established out of 60 points for intermediate assessment/practical activities is 30 points;
- The minimum competence threshold out of 40 points for the final assessment/practice defense is 21 points.

c. In the component provided by the educational program - the bachelor's thesis, the limit of minimum competence established in each form of evaluation should not exceed the following amounts:

- The minimum competence limit established out of 60 points of the intermediate assessment is 30 points;
- The minimum mandatory competence limit of 40 points for final assessment/undergraduate thesis defense is 21 points.

If the student fails to pass the minimum competency threshold established in each form/component of the evaluation determined by the academic course approved by the Academy, he/she will be removed from the course and given a grade of "F", which entails repeating the said course. The final exam is held at the end of the semester, in the time frame determined by the academic calendar of the educational process. The right to pass the final exam is granted to a student who has passed the minimum competence limit established in each form/component of the intermediate assessment.

In case of receiving an FX grade and/or failing to appear for the final exam, as well as in order to improve the received grade, the student is given the right to retake the exam once for an additional exam in the same semester, no less than 5 days after the final exam. The grade obtained on the additional exam is the final grade and is reflected as the final grade of the educational program component. Taking into account the evaluation received on the additional exam,

in the case of receiving 0-50 points in the final evaluation of the educational component, the student is assigned an F-point.

**Note:**

- Forms and components of assessment, their specific share in the overall assessment and the minimum level of competence, as well as assessment methods and criteria are outlined in the syllabus of each course and are available for students;
- The final exam is held at the end of the semester, within the time limits determined by the academic calendar of the educational process;
- A one-time assessment of the student's learning results is not allowed;
- In order to work on a bachelor's thesis the student must have mastered the mandatory courses of the main field of study of the educational Programme.

**Issuance of diploma confirming academic degree/qualification**

The qualification for the graduate of the Psychology Undergraduate Educational Programme is granted in accordance with the order of the Minister of Education and Science of Georgia No. 69/N of April 10, 2019, on the framework of national qualifications and fields classifier. The graduate of the educational Programme is awarded the academic degree/qualification of Bachelor of Psychology and is given a diploma confirming completion of the relevant bachelor's Programme and diploma supplement.

**Human resources necessary for the implementation of the Programme**

The implementation of the Programme is ensured by highly qualified personnel. The components provided by the curriculum are led by the academic staff of the institution, invited staff with relevant experience and competences, and practicing specialists.

**Material and technical resources necessary for the implementation of the bachelor's Programme**

The possibility of realizing the goals provided by the Programme and achieving the learning outcomes is provided by appropriate equipment and modern technologies, equipped classrooms, professors' rooms, library fund (hard copies and electronic versions), computer center, computer Programmes, continuous Internet. An electronic system for managing the educational process is functioning in HEI.

Free Academy of Tbilisi has access to the following international electronic databases:

- Cambridge Journals Online - The database includes 360 titles of academic journals and more than 30,000 titles of e-books in the following scientific areas: economics, mathematics, politics, astronomy, etc.;
- e-Duke Journals Scholarly Collection - The database provides open access to books and journals published by Duke University Press. This publishing house annually publishes 120 new books and more than 50 electronic scientific journals in various scientific fields;

- Edward Elgar Publishing Journals and Development Studies e-books - The database includes scientific studies, monographs, textbooks, dictionaries, encyclopedias and journals in economics, business, social sciences and law. Among the authors 14 are Nobel Prize laureates;
- IMechE Journals - The database includes scientific journals in social sciences and humanities, in health and biomedical fields, engineering and physical sciences;
- BioOne Complete – the database includes 200 journal titles in ecology, biology and environmental sciences;
- New England Journal of Medicine – The database combines worldwide research conducted by the International Monetary Fund, periodicals, statistical data in social sciences, economics, trade, market policy, demography and other areas.
- Royal Society Journals Collection - The base includes biology, physics and engineering-mathematical sciences, directions on environment and climate, etc.;
- SAGE Journals - The database includes more than 900 journals of various scientific fields and more than 700,000 publications. Users can access materials published since 1999;
- Openedition Journals - The database combines 4 platforms, which include electronic resources of humanities and social sciences;

#### **Financial support of the undergraduate educational Programme**

In order to fully implement the Psychology Undergraduate Programme and support the professors, the financial provision of the Bachelor Programme is carried out by the Programme budget. The amount allocated from the budget is directed to the constant updating of the resources provided by the Programme, filling the library book fund with textbooks, promoting research projects, organizing student scientific conferences, developing the professors of the Academy, including the development/publishing of their works, textbooks, and other activities.

#### **Teaching and methodical provision of the educational process**

The educational process is methodically provided in accordance with the legal documentation in force at the Academy, which are based on the Law of Georgia "On Higher Education", the orders of the President of Georgia and the Minister of Education and Science of Georgia, the orders of the Director of the National Center for Education Quality Enhancement.

The teaching process of all courses provided by the curriculum of the undergraduate educational programme is provided with relevant teaching-methodical materials, relevant course syllabi, mandatory and optional manuals, hard copies and electronic versions of manuals and information sources.

## Structure of the undergraduate Programme

|                                  | Name of the course         | course code | Credits | Hours | Lecture | Practical lessons | Midterm exam | Final exam | Contact hours | Independent hours | Distribution of credits by semesters |    |     |    |   |    |     |      | Prerequisite          |
|----------------------------------|----------------------------|-------------|---------|-------|---------|-------------------|--------------|------------|---------------|-------------------|--------------------------------------|----|-----|----|---|----|-----|------|-----------------------|
| N                                | 1                          | 2           | 3       | 4     | 5       | 6                 | 7            | 8          | 9             | 10                | 11                                   |    |     |    |   |    |     |      | 12                    |
| <b>1. Compulsory components</b>  |                            |             |         |       |         |                   |              |            |               |                   |                                      |    |     |    |   |    |     |      |                       |
| <b>Free courses (50 credits)</b> |                            |             |         |       |         |                   |              |            |               |                   |                                      |    |     |    |   |    |     |      |                       |
|                                  |                            |             |         |       |         |                   |              |            |               |                   | I                                    | II | III | IV | V | VI | VII | VIII |                       |
| 1.1                              | Academic writing           | ACAD 211    | 5       | 125   | 15      | 30                | 2            | 3          | 50            | 75                | X                                    |    |     |    |   |    |     |      | without prerequisites |
| 1.2                              | Rhetoric                   | RETH 211    | 5       | 125   | 15      | 30                | 2            | 3          | 50            | 75                | X                                    |    |     |    |   |    |     |      | without prerequisites |
| 1.3                              | Basics of Sociology        | BSO 211     | 5       | 125   | 15      | 30                | 2            | 3          | 50            | 75                | X                                    |    |     |    |   |    |     |      | without prerequisites |
| 1.4                              | Informational Technologies | INFO 211    | 5       | 125   | 15      | 30                | 2            | 3          | 50            | 75                | X                                    |    |     |    |   |    |     |      | without prerequisites |
| 1.5                              | Englisg Language 1         | ENGL 211    | 5       | 125   | -       | 45                | 2            | 3          | 50            | 75                | X                                    |    |     |    |   |    |     |      | without prerequisites |
| 1.6                              | Englisg Language 2         | ENGL 221    | 5       | 125   | -       | 45                | 2            | 3          | 50            | 75                |                                      | X  |     |    |   |    |     |      | Englisg Language 1    |

|  |                                  |          |    |      |    |     |    |    |     |     |   |   |   |   |  |  |  |  |                       |
|--|----------------------------------|----------|----|------|----|-----|----|----|-----|-----|---|---|---|---|--|--|--|--|-----------------------|
| 1.7  | Englisg Language 3               | ENGL 231 | 5  | 125  | -  | 45  | 2  | 3  | 50  | 75  |   |   | X |   |  |  |  |  | Englisg Language 2    |
| 1.8  | Englisg Language 4               | ENGL 241 | 5  | 125  | -  | 45  | 2  | 3  | 50  | 75  |   |   |   | X |  |  |  |  | Englisg Language 3    |
| 1.9  | Basics of Philosophy             | BPHI 221 | 5  | 125  | 15 | 30  | 2  | 3  | 50  | 75  |   | X |   |   |  |  |  |  | without prerequisites |
| 1.10   | Principles of Critical Thinking  | PCT 231  | 5  | 125  | 15 | 30  | 2  | 3  | 50  | 75  |   |   | X |   |  |  |  |  | without prerequisites |
|  | ꠆꠆꠆                              |          | 50 | 1250 | 90 | 360 | 20 | 30 | 500 | 750 |   |   |   |   |  |  |  |  |                       |
| <b>Mandatory courses/components of the main field of study (130 credits)</b> |                                  |          |    |      |    |     |    |    |     |     |   |   |   |   |  |  |  |  |                       |
| 1.11   | Basics of Psychology             | BPS 211  | 5  | 125  | 15 | 30  | 2  | 3  | 50  | 75  | X |   |   |   |  |  |  |  | without prerequisites |
| 1.12   | Conflict Analysis and Resolution | CAS 221  | 5  | 125  | 15 | 30  | 2  | 3  | 50  | 75  |   | X |   |   |  |  |  |  | without prerequisites |
| 1.13   | History of Psychology            | HPS 221  | 5  | 125  | 15 | 30  | 2  | 3  | 50  | 75  |   | X |   |   |  |  |  |  | without prerequisites |
| 1.14   | Biological Basics of Behavior    | BBB 221  | 5  | 125  | 15 | 30  | 2  | 3  | 50  | 75  |   |   | X |   |  |  |  |  | without prerequisites |
| 1.15   | Research Methods in Psychology 1 | RMP 221  | 5  | 125  | 15 | 30  | 2  | 3  | 50  | 75  |   |   | X |   |  |  |  |  | without prerequisites |
| 1.16   | Psychology of Personality 1      | PPS 231  | 5  | 125  | 15 | 30  | 2  | 3  | 50  | 75  |   |   | X |   |  |  |  |  | Basics of Psychology  |
| 1.17   | Social Psychology 1              | SPS 231  | 5  | 125  | 15 | 30  | 2  | 3  | 50  | 75  |   |   | X |   |  |  |  |  | Basics of Psychology  |
| 1.18   | Developmental Psychology 1       | DPS 231  | 5  | 125  | 15 | 30  | 2  | 3  | 50  | 75  |   |   | X |   |  |  |  |  | Basics of Psychology  |



|      |                                   |          |   |     |    |    |   |   |    |    |  |  |  |   |   |   |   |  |                                  |
|------|-----------------------------------|----------|---|-----|----|----|---|---|----|----|--|--|--|---|---|---|---|--|----------------------------------|
| 1.19 | Research Methods in Psychology 2  | RMP 231  | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  | X |   |   |   |  | Research Methods in Psychology 1 |
| 1.20 | Basics of Statistics              | BST 241  | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |   | X |   |   |  | Research Methods in Psychology 2 |
| 1.21 | Social Psychology 2               | SPS 241  | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |   | X |   |   |  | Social Psychology 1              |
| 1.22 | Psychology of Personality 2       | PPS 241  | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |   | X |   |   |  | Psychology of Personality 1      |
| 1.23 | Cognitive Psychology 1            | CPS 241  | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |   | X |   |   |  | Basics of Psychology             |
| 1.24 | Developmental Psychology 2        | DPS 241  | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |   | X |   |   |  | Developmental Psychology 1       |
| 1.25 | Psychology of Education           | EPS 251  | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |   |   | X |   |  | Social Psychology 2              |
| 1.26 | Cognitive Psychology 2            | CPS 251  | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |   |   | X |   |  | Cognitive Psychology 1           |
| 1.27 | English for Psychologists 1       | PENG 251 | 5 | 125 | -  | 45 | 2 | 3 | 50 | 75 |  |  |  |   |   | X |   |  | Englisg Language 4               |
| 1.28 | English for Psychologists 2       | PENG 261 | 5 | 125 | -  | 45 | 2 | 3 | 50 | 75 |  |  |  |   |   |   | X |  | English for Psychologists 1      |
| 1.29 | Labor and Organization Psychology | LOP 261  | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |   |   |   | X |  | Basics of Psychology             |

|   |                                    |          |     |      |     |     |    |    |                |      |  |  |  |  |  |   |   |   |  |
|---|------------------------------------|----------|-----|------|-----|-----|----|----|----------------|------|--|--|--|--|--|---|---|---|--|
| 1.30  | Statistical Data Processing (SPSS) | SPSS 261 | 5   | 125  | 15  | 30  | 2  | 3  | 50             | 75   |  |  |  |  |  | X |   |   | Basics of Statistics                         |
| 1.31  | Psychology of Attitude             | PSA 271  | 5   | 125  | 15  | 30  | 2  | 3  | 50             | 75   |  |  |  |  |  |   | X |   | Psychology of Personality 2                  |
| 1.32  | Experimental Psychology            | EPS 271  | 5   | 125  | 15  | 30  | 2  | 3  | 50             | 75   |  |  |  |  |  |   | X |   | Research Methods in Psychology 2             |
| 1.33  | Bachelor Thesis                    | BAC 281  | 10  | 250  | -   | -   | -  | -  | 42<br>(30+12)  | 208  |  |  |  |  |  |   |   | X | Mandatory courses of the main field of study |
| 1.34  | Practice                           | PRAC 281 | 10  | 250  | -   | -   | -  | -  | 230<br>(225+5) | 20   |  |  |  |  |  |   |   | X | Mandatory courses of the main field of study |
|   | sum                                |          | 130 | 3250 | 300 | 600 | 44 | 66 | 1372           | 1878 |  |  |  |  |  |   |   |   |  |
|   | Total sum of mandatory components  |          | 180 | 4500 | 390 | 960 | 64 | 96 | 1872           | 2628 |  |  |  |  |  |   |   |   |  |
| <b>2. Elective components</b>                                   |                                    |          |     |      |     |     |    |    |                |      |  |  |  |  |  |   |   |   |  |
| <b>Elective courses of the main field of study (30 credits)</b> |                                    |          |     |      |     |     |    |    |                |      |  |  |  |  |  |   |   |   |  |
| 2.1   | Gender Psychology                  | GPS 250  | 5   | 125  | 15  | 30  | 2  | 3  | 50             | 75   |  |  |  |  |  | X |   |   | without prerequisites                        |
| 2.2   | Psychology of Advertising          | APS 250  | 5   | 125  | 15  | 30  | 2  | 3  | 50             | 75   |  |  |  |  |  | X |   |   | Social Psychology 2                          |
| 2.3   | Professional communication         | PCO 250  | 5   | 125  | 15  | 30  | 2  | 3  | 50             | 75   |  |  |  |  |  | X |   |   | Basics of Psychology                         |

|      |   |                |   |     |    |    |   |   |    |    |  |  |  |  |   |   |  |  |                             |
|------|---|----------------|---|-----|----|----|---|---|----|----|--|--|--|--|---|---|--|--|-----------------------------|
| 2.4  | <b>Social Psychological Influence</b>         | <b>SPI 250</b> | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  | X |   |  |  | Social Psychology 2         |
| 2.5  | <b>Interpersonal communication</b>            | <b>ICO 250</b> | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  | X |   |  |  | Basics of Psychology        |
| 2.6  | <b>Consumer Psychology</b>                    | <b>PSC 250</b> | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  | X |   |  |  | Social Psychology 2         |
| 2.7  | <b>Stress Managment</b>                       | <b>STM 250</b> | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  | X |   |  |  | without prerequisites       |
| 2.8  | <b>Inclusive education</b>                    | <b>INE 260</b> | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |   | X |  |  | Psychology of Education     |
| 2.9  | <b>Addictology</b>                            | <b>ADI 260</b> | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |   | X |  |  | Psychology of Personality 2 |
| 2.10 | <b>Basics of Psychodiagnostics</b>            | <b>BAP 260</b> | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |   | X |  |  | Psychology of Personality 2 |
| 2.11 | <b>Developmental Disabilities in Children</b> | <b>DDC 260</b> | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |   | X |  |  | Developmental Psychology 2  |
| 2.12 | <b>Preventive Psychology and Pedagogy</b>     | <b>PPP 260</b> | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |   | X |  |  | Psychology of Education     |
| 2.13 | <b>Basics of Law Psychology</b>               | <b>LPS 260</b> | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |   | X |  |  | Social Psychology 2         |

|      |  |         |   |     |    |    |   |   |    |    |  |  |  |  |  |  |   |   |  |                                |
|------|--|---------|---|-----|----|----|---|---|----|----|--|--|--|--|--|--|---|---|--|--------------------------------|
| 2.14 | Political Psychology                                 | PPS 260 | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |  |  | X |   | Social Psychology<br>2                                 |                                |
| 2.15 | Military Psychology                                  | MPS 270 | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |  |  |   | X | Social Psychology<br>2                                 |                                |
| 2.16 | Staff Recruitment                                    | STR 270 | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |  |  |   | X | Labor and<br>Organization<br>Psychology                |                                |
| 2.17 | Bascs of<br>Neuropsychology                          | BNE 270 | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |  |  |   | X | Cognitive<br>Psychology 2                              |                                |
| 2.18 | Cross-Cultural<br>Psychology                         | CPS 270 | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |  |  |   | X | Social Psychology<br>2, English for<br>Psychologists 2 |                                |
| 2.19 | Methods of group<br>work                             | MGW 270 | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |  |  |   | X | Basics of<br>Psychology                                |                                |
| 2.20 | Mental health and<br>psycho-social<br>rehabilitation | PHR 270 | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |  |  |   | X | without<br>prerequisites                               |                                |
| 2.21 | Psychological<br>counseling                          | PCO 270 | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |  |  |   | X | Psychology of<br>Personality 2                         |                                |
| 2.22 | Psychology of<br>Business                            | BPS 280 | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |  |  |   |   | X  | without<br>prerequisites       |
| 2.23 | Environmental<br>psychology                          | PSE 280 | 5 | 125 | 15 | 30 | 2 | 3 | 50 | 75 |  |  |  |  |  |  |   |   | X  | English for<br>Psychologists 2 |

|  |                                |          |            |             |            |            |           |           |             |             |  |  |  |  |  |  |  |   |   |
|--|--------------------------------|----------|------------|-------------|------------|------------|-----------|-----------|-------------|-------------|--|--|--|--|--|--|--|---|---|
| 2.24                                   | Abnormal Psychology            | ABP 280  | 5          | 125         | 15         | 30         | 2         | 3         | 50          | 75          |  |  |  |  |  |  |  | X | Cognitive Psychology 2,<br>Developmental Psychology 2             |
| 2.25                                   | Staff development and training | SDT 280  | 5          | 125         | 15         | 30         | 2         | 3         | 50          | 75          |  |  |  |  |  |  |  | X | Labor and Organization Psychology,<br>English for Psychologists 2 |
| 2.26                                   | Gestalt Therapy                | GEST 280 | 5          | 125         | 15         | 30         | 2         | 3         | 50          | 75          |  |  |  |  |  |  |  | X | Psychology of Personality 2,<br>Cognitive Psychology 2,           |
| <b>sum</b>                             |                                |          | <b>130</b> | <b>3250</b> | <b>390</b> | <b>808</b> | <b>52</b> | <b>78</b> | <b>1300</b> | <b>1950</b> |  |  |  |  |  |  |  |   |   |
| <b>Free elective courses (credits)</b> |                                |          |            |             |            |            |           |           |             |             |  |  |  |  |  |  |  |   |   |
| 2.27                                   | French Language 1              | FRA 252  | 5          | 125         | -          | 45         | 2         | 3         | 50          | 75          |  |  |  |  |  |  |  | X | without prerequisites   |
| 2.28                                   | French Language 2              | FRA 262  | 5          | 125         | -          | 45         | 2         | 3         | 50          | 75          |  |  |  |  |  |  |  | X | French Language 1   |
| 2.29                                   | French Language 3              | FRA 272  | 5          | 125         | -          | 45         | 2         | 3         | 50          | 75          |  |  |  |  |  |  |  | X | French Language 2   |
| 2.30                                   | Logic                          | LOG 252  | 3          | 75          | 15         | 15         | 2         | 3         | 35          | 40          |  |  |  |  |  |  |  | X | without prerequisites   |
| 2.31                                   | Politology                     | POL 252  | 3          | 75          | 15         | 15         | 2         | 3         | 35          | 40          |  |  |  |  |  |  |  | X | without prerequisites   |

|                                  |                              |          |     |      |     |      |    |     |      |      |  |  |  |  |   |   |   |   |                       |
|----------------------------------|------------------------------|----------|-----|------|-----|------|----|-----|------|------|--|--|--|--|---|---|---|---|-----------------------|
| 2.32                             | International Statistics     | IST 252  | 4   | 100  | 15  | 15   | 2  | 3   | 35   | 65   |  |  |  |  | X |   |   |   | without prerequisites |
| 2.33                             | Image Making                 | IMAG 262 | 3   | 75   | 15  | 15   | 2  | 3   | 35   | 40   |  |  |  |  |   | X |   |   | without prerequisites |
| 2.34                             | Public Relations             | PR 262   | 5   | 125  | 15  | 30   | 2  | 3   | 50   | 75   |  |  |  |  |   | X |   |   | without prerequisites |
| 2.35                             | History of Georgia           | HIST 262 | 4   | 100  | 15  | 15   | 2  | 3   | 35   | 65   |  |  |  |  |   | X |   |   | without prerequisites |
| 2.36                             | Basics of Consumer Behaviour | BCB 272  | 4   | 100  | 15  | 15   | 2  | 3   | 35   | 65   |  |  |  |  |   |   | X |   | without prerequisites |
| 2.37                             | Organizational Behaviour     | ORG 272  | 5   | 125  | 15  | 30   | 2  | 3   | 50   | 75   |  |  |  |  |   |   | X |   | without prerequisites |
| 2.38                             | Introduction to Law          | INLW 272 | 4   | 100  | 15  | 15   | 2  | 3   | 35   | 65   |  |  |  |  |   |   | X |   | without prerequisites |
| 2.39                             | Lidership                    | LID 282  | 3   | 75   | 15  | 15   | 2  | 3   | 35   | 40   |  |  |  |  |   |   |   | X | without prerequisites |
| 2.40                             | Project Management           | PMAN 282 | 4   | 100  | 15  | 15   | 2  | 3   | 35   | 65   |  |  |  |  |   |   |   | X | without prerequisites |
|                                  | sum                          |          | 57  | 1425 | 165 | 330  | 28 | 42  | 565  | 860  |  |  |  |  |   |   |   |   |                       |
| Total sum of elective components |                              |          | 192 | 4800 | 570 | 1140 | 82 | 123 | 1915 | 2885 |  |  |  |  |   |   |   |   |                       |