

BEHAVIORAL SCIENCE

Basic information about the subject (independent of the cycle)

Module name	BEHAVIORAL SCIENCE
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	none
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 30 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Study literature 30 Preparing final presentation 10 Final test 10 Total number of non-contact hours 50 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module: 3</p>
Educational outcomes verification methods	Test
Description	Behavioral science is the study of human and animal behavior. It is a branch of the sciences that uses an empirical approach to understanding behavior. The objectives of the class include exploration of human behavior and disorders. We will be devoted to abnormal and social behavior. Students will be able to understand better the complexities of human behavior and equipped to recognize risky behaviors.
Reading list	Fadem B., Behavioral Science (Board Review Series), Lippincott Williams & Wilkins; Fifth edition, 2009. Rapid Review Behavioral Science, Mosby; 2 edition, 2006.
Educational outcomes	<p>KNOWLEDGE: Students identify basic theories, concepts and models from a range of behavioral disciplines. Students identify the causes of social and behavioral factors that affect the health of individuals and populations.</p> <p>SKILLS The course should provide background in psychology of music that will include critical and analytical skills. Students demonstrate the knowledge and skills necessary to conduct social and behavioral science research.</p> <p>ATTITUDES Student presents an attitude of curiosity, commitment and openness.</p>
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Test
Comments	
Reading list	Fadem B., Behavioral Science (Board Review Series), Lippincott Williams & Wilkins; Fifth edition, 2009. Rapid Review Behavioral Science, Mosby; 2 edition, 2006.
Educational outcomes	<p>KNOWLEDGE: Students identify basic theories, concepts and models from a range of behavioral disciplines. Students identify the causes of social and behavioral factors that affect the health of individuals and populations.</p> <p>SKILLS</p>

	<p>The course should provide background in psychology of music that will include critical and analytical skills.</p> <p>Students demonstrate the knowledge and skills necessary to conduct social and behavioral science research.</p> <p>ATTITUDES</p> <p>Student presents an attitude of curiosity, commitment and openness.</p>
A list of topics	<p>Psychological Therapies</p> <p>Defence mechanisms</p> <p>Agression and Abuse</p> <p>Anxiety disorders</p> <p>Human Sexuality & Gender Identity Disorders</p> <p>Abnormal Sexuality and Sexuality Disorders</p> <p>Substance Related Disorders</p> <p>Mood Disorders</p> <p>Eating Disorders</p> <p>Psychosomatics</p> <p>Social problems: AIDS, poverty, and homelessness</p>
Teaching methods	Lecture
Assessment methods	Activity during classes, homework and presentations

BEING THE BODY OR BEING IN THE BODY? PSYCHOLOGICAL ASPECTS OF BODILINESS

Basic information about the subject (independent of the cycle)

Module name	BEING THE BODY OR BEING IN THE BODY? PSYCHOLOGICAL ASPECTS OF BODILINESS
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) Classes: 30 Consultations: 1 Total number of hours with an academic teacher 31 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Studying literature: 30 Homework & presentations: 10 Preparing for the final credit: 30 Preparing the final presentation: 15 Total number of non-contact hours 85 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module 4</p>
Educational outcomes verification methods	Activity during classes (reading the articles, discussing, completing homework, preparing presentations), project, final test
Description	The aim of the course is to present the problem of corporeality from various psychological points of view. It focuses on modern knowledge and studies on body representation, its origin, organization and disturbances. Attention is drawn to the importance of adequate body experiencing for mental health and social functioning
Reading list	<ol style="list-style-type: none"> 1. Berlucchi G., Aglioti S. (1997). The body in the brain: neural bases of corporeal awareness. <i>Trends Neurosci</i>, 20, 560-564. 2. Botvinick M., Cohen J. (1998). Rubber hands „feel” touch that eyes see. <i>Nature</i>, vol. 391, 756 3. Carruthers G. (2008). Types of body representations and the sense of embodiment. <i>Consciousness and Cognition</i>, 17, 4, 1302-1316. 4. Cash, T. F. i Smolak, L. (Eds.), (2011). <i>Body image. A handbook of science, practice, and prevention</i>. New York: The Guilford Press. 5. Henninghausen K., Enkelmann D., Wewetzer C., Remschmidt H. (1999). Body image distortion in anorexia nervosa – is there really a perceptual deficit? <i>European Child & Adolescent Psychiatry</i>, 8, 200-206. 6. Schwoebel J., Coslett H.B. (2005). Evidence for multiple, distinct representations of the human body. <i>Journal of Cognitive Neuroscience</i>, 17, 4, 543 – 553.
Educational outcomes	<p>KNOWLEDGE – student:</p> <ul style="list-style-type: none"> - knows basic terms used to describe body experiencing and mental models of a body - is familiar with types of body representation - gains knowledge about current studies and methods of body representation assessment <p>SKILLS – student:</p> <ul style="list-style-type: none"> - describes mechanisms of body perception and ownership - evaluates social and cultural impacts on body satisfaction and attractiveness

	<ul style="list-style-type: none"> - exemplifies main disturbances of body representation ATTITUDES – student: <ul style="list-style-type: none"> - is aware of an impact of body image on personal and social functioning of an individual - aims at broadening his/her knowledge about psychological aspects of bodiliness
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Activity during classes (reading the articles, discussing, completing homework, preparing presentations), project, final test
Comments	
Reading list	<ol style="list-style-type: none"> 1. Berlucchi G., Aglioti S. (1997). The body in the brain: neural bases of corporeal awareness. <i>Trends Neurosci</i>, 20, 560-564. 2. Botvinick M., Cohen J. (1998). Rubber hands „feel” touch that eyes see. <i>Nature</i>, vol. 391, 756 3. Carruthers G. (2008). Types of body representations and the sense of embodiment. <i>Consciousness and Cognition</i>, 17, 4, 1302-1316. 4. Cash, T. F. i Smolak, L. (Eds.), (2011). <i>Body image. A handbook of science, practice, and prevention</i>. New York: The Guilford Press. 5. Henninghausen K., Enkelmann D., Wewetzer C., Remschmidt H. (1999). Body image distortion in anorexia nervosa – is there really a perceptual deficit? <i>European Child & Adolescent Psychiatry</i>, 8, 200-206. 6. Schwoebel J., Coslett H.B. (2005). Evidence for multiple, distinct representations of the human body. <i>Journal of Cognitive Neuroscience</i>, 17, 4, 543 – 553.
Educational outcomes	KNOWLEDGE – student: <ul style="list-style-type: none"> - knows basic terms used to describe body experiencing and mental models of a body - is familiar with types of body representation - gains knowledge about current studies and methods of body representation assessment SKILLS – student: <ul style="list-style-type: none"> - describes mechanisms of body perception and ownership - evaluates social and cultural impacts on body satisfaction and attractiveness - exemplifies main disturbances of body representation ATTITUDES – student: <ul style="list-style-type: none"> - is aware of an impact of body image on personal and social functioning of an individual aims at broadening his/her knowledge about psychological aspects of bodiliness
A list of topics	<ol style="list-style-type: none"> 1. Body and corporeality – introduction 2. Corporeal self and its development 3. Body representation – types and nature 4. Psychological and neural organization of body representation 5. Disorders of body experiencing and body representation 6. Body image – factors influencing body satisfaction and dissatisfaction, assessment, individual and cultural differences; impact of an individual’s body image on personal and social functioning; influencing body image – biomedical and psychosocial interventions

Teaching methods	Discussion, presentations, films, brainstorming
Assessment methods	Activity during classes (reading the articles, discussing, completing homework, preparing presentations), project, final test

CAREER COUNSELLING

Basic information about the subject (independent of the cycle)

Module name	CAREER COUNSELLING
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	-
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) Classes: 15 hours Total number of hours with an academic teacher 15 Number of ECTS points with an academic teacher 0,5</p> <p>Non-contact hours (students' own work) reading assigned literature 20h preparation for a test 20h Total number of non-contact hours 40 Number of ECTS points for non-contact hours 1,5 Total number of ECTS points for the module 2</p>
Educational outcomes verification methods	Presentation, class participation, final exam (multiple choice test)
Description	The module covers the knowledge in the area of occupational psychology. The aim of the course is to discuss and critically evaluate the major career counselling theories. Students will get familiarized with the role of individual differences and social factors in career choice and adjustment. The course will also focus on the assessment of abilities and skills in career counselling.
Reading list	<ol style="list-style-type: none"> 1. Brown, S., Lent, R. (2013). Career development and counselling: Putting theory and research to work. New Jersey: John Wiley & Sons. 2. Savickas, M.L., Nota, L., Rossier, J., (2009). Life designing: A paradigm for career construction in the 21st century. Journal of Vocational Behavior, 75, 239-250.
Educational outcomes	<p>KNOWLEDGE Students:</p> <ul style="list-style-type: none"> • demonstrate comprehension of the major career counselling theories • know the role of individual differences and social factors in career choice and adjustment <p>SKILLS Students:</p> <ul style="list-style-type: none"> • discuss/ analyze major career counselling theories and indicate their strengths and weaknesses with regard to individual differences and social factors • are able to administer and interpret basic career guidance instruments <p>ATTITUDES Students:</p> <ul style="list-style-type: none"> • appreciate the need for continual improvement to achieve career goals
Practice	-

Information about classes in the cycle

Website	-
Educational outcomes verification methods	Presentation, class participation, final exam (multiple choice test)
Comments	
Reading list	<ol style="list-style-type: none"> 1. Brown, S., Lent, R. (2013). Career development and counselling: Putting theory and research to work. New Jersey: John Wiley & Sons. 2. Savickas, M.L., Nota, L., Rossier, J., (2009). Life designing: A paradigm for career construction in the 21th century. Journal of Vocational Behavior, 75, 239-250.
Educational outcomes	<p>KNOWLEDGE Students:</p> <ul style="list-style-type: none"> • demonstrate comprehension of the major career counselling theories • know the role of individual differences and social factors in career choice and adjustment <p>SKILLS Students:</p> <ul style="list-style-type: none"> • discuss/ analyze major career counselling theories and indicate their strengths and weaknesses with regard to individual differences and social factors • are able to administer and interpret basic career guidance instruments <p>ATTITUDES Students:</p> <ul style="list-style-type: none"> • appreciate the need for continual improvement to achieve career goals
A list of topics	<ol style="list-style-type: none"> 1. Major theories of career development and choice 2. The role of individual differences in career choice, development and adjustment 3. The role of social factors in career development and adjustment 4. Ability and aptitude assessment in career counselling 5. Counselling adults for career transitions 6. Promoting work satisfaction
Teaching methods	Class discussion, problem-solving, presentations
Assessment methods	Multiple choice test, on-going assessment based on class participation

CLINICAL PSYCHOLOGY OF CHILD

Basic information about the subject (independent of the cycle)

Module name	CLINICAL PSYCHOLOGY OF CHILD
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) Classes: 30 Consultations: 2 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1</p> <p>Non-contact hours (students' own work) Studying literature (ongoing preparation): 50 Preparing presentation: 10 Preparing for final test: 20 Total number of non-contact hours 80 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module 4</p>
Educational outcomes verification methods	Activity during classes, individual work (presentation), final test
Description	The aim of the course is to discuss classification in clinical child psychology and psychiatry, as well as objectives and principles of clinical and psychological assessment; it is also to present chosen syndromes, their etiology and pathomechanisms, diagnostic criteria, as well as methods of treatment and directions of intervention. The influence of the disorders on child's daily and social functioning, as well as school achievements will be emphasized
Reading list	<ol style="list-style-type: none"> 1. Klykylo W.M., Kay J. (2005). Clinical child psychiatry. John Wiley & Sons, Chichester. 2. Lewis M. (2002). Child and adolescent psychiatry: a comprehensive textbook. Lippincott Williams & Wilkins.
Educational outcomes	<p>KNOWLEDGE – student:</p> <ul style="list-style-type: none"> - knows the principles of classification in child psychiatry - gains knowledge about rules of differential diagnosis, diagnostic methods and role of psychological assessment - is familiar with selected disorders in children and adolescents (diagnostic criteria, characteristic features etc.) <p>SKILLS – student:</p> <ul style="list-style-type: none"> - mentions and describes elements and objectives of clinical child assessment - can explain the disorders referring to current knowledge - is able to analyse research articles, present described results and point to study limitations <p>ATTITUDES – student:</p> <ul style="list-style-type: none"> - is aware of various ways of treatment and their efficiency - displays interest in the area of clinical psychology of child
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Activity during classes, individual work (presentation), final test
Comments	
Reading list	<ol style="list-style-type: none"> 1. Klykylo W.M., Kay J. (2005). Clinical child psychiatry. John Wiley & Sons, Chichester. 2. Lewis M. (2002). Child and adolescent psychiatry: a comprehensive textbook. Lippincott Williams & Wilkins.
Educational outcomes	<p>KNOWLEDGE – student:</p> <ul style="list-style-type: none"> - knows the principles of classification in child psychiatry - gains knowledge about rules of differential diagnosis, diagnostic methods and role of psychological assessment - is familiar with selected disorders in children and adolescents (diagnostic criteria, characteristic features etc.) <p>SKILLS – student:</p> <ul style="list-style-type: none"> - mentions and describes elements and objectives of clinical child assessment - can explain the disorders referring to current knowledge - is able to analyse research articles, present described results and point to study limitations <p>ATTITUDES – student:</p> <ul style="list-style-type: none"> - is aware of various ways of treatment and their efficiency - displays interest in the area of clinical psychology of child
A list of topics	<ol style="list-style-type: none"> 1. Classification in child and adolescent psychiatry 2. Clinical and psychological assessment 3. Teratologic and developmental effects of prenatal substance abuse 4. Attachment and separation 5. Anxiety disorders 6. Affective disorders 7. Disruptive behavior disorders 8. Attention deficit hyperactivity disorder 9. The autistic spectrum disorders 10. Consequences of traumatic and infectious brain injuries in children 11. Learning and communications disorders 12. Mental retardation 13. Psychotic disorders in childhood and adolescence 14. Eating and growth disorders 15. Sleep disorders
Teaching methods	Discussion, slide presentations, films, practical exercises
Assessment methods	Activity during classes, individual work (presentation), final test

DEVELOPMENT OF EXECUTIVE FUNCTION IN CHILDREN

Basic information about the subject (independent of the cycle)

Module name	DEVELOPMENT OF EXECUTIVE FUNCTION IN CHILDREN
Erasmus code	-
ISCED code	-
Language of instruction	English
Website	-
Prerequisites	-
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher): 15 hours Total number of hours with an academic teacher: 25 (including consultations once a week: altogether 10 hours of consultations)</p> <p>Number of ECTS points with an academic teacher: 1 Non-contact hours (students' own work): 10 (studying the literature, preparation presentations, preparing for credits)</p> <p>Total number of non-contact hours: 10 Number of ECTS points for non-contact hours: 0,5 Total number of ECTS points for the module: 1,5</p>
Educational outcomes verification methods	participation in discussion, final test
Description	The module covers the knowledge in the area of psychology of a child
Reading list	<ol style="list-style-type: none"> 1. Okuzumi H., Ikeda Y., Otsuka N. et all. (2015). Stroop-Like Interference in the Fruit-Stroop Test in Typical Development. <i>Psychology</i>, 6, s. 643-649 2. Martins Dias N., Menezes A., Gotuzo Seabra A. (2013). Age Differences in Executive Functions within a Sample of Brazilian Children and Adolescents. <i>Journal of Spanish Psychology</i>, 16, 1-14. 3. Ardila, A. (2008). On the evolutionary origins of executive functions. <i>Brain and Cognition</i>, 68, 92-99. 4. Carlson S.M. (2005). Developmentally Sensitive Measures of Executive Function in Preschool Children. <i>Developmental Neuropsychology</i>, 28,2, 595-616. 5. Garon N., Bryson S.E., Smith I.M. (2008). Executive function in preschoolers: A review using an integrative framework. <i>Psychological Bulletin</i>, 134,1, 31-60. 6. Gioia K.A., Tobin R.M. (2010). The role of sociodramatic play in promoting self-regulation. W: (red.), Schaefer Ch.E. <i>Play therapy for preschool children</i>, 181-198. Washington, DC, US: American Psychological Association. 7. Best, J. R., Miller, P. H., Jones, L. L. (2009). Executive functions after age 5: Changes and correlates. <i>Developmental Review</i>, 29, 180-200. 8. Henry, L. (2012). <i>The development of working memory in children</i>. Los Angeles, London, New Delhi, Singapore: Sage Publications. 9. Bernstein, J.H., Waber, D.P. (2007). Executive capacities from developmental perspective. In: (Eds.), Meltzer, L. <i>Executive function in education. From theory to practice</i> (39-54). New York: The Guilford Press. 10. Senn, T.E., Espy, K.A., Kaufmann, P.M. (2004). Using path analysis to understand executive function organization in preschool children. <i>Developmental Neuropsychology</i>, 26, 445-464.
Educational outcomes	<p>KNOWLEDGE – student:</p> <ol style="list-style-type: none"> 1. knows basic concepts regarding executive function 2. knows the trajectory of development of executive function in childhood

	<p>3. knows methods/experimental tools for assessment of executive function</p> <p>SKILLS – student:</p> <ol style="list-style-type: none"> 1. distinguishes a typical from non-typical development of executive function 2. formulates the recommendations to the work with children and families (supporting the appropriate development of executive function) 3. indicates, on the base of literature review, the directions of future explorations in the field of higher mental processes <p>ATTITUDES – student:</p> <ol style="list-style-type: none"> 1. understands the necessity of intervention in case of executive function perturbation
Practice	-

Information about classes in the cycle

Website	-
Educational outcomes verification methods	participation in discussion, final test
Comments	-
Reading list	<ol style="list-style-type: none"> 1. Okuzumi H., Ikeda Y., Otsuka N. et al. (2015). Stroop-Like Interference in the Fruit-Stroop Test in Typical Development. <i>Psychology</i>, 6, s. 643-649 2. Martins Dias N., Menezes A., Gotuzo Seabra A. (2013). Age Differences in Executive Functions within a Sample of Brazilian Children and Adolescents. <i>Journal of Spanish Psychology</i>, 16, 1-14. 3. Ardila, A. (2008). On the evolutionary origins of executive functions. <i>Brain and Cognition</i>, 68, 92-99. 4. Carlson S.M. (2005). Developmentally Sensitive Measures of Executive Function in Preschool Children. <i>Developmental Neuropsychology</i>, 28,2, 595-616. 5. Garon N., Bryson S.E., Smith I.M. (2008). Executive function in preschoolers: A review using an integrative framework. <i>Psychological Bulletin</i>, 134,1, 31-60. 6. Gioia K.A., Tobin R.M. (2010). The role of sociodramatic play in promoting self-regulation. W: (red.), Schaefer Ch.E. <i>Play therapy for preschool children</i>, 181-198. Washington, DC, US: American Psychological Association. 7. Best, J. R., Miller, P. H., Jones, L. L. (2009). Executive functions after age 5: Changes and correlates. <i>Developmental Review</i>, 29, 180-200. 8. Henry, L. (2012). <i>The development of working memory in children</i>. Los Angeles, London, New Delhi, Singapore: Sage Publications. 9. Bernstein, J.H., Waber, D.P. (2007). Executive capacities from developmental perspective. In: (Eds.), Meltzer, L. <i>Executive function in education. From theory to practice</i> (39-54). New York: The Guilford Press. 10. Senn, T.E., Espy, K.A., Kaufmann, P.M. (2004). Using path analysis to understand executive function organization in preschool children. <i>Developmental Neuropsychology</i>, 26, 445-464.
	<p>KNOWLEDGE – student:</p> <ol style="list-style-type: none"> 1. knows basic concepts regarding executive function 2. knows the trajectory of development of executive function in childhood 3. knows methods/experimental tools for assessment of executive function

	<p>SKILLS – student:</p> <ol style="list-style-type: none"> 1. distinguishes a typical from non-typical development of executive function 2. formulates the recommendations to the work with children and families (supporting the appropriate development of executive function) 3. indicates, on the base of literature review, the directions of future explorations in the field of higher mental processes <p>ATTITUDES – student:</p> <ol style="list-style-type: none"> 1. understands the necessity of intervention in case of executive function perturbation
A list of topics	<ol style="list-style-type: none"> 1. Definitions and main concepts. Function or functions? 2. Biological and social factors of EF's development 3. Components of EF 4. Trajectory of development of working memory, inhibitory control, set shifting, planning ability 5. Assessment of EF's components in childhood 6. Final test
Teaching methods	discussion, presentation, simulation, film
Assessment methods	final test

GENDER PSYCHOLOGY

Basic information about the subject (independent of the cycle)

Module name	GENDER PSYCHOLOGY
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	none
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 30 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Study literature 30 Preparing project 25 Preparing final presentation 10 Final test 10 Total number of non-contact hours 75 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module: 4</p>
Educational outcomes verification methods	Final presentation, group project
Description	This course is an introductory module to the study of gender. We will examine gender as a subject that permeates our senses of self, culture, art, relationships, economics and power in society. The course will introduce students to basic concepts such as gender, sex, sexuality, gender differences, and gender socialization. We will explore how gender and sexuality are constructed and we will focus on psychological aspect of gender. The course will examine how gender ideas influence and are shaped by popular culture and modern art. This course is also survey of the development of European culture and art.
Reading list	<ol style="list-style-type: none"> 1. Butler, J. (1998). 'Subjects of Sex/Gender/Desire, in Phillips, Anne (ed.) Feminism and Politics, New York, Oxford University Press 2. Connell, R.W. (1987). Historical Roots of Contemporary Theory, [in:] Gender and Power: Society, the Person and Sexual Politics, Polity Press, Cambridge. 3. Fergusson, D.M., Swain-Canpbell, N.R., Horwood, L.J. (2002). Does sexual violence contribute to elevated rates of anxiety and depression in females? Psychological Medicine, 32, 991-996. 4. Jackson, C. (2003). Gender Analysis of Land: Beyond Land Rights for Women?, Journal of Agrarian Change, vol. 3, No. 4, pp. 453-480. 5. Kimmel, J. (2008). Spanning the world: Cross cultural constructs of gender, [in:] The Gendered Society, Oxford and New York: Oxford University Press. 6. Kimmel, M. (2008). 'Introduction', [in:] The Gendered Society, Oxford and New York: Oxford University Press.
Educational outcomes	<p>KNOWLEDGE: Students will have knowledge about connections between music, propaganda and politics. Students will gain knowledge of how music is perceived, how music is understood. Students will perceive how individual differences in personality will affect musical preferences.</p> <p>SKILLS The course should provide background in psychology of music that will include critical and analytical skills. Students will develop critical thinking skills by reading about</p>

	<p>studies that use the scientific method and empirical research methods.</p> <p>ATTITUDES Student presents an attitude of curiosity, involvement and openness.</p>
Practice	
Information about classes in the cycle	
Website	
Educational outcomes verification methods	Final presentation, group project
Comments	
Reading list	<ol style="list-style-type: none"> 1. Butler, J. (1998). 'Subjects of Sex/Gender/Desire, in Phillips, Anne (ed.) Feminism and Politics, New York, Oxford University Press 2. Connell, R.W. (1987). Historical Roots of Contemporary Theory, [in:] Gender and Power: Society, the Person and Sexual Politics, Polity Press, Cambridge. 3. Fergusson, D.M., Swain-Campbell, N.R., Horwood, L.J. (2002). Does sexual violence contribute to elevated rates of anxiety and depression in females? Psychological Medicine, 32, 991-996. 4. Jackson, C. (2003). Gender Analysis of Land: Beyond Land Rights for Women?, Journal of Agrarian Change, vol. 3, No. 4, pp. 453-480. 5. Kimmel, J. (2008). Spanning the world: Cross cultural constructs of gender, [in:] The Gendered Society, Oxford and New York: Oxford University Press. 6. Kimmel, M. (2008). 'Introduction', [in:] The Gendered Society, Oxford and New York: Oxford University Press.
Educational outcomes	<p>KNOWLEDGE Students will have knowledge about specific areas in which gender relations are key e.g. work, violence, parenting, motherhood, media. Student understand the contexts which contribute to gender variation and gender similarities.</p> <p>SKILLS Student can clarify the influence of social, political and economic forces on gender discourse. Student apply critical thinking skills and a psychological perspective that analyzes theory and research about cultural meanings in relation to distinctions between women and men. Students develop and improve abilities to communicate knowledge and insight from psychological theory and research about gender</p> <p>ATTITUDES Student presents an attitude of curiosity, involvement and openness.</p>
A list of topics	<p>What is Gender? Sex, gender, sex roles, sexuality, gender stereotypes Sexual harassment Ideology, power and gender Gender, economics and society Experiences of motherhood Multi-cultural feminism Gender and art Gender and popular culture</p>
Teaching methods	Classes
Assessment methods	Activity during classes, homework and presentations, final presentation

HOMO SAPIENS ON SHOPPING – INTRODUCTION TO CONSUMER PSYCHOLOGY

Basic information about the subject (independent of the cycle)

Module name	HOMO SAPIENS ON SHOPPING – INTRODUCTION TO CONSUMER PSYCHOLOGY
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	none
ECTS points hour equivalents	Contact hours (work with an academic teacher) Lecture: 22 hours Consultation: 4 hours Total number of hours with an academic teacher 26 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 45 (including 8 hours of e-learning) Total number of non-contact hours 45 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module 4
Educational outcomes verification methods	Final writing exam
Description	The module covers the knowledge in the area of consumer psychology: area that investigates how the thoughts, beliefs, feelings and motivations influences how people buy and relate to goods and services. During the lectures the main theoretical topics in consumer behaviour as well as case studies will be presented
Reading list	Solomon, M.R. (2003). Consume Behavior. Prentice Hall
Educational outcomes	KNOWLEDGE – student: <ul style="list-style-type: none"> • Knows the most important theories and results of the studies in the consumer behavior • Is able to explain the motives and mechanisms of consumer behavior SKILLS – student: <ul style="list-style-type: none"> • Knows how to investigate consumer behavior ATTITUDES – student: <ul style="list-style-type: none"> • Aims at broadening own knowledge in the context of consumer behavior
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Writing exam
Comments	
Reading list	Solomon, M.R. (2003). Consume Behavior. Prentice Hall
Educational outcomes	KNOWLEDGE – student: <ul style="list-style-type: none"> • Knows the most important theories and results of the studies in the consumer behavior • Is able to explain the motives and mechanisms of consumer behavior SKILLS – student: <ul style="list-style-type: none"> • Knows how the investigate consumer behavior ATTITUDES – student: <ul style="list-style-type: none"> • Aims at broadening own knowledge in the context of consumer behavior
A list of topics	<ul style="list-style-type: none"> • what is consumer behavior as discipline of science • classic and contemporary approaches to consumer behavior - EKB model - the role of psychology studies in contemporary approach to

	<p>consumer behavior</p> <ul style="list-style-type: none"> • consumers in the marketplace - paradox of choice - the more is the better? - satisfiers and maximiers <ul style="list-style-type: none"> • the methods of investigating consumer behavior - qualitative research - quantitative research - new methods in consumer research <ul style="list-style-type: none"> • process of perception in consumer behavior - absolute threshold - advertising clutter - difference threshold <ul style="list-style-type: none"> • consumers' knowledge - subjective and objective knowledge - memory <ul style="list-style-type: none"> • emotion and motivation in consumer behavior - impulsive shopping - Maslow theory for consumer behavior - why devil's wear Prada - conspicuous consumption
Teaching methods	Lecture, slides presentations
Assessment methods	Writing exam

INTRODUCTION TO CROSS-CULTURAL PSYCHOLOGY

Basic information about the subject (independent of the cycle)

Module name	INTRODUCTION TO CROSS-CULTURAL PSYCHOLOGY
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	none
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 15</p> <p>Total number of hours with an academic teacher 15</p> <p>Number of ECTS points with an academic teacher 0,5</p> <p>Non-contact hours (students' own work) 45</p> <p>Total number of non-contact hours 45</p> <p>Number of ECTS points for non-contact hours 1,5</p> <p>Total number of ECTS points for the module 2</p>
Educational outcomes verification methods	<p>Students will:</p> <ul style="list-style-type: none"> - be familiar with the basic theories and concepts of cross-cultural psychology - know the practical application of the selected discussed issues - be able to analyze the current social situation with the use of tools from the field of cross-cultural psychology <p>These outcomes will be verified by on-going assessment concerning the students' preparation and participation in the class as well as by their final test.</p>
Description	<p>The module covers the knowledge in the area of cross-cultural psychology. The aim of the course is to familiarize the students with the basic theoretical assumptions of the cross-cultural psychology. During the classes, the students will discuss issues investigated by cross-cultural psychologists. The exploration of these problems is significant for the understanding of functioning of the modern societies. Several of the major points which will be analyzed during the classes include: the culture's impact on an individual's development, the psychological effects of migrations, the characteristics of social behavior in various cultures, intercultural relations and many others. The course will also focus on the practical applications of the studied material.</p>
Reading list	<ol style="list-style-type: none"> 1. Berry, J. W.(2002). <i>Cross-cultural psychology: Research and Application</i>. Cambridge: Cambridge University Press. 2. Berry, J.W.(1997). Immigration, Acculturation, and Adaptation. <i>Applied Psychology: An International Review</i>, 46 (1), 5-68. 3. Berry, J.W.(2000). Cross-cultural psychology: A symbiosis of cultural and comparative approaches. <i>Asian Journal of Social Psychology</i>, 3:197-205 4. Lonner, W.J., Berry, J.W., Segall, M.H.(1998). Cross-Cultural Psychology as a Scholarly Discipline. <i>American Psychologist</i>, 53(10). 5. Gjerstoe, N.L., Newman, G.E., Chtuc, V., Hood, B. (2014). Individualism and the Extended-Self: Cross-

	<p>Cultural Differences in the Valuation of Authentic Objects. <i>Plos One</i>, 9(3).</p> <p>6. Uono, S., Hietanen, J.K. (2015). Eye Contact Perception in the West and East: A Cross-Cultural Study. <i>Plos One</i>, 10(2).</p> <p>7. Lee, H., Shimizu, Y, Uleman, J.S.(2015). Cultural Differences in the Automaticity of Elemental Impression Formation, <i>Social Cognition</i>, 33 (1), 1–19</p> <p>8. Matsumoto,D., HeeYoo, S., Fontaine, J. (2008). Mapping Expressive Differences Around the World: The Relationship Between Emotional Display Rules and Individualism Versus Collectivism <i>Journal of Cross-Cultural Psychology</i>, 39 (55)</p>
Educational outcomes	<p>KNOWLEDGE Students will</p> <ul style="list-style-type: none"> • be familiar with the basic theories and concepts of cross-cultural psychology • know the practical application of the selected discussed issues <p>SKILLS Students will</p> <ul style="list-style-type: none"> • be able to analyze the current social situation with the use of tools from the field of cross-cultural psychology <p>ATTITUDES</p> <ul style="list-style-type: none"> • display interest in problems connected to the areas studied by cross-cultural psychologists
Practice	-

Information about classes in the cycle

Website	
Educational outcomes verification methods	<p>Students will:</p> <ul style="list-style-type: none"> - be familiar with the basic theories and concepts of cross-cultural psychology - know the practical application of the selected discussed issues - be able to analyze the current social situation with the use of tools from the field of cross-cultural psychology <p>These outcomes will be verified by on-going assessment concerning the students' preparation and participation in the class as well as by their final test.</p>
Comments	
Reading list	<ol style="list-style-type: none"> 1. Berry, J. W.(2002). <i>Cross-cultural psychology: Research and Application</i>. Cambridge: Cambridge University Press. 2. Berry, J.W.(1997). Immigration, Acculturation, and Adaptation. <i>Applied Psychology: An International Review</i>, 46 (1), 5-68. 3. Berry, J.W.(2000). Cross-cultural psychology: A symbiosis of cultural and comparative approaches. <i>Asian Journal of Social Psychology</i>, 3:197-205 4. Lonner, W.J., Berry, J.W., Segall, M.H.(1998). Cross-Cultural Psychology as a Scholarly Discipline. <i>American Psychologist</i>, 53(10). 5. Gjersoe, N.L., Newman, G.E., Chtuc, V., Hood, B. (2014). Individualism and the Extended-Self: Cross-Cultural Differences in the Valuation of Authentic Objects. <i>Plos One</i>, 9(3). 6. Uono, S., Hietanen, J.K. (2015). Eye Contact Perception in the West and East: A Cross-Cultural

	<p>Study. <i>Plos One</i>, 10(2).</p> <p>7. Lee, H., Shimizu, Y, Uleman, J.S.(2015). Cultural Differences in the Automaticity of Elemental Impression Formation, <i>Social Cognition</i>, 33 (1), 1–19</p> <p>8. Matsumoto,D., HeeYoo, S., Fontaine, J. (2008). Mapping Expressive Differences Around the World: The Relationship Between Emotional Display Rules and Individualism Versus Collectivism <i>Journal of Cross-Cultural Psychology</i>, 39 (55)</p>
Educational outcomes	<p>KNOWLEDGE Students will</p> <ul style="list-style-type: none"> • be familiar with the basic theories and concepts of cross-cultural psychology • know the practical application of the selected discussed issues <p>SKILLS Students will</p> <ul style="list-style-type: none"> • be able to analyze the current social situation with the use of tools from the field of cross-cultural psychology <p>ATTITUDES Students will</p> <ul style="list-style-type: none"> • display interest in problems connected to the areas studied by cross-cultural psychologists
A list of topics	<ol style="list-style-type: none"> 1.Basic notions and concepts in cross-cultural psychology 2.The influence of culture on human development 3.Immigration and emigration and its psychological effects (1) 4.Immigration and emigration and its psychological effects (2) 5.Social behavior in various cultures 6.Cognition, emotion, language and perception 7.Intercultural relations 8.Psychopathology and culture
Teaching methods	Discussion, presentation, lecture, groupwork
Assessment methods	<ol style="list-style-type: none"> 1) on-going assessment (on the basis of students' participation in classes as well as their familiarity with the assigned readings) 2) final test (covering the discussed areas of the discipline)

INTRODUCTION TO DATA ANALYSIS WITH SPSS

Basic information about the subject (independent of the cycle)

Module name	INTRODUCTION TO DATA ANALYSIS WITH SPSS
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	---
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 30 - classes 4 - consultations Total number of hours with an academic teacher 34 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 30 - preparing students for classes and studying literature 30 - preparing students for credits Total number of non-contact hours 60 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 3</p>
Educational outcomes verification methods	Practical test
Description	SPSS is regarded to be the most widely used statistical software in social sciences, and it has become a common tool also in other sciences (e.g. economics). Introduction to data analysis with SPSS is a course intended for students with few or no experience with the statistical software SPSS. It is designed to introduce the basic statistics necessary to analyze data provided by studies using SPSS.
Reading list	<ol style="list-style-type: none"> Field, A. (2009). Discovering statistics using SPSS, 3rd edition, Londyn: SAGE. Miller, R.L.(2009). SPSS for Social Scientists, Houndsmill: Palgrave.
Educational outcomes	<p>KNOWLEDGE</p> <ol style="list-style-type: none"> Students knows parametrical and non-parametrical procedures of data analyses <p>SKILLS</p> <ol style="list-style-type: none"> Students are able to create data file in SPSS Students are able to conduct statistical analysis using SPSS <p>ATTITUDES</p> <ol style="list-style-type: none"> Students are aware of the assumption of the parametric procedures
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Practical test
Comments	---
Reading list	<ol style="list-style-type: none"> Field, A. (2009). Discovering statistics using SPSS, 3rd edition, Londyn: SAGE. Miller, R.L.(2009). SPSS for Social Scientists, Houndsmill: Palgrave.
Educational outcomes	<p>KNOWLEDGE</p> <ol style="list-style-type: none"> Students knows parametrical and non-parametrical procedures of data analyses <p>SKILLS</p> <ol style="list-style-type: none"> Students are able to create data file in SPSS

	<p>2. Students are able to conduct statistical analysis using SPSS</p> <p>ATTITUDES</p> <p>1. Students are aware of the assumption of the parametric procedures</p>
A list of topics	<p>1. creating data files in SPSS</p> <p>2. working with data</p> <p>3. running basic statistical analysis (the chi-square, correlations, the t-tests, Anova)</p> <p>4. reading outputs and interpreting the results of the analysis</p>
Teaching methods	Lecture, discussion, multimedia presentation, practical tasks
Assessment methods	Practical test

INTRODUCTION TO MEDIA PSYCHOLOGY

Basic information about the subject (independent of the cycle)

Module name	INTRODUCTION TO MEDIA PSYCHOLOGY
Erasmus code	
ISCED code	
Language of instruction	English
Website	-
Prerequisites	none
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 30</p> <p>Total number of hours with an academic teacher 30</p> <p>Number of ECTS points with an academic teacher 1</p> <p>Non-contact hours (students' own work) 90</p> <p>Total number of non-contact hours 90</p> <p>Number of ECTS points for non-contact hours 3</p> <p>Total number of ECTS points for the module 4</p>
Educational outcomes verification methods	<p>The students will:</p> <ul style="list-style-type: none"> - Know the basic concepts concerning the field of media psychology - Possess the basic knowledge of the influence of various types of media and methods of measuring it - Be able to enlist selected classic researches conducted in the discipline - Describe basic media psychology theories - Be able to perform simple media text analysis concerning particular topics <p>These outcomes will be verified by on-going assessment concerning the students' preparation and participation in the class as well as by their final project.</p>
Description	<p>The module covers the knowledge in the area of media psychology. The course aims at providing the students with elementary knowledge concerning the issues researched within the limits of media psychology. The main focus will be placed on the psychological analysis of media-related phenomena. The issues studied will include the history of mass media (press, radio, television and new media) and the diverse aspects of media impact (violence, aggression, various representations of social groups, commercials, advertisements and political propaganda). All the problems will be approached from numerous perspectives. During the course, selected theories concerning the relation between the media messages and the media user will also be discussed. Students will also learn the basics of the media text analysis.</p>
Reading list	<ol style="list-style-type: none"> 1. Damean, D. (2006). Media and gender: Constructing feminine identities in a postmodern culture. <i>Journal for the Study of Religions and Ideologies</i>, 5(14), 89-94. 2. Dill, K. E. (2012). <i>The Oxford Handbook of Media Psychology</i>. New York: Oxford University Press. 3. Giles, D. (2003). <i>Media Psychology</i>, London: Lawrence Erlbaum Associates, Publishers. 4. Lauzen, M.M., Dozier, D.M., Horan, N. (2008). Constructing Gender Stereotypes Through Social Roles in Prime-Time Television. <i>Journal of Broadcasting & Electronic Media</i>, 52(2), 200-214. 5. Logan, R.K. (2010). <i>Understanding new media</i>.

	<p><i>Extending Marshall McLuhan</i>. New York: Peter Lang Publishing.</p> <p>6. Luskin, B. (2012). Defining and Describing Media Psychology. Psychology Today. Retrieved from: http://www.apa.org/divisions/div46/Luskin,%20B.,%20Defining%20Media%20Psychology,%20Psychology%20Today,%202012.pdf</p> <p>7. Perse, E.M. (2008). <i>Media Effects and Society</i>. Mahwah: Lawrence Erlbaum Associates.</p>
Educational outcomes	<p>KNOWLEDGE Students will:</p> <ul style="list-style-type: none"> know the basic concepts concerning the field of media psychology possess the basic knowledge of the influence of various types of media and methods of measuring it <p>SKILLS Students will:</p> <ul style="list-style-type: none"> be able to enlist selected classic researches conducted in the discipline describe basic media psychology theories be able to perform simple media text analysis concerning particular topics <p>ATTITUDES Students will:</p> <ul style="list-style-type: none"> display interest in the areas connected to media psychology
Practice	-

Information about classes in the cycle

Website	
Educational outcomes verification methods	<p>The students will:</p> <ul style="list-style-type: none"> - Know the basic concepts concerning the field of media psychology - Possess the basic knowledge of the influence of various types of media and methods of measuring it - Be able to enlist selected classic researches conducted in the discipline - Describe basic media psychology theories - Be able to perform simple media text analysis concerning particular topics <p>These outcomes will be verified by on-going assessment concerning the students' preparation and participation in the class as well as by their final project.</p>
Comments	
Reading list	<ol style="list-style-type: none"> Damean, D. (2006). Media and gender: Constructing feminine identities in a postmodern culture. <i>Journal for the Study of Religions and Ideologies</i>, 5(14), 89-94. Dill, K. E. (2012). <i>The Oxford Handbook of Media Psychology</i>. New York: Oxford University Press. Giles, D. (2003). <i>Media Psychology</i>, London: Lawrence Erlbaum Associates, Publishers. Lauzen, M.M., Dozier, D.M., Horan, N. (2008). Constructing Gender Stereotypes Through Social Roles in Prime-Time Television. <i>Journal of Broadcasting & Electronic Media</i>, 52(2), 200-214. Logan, R.K. (2010). <i>Understanding new media. Extending Marshall McLuhan</i>. New York: Peter Lang Publishing. Luskin, B. (2012). Defining and Describing Media Psychology. Psychology Today. Perse, E.M. (2008). <i>Media Effects and Society</i>.

	Mahwah: Lawrence Erlbaum Associates.
Educational outcomes	<p>KNOWLEDGE Students will:</p> <ul style="list-style-type: none"> • know the basic concepts concerning the field of media psychology • possess the basic knowledge of the influence of various types of media and methods of measuring it <p>SKILLS Students will:</p> <ul style="list-style-type: none"> • be able to enlist selected classic researches conducted in the discipline • describe basic media psychology theories • be able to perform simple media text analysis concerning particular topics <p>ATTITUDES Students will: display interest in the areas connected to media psychology</p>
A list of topics	<ol style="list-style-type: none"> 1.The history of mass media – press, radio, television and their transformations 2.New media - a blessing or a curse? 3.Introduction to the basic theories in the media psychology 4.Violence and mass media –facts, myths and misconceptions. 5.Pro-social impact of the media messages 6.Media representations of various social groups(1) – men, women... and (the lack of) equality? 7.Media representations of various social groups(2) – ethnic differences 8.Media representations of various social groups(3) – physically disabled people 9.Media representations of various social groups(4) – people with mental disorders 10.Advertisements, commercials and their effectiveness 11.Political propaganda in the American and Polish media 12.Media impact and its measurement
Teaching methods	Discussion, presentation, lecture, groupwork
Assessment methods	<ol style="list-style-type: none"> 1) on-going evaluation on the basis of active class participation and the students' familiarity with the assigned literature 2) Final project in the form of presentation – students choose one of the issues discussed during the classes and analyze it in 5-6 media texts of their choice (all types of media can be chosen – films, magazines, newspapers, games, websites etc.)

INTRODUCTION TO POLITICAL PSYCHOLOGY

Basic information about the subject (independent of the cycle)

Module name	INTRODUCTION TO POLITICAL PSYCHOLOGY
Erasmus code	
ISCED code	
Language of instruction	English
Website	-
Prerequisites	-
ECTS points hour equivalents	Contact hours (work with an academic teacher): 15 Total number of hours with an academic teacher: 15 Number of ECTS points with an academic teacher: 0,5 Non-contact hours (students' own work) 45 Total number of non-contact hours 45 Number of ECTS points for non-contact hours 1,5 Total number of ECTS points for the module: 2
Educational outcomes verification methods	final written test
Description	COURSE DESCRIPTION: Political psychology uses methods and ideas from psychology to understand political processes. Course offers comprehensive overview of the main topics in political psychology such as political thinking, decision making (voting) and political conflicts. In addition, some attention will be placed on polls and political advertisement but also on political extremism.
Reading list	<ol style="list-style-type: none"> 1. Cottam, M.L, Dietz-Uhler, B., Mastors, E.M., Preston. Th. (2004). Introduction to Political Psychology. Lawrence Erlbaum Associates. 2. Jost, J.T., Sidanius, J. (2004). Political psychology. Psychology Press.
Educational outcomes	KNOWLEDGE Student understands psychological mechanisms of political behaviors such as engaging in political movements, voting, relations of power and political conflicts. SKILLS Student is able to describe and interpret tools used in the political communication and understands how media influence political thinking
Practice	-

Information about classes in the cycle

Website	
Educational outcomes verification methods	final written test
Comments	
Reading list	<ol style="list-style-type: none"> 1. Cottam, M.L, Dietz-Uhler, B., Mastors, E.M., Preston. Th. (2004). Introduction to Political Psychology. Lawrence Erlbaum Associates. 2. Jost, J.T., Sidanius, J. (2004). Political psychology. Psychology Press.
Educational outcomes	KNOWLEDGE Student understands psychological mechanisms of political behaviors such as engaging in political movements, voting, relations of power and political conflicts. SKILLS Student is able to describe and interpret tools used in the political communication and understands how media influence political thinking
A list of topics	<ol style="list-style-type: none"> 1. Thinking about politics 2. How voters decide? And why? 3. Political conflicts

	4. Media in politics 5. Extremism, nationalism, terrorism
Teaching methods	lecture, presentation, movie, discussion
Assessment methods	written test

KINDERMARKETING AND PSYCHOLOGY

Basic information about the subject (independent of the cycle)

Module name	KINDERMARKETING AND PSYCHOLOGY
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	---
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 24 - classes 4 - consultations Total number of hours with an academic teacher 28 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 30 - preparing students for classes and studying literature 25 - preparing students for credits 6 – e-learning Total number of non-contact hours 61 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 3</p>
Educational outcomes verification methods	<p>Research project and presentation devoted to one of issue: 1. The commercialization of childhood 2. The commercialization of parenthood 3. Consumer education</p>
Description	<p>Recent decades have seen an unprecedented expansion in marketing efforts aimed at children. Such efforts involve both direct and indirect forms of marketing to children. Direct marketing to children involves advertising and related activities geared toward soliciting children's awareness of and interest in specific products. Indirect forms of marketing to children involve similar efforts devoted to creating consciousness of products designed for younger persons among parents and others responsible for purchasing products for children. As the consequences such phenomena as so called “ the commercialization of childhood” on one hand and “the commercialization of parenthood” on another appeared. The course “Kindremarketing and Psychology” is focused on these topics and consumer education as well.</p>
Reading list	<ol style="list-style-type: none"> 1. Barber B. R. (2007) Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole. New York: W.W. Norton. 2. Cram F., Ng S. F. (1999): Consumer socialization. „Applied Psychology: An International Review”, 48(3). 3. De la Ville V.I., Tartas V. (2010): Developing as consumers. W: D. Marschall (red.) Understanding Children as Consumers. Wyd. Sage Publications, Los Angeles, London, New Delhi 4. John D. R. (1999): Consumer socialization of children: A retrospective look at twenty-five years of research. „Journal of Consumer Research” nr 26 (3). 5. Kunkel D., Wilcox B. L., Cantor J., Palmer E., Linn S., Dorwick P. (2004): Report of the APA task force on advertising and children. Section: Psychological Issues in the increasing Commercialization of childhood. 6. Schor J. B. (2004), Born to Buy. New York: Scribner.

	7. Linn S. (2004), Consuming Kids. The Hostile Takeover of Childhood. New York: The New Press.
Educational outcomes	<p>KNOWLEDGE</p> <p>1. Students are able to explain what is kindermarketing and phenomena related to</p> <p>SKILLS</p> <p>1. Students are able to conduct research and prepare presentation devoted to one of issue discussed during the course</p> <p>ATTITUDES</p> <p>1. Students are able to critically judge marketing's strategies addressed to the children and parents</p>
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	<p>Research project and presentation devoted to one of issue:</p> <ol style="list-style-type: none"> 1. The commercialization of childhood 2. The commercialization of parenthood 3. The consumer education
Comments	---
Reading list	<ol style="list-style-type: none"> 1. Barber B. R. (2007) Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole. New York: W.W. Norton. 2. Cram F., Ng S. F. (1999): Consumer socialization. „Applied Psychology: An International Review”, 48(3). 3. De la Ville V.I., Tartas V. (2010): Developing as consumers. W: D. Marschall (red.) Understanding Children as Consumers. Wyd. Sage Publications, Los Angeles, London, New Delhi 4. John D. R. (1999): Consumer socialization of children: A retrospective look at twenty-five years of research. „Journal of Consumer Research” nr 26 (3). 5. Kunkel D., Wilcox B. L., Cantor J., Palmer E., Linn S., Dorwick P. (2004): Report of the APA task force on advertising and children. Section: Psychological Issues in the increasing Commercialization of childhood. 6. Schor J. B. (2004), Born to Buy. New York: Scribner. 7. Linn S. (2004), Consuming Kids. The Hostile Takeover of Childhood. New York: The New Press.
Educational outcomes	<p>KNOWLEDGE</p> <p>1. Students are able to explain what is kindermarketing and phenomena related to</p> <p>SKILLS</p> <p>1. Students are able to conduct research and prepare presentation devoted to one of issue discussed during the course</p> <p>ATTITUDES</p> <p>1. Students are able to critically judge marketing's strategies addressed to the children and parents</p>
A list of topics	<ol style="list-style-type: none"> 1. The social context <ul style="list-style-type: none"> • what is consumer society? • children as a part of the consumer society. 2. The commercialization of childhood <ul style="list-style-type: none"> • children as the target of advertising and marketing • children as a part of marketplace • consumer development of children 3. The commercialization of parenthood <ul style="list-style-type: none"> • parents as the target of advertising and marketing • redefinition of motherhood and fatherhood in terms of market 4. The consumer education of children and parents <ul style="list-style-type: none"> • preparing children to be “conscious” consumers

Teaching methods	Lecture, discussion, multimedia presentation, movie, research project
Assessment methods	Research project and presentation devoted to one of issue: <ol style="list-style-type: none">1. The commercialization of childhood2. The commercialization of parenthood3. The consumer education

MUSIC PROPAGANDA AND POWER

Basic information about the subject (independent of the cycle)

Module name	MUSIC PROPAGANDA AND POWER
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	none
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 30 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Study literature 30 Preparing project 25 Preparing final presentation 10 Final test 10 Total number of non-contact hours 75 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module: 4</p>
Educational outcomes verification methods	Short test, final presentation
Description	The goal of our class is to present connections between music and politics. Our meetings will be devoted to ways of appropriation and manipulation of art by different systems of government such as fascism, communism and democracy. It is important because music could become a dangerous and cruel tool and serve as a form of violence and intimidation. Forms of defending the autonomy and independence of art by individual creators, composes, conductors and performers will constitute the subject of our interests.
Reading list	<ol style="list-style-type: none"> 1. Dossy, L. 2003. Altern Ther Health Med. Taking note: music, mind, and nature, Jul-Aug; 9(4): 10-4, 94-100. 2. Horten, G. 2003. Radio Goes to War: The Cultural Politics of Propaganda During World War II, University of California Press, Berkeley, CA.. 3. Nietzsche, F. 2008. The Case Of Wagner, Nietzsche Contra Wagner. Dodo Press. 4. Piore, A. 2003. The Love's Not Mutual. Newsweek, May 26 5. Stanley, J. 2015. How Propaganda Works. Princeton University Press 6. Taruskin, Richard 2009. On Russian Music. University of California Press 7. Taruskin, R. 2001. Music's dangers and the case for control. New York Times, Dec, 9. 8. Volkov, S. 2004. Shostakovich and Stalin: The Extraordinary Relationship Between the Great Composer and the Brutal Dictator. Knopf. 9. Wilson, E. 1994. Shostakovich: A Life Remembered. Princeton University Press.
Educational outcomes	<p>KNOWLEDGE: Students will have knowledge about connections between music, propaganda, psychology and politics. Students will gain knowledge of how music used in rhetoric, myth and symbol.</p> <p>SKILLS Students will recognize, analyze, and critically evaluate musical persuasive messages. Student differentiate between types of tools of musical propaganda in historical contexts</p>

	ATTITUDES Student presents an attitude of curiosity, involvement and openness.
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Short test, final presentation
Comments	
Reading list	<ol style="list-style-type: none"> 1. Dossy, L. 2003. Altern Ther Health Med. Taking note: music, mind, and nature, Jul-Aug; 9(4): 10-4, 94-100. 2. Horten, G. 2003. Radio Goes to War: The Cultural Politics of Propaganda During World War II, University of California Press, Berkeley, CA.. 3. Nietzsche, F. 2008. The Case Of Wagner, Nietzsche Contra Wagner. Dodo Press. 4. Piore, A. 2003. The Love's Not Mutual. Newsweek, May 26 5. Stanley, J. 2015. How Propaganda Works. Princeton University Press 6. Taruskin, Richard 2009. On Russian Music. University of California Press 7. Taruskin, R. 2001. Music's dangers and the case for control. New York Times, Dec, 9. 8. Volkov, S. 2004. Shostakovich and Stalin: The Extraordinary Relationship Between the Great Composer and the Brutal Dictator. Knopf. 9. Wilson, E. 1994. Shostakovich: A Life Remembered. Princeton University Press.
Educational outcomes	<p>KNOWLEDGE: Students will have knowledge about connections between music, propaganda, psychology and politics. Students will gain knowledge of how music used in rhetoric, myth and symbol.</p> <p>SKILLS Students will recognize, analyze, and critically evaluate musical persuasive messages. Student differentiate between types of tools of musical propaganda in historical contexts</p> <p>ATTITUDES Student presents an attitude of curiosity, involvement and openness.</p>
A list of topics	<p>Myth and ritual (connections between music and archaic and contemporary religion) Watershed: Cult of Wagner – source of totalitarianism Fascism – degenerate music Stalinism – between idea and hell War and music The role of music in concentration camps and death camps Democracy and committed music Torture and music Advertisement – seduction through word and music</p>
Teaching methods	Classes
Assessment methods	Activity during classes, homework and presentations, final presentation

PERSONALITY AND INDIVIDUAL DIFFERENCES

Basic information about the subject (independent of the cycle)

Module name	PERSONALITY AND INDIVIDUAL DIFFERENCES
Erasmus code	-
ISCED code	-
Language of instruction	English
Website	-
Prerequisites	-
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher): hours: 30h (during classes)</p> <p>Total number of hours with an academic teacher: (including consultations once a week, contact through e-mail) 60h</p> <p>Number of ECTS points with an academic teacher: 2</p> <p>Non-contact hours (students' own work): 60h (studying the literature, preparation presentations, preparing for credits)</p> <p>Total number of non-contact hours: 60h</p> <p>Number of ECTS points for non-contact hours: 2</p> <p>Total number of ECTS points for the module: 4</p>
Educational outcomes verification methods	participation in discussion, final test
Description	Psychology of personality and individual differences
Reading list	<ol style="list-style-type: none"> 1. Maltby J., Day L., Macaskill A. (2010). Individual differences and Intelligence (2nd. Edition). Harlow: Pearson Education Limited. 2. Strelau J., Farley F.H., Gale A. (1995). The biological bases of personality and behavior. Theories, Measurement, Techniques and Development. Volume 1. Washington: Hemisphere Publishing Corporation. 3. Sternberg R.J., Reis S.M. (2004). Definitions and Conceptions of Giftedness. London: SAGE Publications Inc. 4. Sternberg R. J. (1988). The Nature of Creativity: Contemporary Psychological Perspectives. Cambridge: Cambridge University Press. 5. Riding R., Rayner S. (1998). Cognitive Styles and Learning Strategies: Understanding Style Differences in Learning and Behaviour. Taylor & Francis Ltd. 6. Shiner R., Masten A., Tellegen A. (2002). A developmental perspective on personality in emerging adulthood: Childhood antecedents and concurrent adaptation. <i>Journal of Personality and Social Psychology</i>, Vol 83(5), pp: 1165-1177 7. Conway A., Cowan N., Bunting M., Therriault D., Minkoff S. (2002). A latent variable analysis of working memory capacity, short-term memory capacity, processing speed, and general fluid intelligence. <i>Intelligence</i>, 30, pp:163-183 8. Vernon P.A., Jensen A. R. (1984). Individual and group differences in intelligence and speed of information processing. <i>Personality and Individual Differences</i>, 5,4, pp: 411-423 9. Caspi A., Roberts B., Shiner R. (2005). Personality development. Stability and Change. <i>Annual Review of Psychology</i>, Vol. 56, pp: 453-484 10. Costa P., McCrea P. (1992). Four ways five factors are basic. <i>Personality and Individual Differences</i>, 13,6, pp: 653-665
Educational outcomes	<p>KNOWLEDGE – student:</p> <ol style="list-style-type: none"> 1. knows basic (traditional) and contemporary concepts

	<p>of personality</p> <ol style="list-style-type: none"> describes and evaluates basic theories related to individual differences concerning: creativity, particular aspects of intelligence and cognitive styles where possible: identifies the strengths and limitations of conducted research <p>SKILLS – student:</p> <ol style="list-style-type: none"> interprets human’s behavior in terms of different models and theories of personality understands the complex interplay of genetics and environment in explaining human’s behaviour indicates, on the base of literature review, the directions of future explorations in the field of personality and individual differences <p>ATTITUDES – student:</p> <ol style="list-style-type: none"> appreciates achievements of precursors of personality and individual differences psychology is aware of the integrative character of personality and individual differences in the area of social science
Practice	-

Information about classes in the cycle

Website	-
Educational outcomes verification methods	participation in discussion, final test
Comments	-
Reading list	<ol style="list-style-type: none"> Maltby J., Day L., Macaskill A. (2010). Individual differences and Intelligence (2nd. Edition). Harlow: Pearson Education Limited. Strelau J., Farley F.H., Gale A. (1995). The biological bases of personality and behavior. Theories, Measurement, Techniques and Development. Volume 1. Washington: Hemisphere Publishing Corporation. Sternberg R.J., Reis S.M. (2004). Definitions and Conceptions of Giftedness. London: SAGE Publications Inc. Sternberg R. J. (1988). The Nature of Creativity: Contemporary Psychological Perspectives. Cambridge: Cambridge University Press. Riding R., Rayner S. (1998). Cognitive Styles and Learning Strategies: Understanding Style Differences in Learning and Behaviour. Taylor & Francis Ltd. Shiner R., Masten A., Tellegen A. (2002). A developmental perspective on personality in emerging adulthood: Childhood antecedents and concurrent adaptation. Journal of Personality and Social Psychology, Vol 83(5), pp: 1165-1177 Conway A., Cowan N., Bunting M., Therriault D., Minkoff S. (2002). A latent variable analysis of working memory capacity, short-term memory capacity, processing speed, and general fluid intelligence. Intelligence, 30, pp:163–183 Vernon P.A., Jensen A. R. (1984). Individual and group differences in intelligence and speed of information processing. Personality and Individual Differences, 5,4, pp: 411-423 Caspi A., Roberts B., Shiner R. (2005). Personality development. Stability and Change. Annual Review of Psychology, Vol. 56, pp: 453-484 10. Costa P., McCrea P. (1992). Four ways five factors are basic. Personality and Individual Differences, 13,6, pp: 653-665

Educational outcomes	<p>KNOWLEDGE – student:</p> <ol style="list-style-type: none"> 1. knows basic (traditional) and contemporary concepts of personality 2. describes and evaluates basic theories related to individual differences concerning: creativity, particular aspects of intelligence and cognitive styles 3. where possible: identifies the strengths and limitations of conducted research <p>SKILLS – student:</p> <ol style="list-style-type: none"> 1. interprets human’s behavior in terms of different models and theories of personality 2. understands the complex interplay of genetics and environment in explaining human’s behaviour 3. indicates, on the base of literature review, the directions of future explorations in the field of personality and individual differences <p>ATTITUDES – student:</p> <ol style="list-style-type: none"> 1. appreciates achievements of precursors of personality and individual differences psychology is aware of the integrative character of personality and individual differences in the area of social science
A list of topics	<ol style="list-style-type: none"> 1. Relation between temperament and personality 2. Development of temperament and personality in the life-span 3. Basic theories of personality: cognitive, Freudian, humanistic, the trait approach to personality; biological basis of personality (genetic heritability, evolutionary psychology and animal studies on personality) 4. Moving into the Mainstream? - the nature of giftedness, creativity and talent: definitions and contemporary approaches 5. Problem solving and creativity; three-facet model of creativity (Sternberg) 6. The profile of the Gifted and Talented 7. Some methods used for measuring personality, temperament and special abilities 8. Links between intelligence, divergent thinking, creativity and giftedness 9. Main concepts and problems with measurement of intelligence Heritability and socially defined race and sex differences in intelligence
Teaching methods	discussion, presentation
Assessment methods	final test

PRACTICAL ASPECTS OF CLINICAL NEUROPSYCHOLOGY

Basic information about the subject (independent of the cycle)

Module name	PRACTICAL ASPECTS OF CLINICAL NEUROPSYCHOLOGY
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	
ECTS points hour equivalents	Contact hours (work with an academic teacher) 30 Total number of hours with an academic teacher 31 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 100 Total number of non-contact hours 100 Number of ECTS points for non-contact hours 4 Total number of ECTS points for the module 5
Educational outcomes verification methods	The final test will constitute three-fourths of the student's grade. Students must read all required assignments to be prepared to discuss them during the classes and to write two essays on two of the given subjects (one-fourth of the student's grade).
Description	The module covers the knowledge in the area of some practical problems of clinical neuropsychology. The course will examine current research concerning selected psychological consequences of brain dysfunction. Emphasis will be placed on diagnostic and therapeutic issues deepening students' understanding of patients' problems.
Reading list	<ol style="list-style-type: none"> 1. Banich M.T., Compton R.J. (2011). Cognitive neuroscience. Wadsworth Cengage Learning. 2. Handbook of clinical neuropsychology. P.W. Halligan, U. Kischka, J. Marshall (eds.) (2003). New York, Oxford, Oxford University Press. 3. Ting D.S.J. et al. (2011). Visual neglect following stroke: Current concepts and future focus. <i>Survey of Ophthalmology</i>, 2, 114-134. 4. Prigatano G.P. (2003). Challenging dogma in neuropsychology and related disciplines. <i>Archives of Clinical Neuropsychology</i>, 18, 811-825. 5. Prigatano G.P. (1999). Principles of neuropsychological rehabilitation. New York, Oxford, Oxford University Press. 6. Zawadzka E., Domańska Ł. (2014). Assessment of select dimensions of patients' emotional functioning at different time periods after stroke. <i>Applied Neuropsychology: Adult</i>. 21, 2, 87-93. DOI:10.1080/09084282.2012.747959
Educational outcomes	KNOWLEDGE Student can describe the main symptoms of neuropsychological disorders. SKILLS Student can diversify neuropsychological problems in patients with brain pathology. Student can formulate the rehabilitation directions for brain-damaged patients. ATTITUDES Student is aware of the need to develop knowledge about neuropsychological disorders, diagnosis and rehabilitation.
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	The final test will constitute three-fourths of the student's grade. Students must read all required assignments to be prepared to discuss them during the classes and to write two essays on two of the given subjects (one-fourth of the student's grade).
Comments	
Reading list	<ol style="list-style-type: none"> 1. Banich M.T., Compton R.J. (2011). Cognitive neuroscience. Wadsworth Cengage Learning. 2. Handbook of clinical neuropsychology. P.W. Halligan, U. Kischka, J. Marshall (eds.) (2003). New York, Oxford, Oxford University Press. 3. Ting D.S.J. et al. (2011). Visual neglect following stroke: Current concepts and future focus. <i>Survey of Ophthalmology</i>, 2, 114-134. 4. Prigatano G.P. (2003). Challenging dogma in neuropsychology and related disciplines. <i>Archives of Clinical Neuropsychology</i>, 18, 811-825. 5. Prigatano G.P. (1999). Principles of neuropsychological rehabilitation. New York, Oxford, Oxford University Press. 6. Zawadzka E., Domańska Ł. (2014). Assessment of select dimensions of patients' emotional functioning at different time periods after stroke. <i>Applied Neuropsychology: Adult</i>. 21, 2, 87-93. DOI:10.1080/09084282.2012.747959
Educational outcomes	<p>KNOWLEDGE Student can describe the main symptoms of neuropsychological disorders.</p> <p>SKILLS Student can diversify neuropsychological problems in patients with brain pathology. Student can formulate the rehabilitation directions for brain-damaged patients.</p> <p>ATTITUDES Student is aware of the need to develop knowledge about neuropsychological disorders, diagnosis and rehabilitation.</p>
A list of topics	<ul style="list-style-type: none"> -Visual and spatial disorders in patients with brain damage. Apraxia. -Unilateral spatial neglect – nature of the disorder; neglect as a factor of recovery anticipation. Assessment procedures. -Memory deficits – symptoms, clinical signs and mechanisms. Mild cognitive disorders and dementia. -Disorders of executive functions as pathology of self-regulation. Various forms of control deficits; syndromes with dominating deficits of planning and deficits of control. Dysexecutive symptoms and frontal lobe syndromes. -Disorders of consciousness after brain damage. Specific forms of deficits. Disorders of self-awareness after brain injury. Anosognosia. -Directions of neuropsychological intervention. The aims and principles of neuropsychological rehabilitation. Psychotherapeutic work with patients and family members; the outcome of rehabilitation programs; emotional and motivational factors.
Teaching methods	The methods of instruction used in the class include lecture, case study presentations, class discussions of required readings.
Assessment methods	The final test and two essays

PSYCHOLOGY OF HUMAN DEVELOPMENT

Basic information about the subject (independent of the cycle)

Module name	PSYCHOLOGY OF HUMAN DEVELOPMENT
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) Classes: 30 Consultations: 2 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1</p> <p>Non-contact hours (students' own work) Studying literature: 25 Homework & preparing presentations: 25 Preparation for practical exercises: 10 Report: 3 Preparation for final test: 20 Total number of non-contact hours 83 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module 4</p>
Educational outcomes verification methods	Ongoing preparation, homework & presentations, report, preparation for practical exercises, final test
Description	<p>The module is a part of developmental sciences: an interdisciplinary field of research that aims to describe and explain biological, cognitive, emotional and social changes that occurs across different periods of human life.</p> <p>We shall consider some practical applications of our knowledge of human development for education, bringing up children, etc.</p>
Reading list	<ol style="list-style-type: none"> Shaffer, D., Kipp, K. (2002). Developmental psychology: Childhood and adolescence. Cengage Learning: Wadsworth. Butterworth, G., Harris, M. (1994). Principles of Developmental Psychology. Lawrence Erlbaum Associates.
Educational outcomes	<p>KNOWLEDGE – student:</p> <ul style="list-style-type: none"> knows main theories of human development is able to describe selected age periods acquires knowledge on research designs applied in life-span approach to human development <p>SKILLS – student:</p> <ul style="list-style-type: none"> can use selected research methods to study human development is able to browse articles and other sources in databases, select them and use adequately for presentations working with various age groups can fit the methods and activities to participants <p>ATTITUDES – student:</p> <ul style="list-style-type: none"> presents open, flexible and engaged attitude towards people from diverse age groups
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Ongoing preparation, homework & presentations, report, preparation for practical exercises, final test
Comments	

Reading list	<ol style="list-style-type: none"> 1. Shaffer, D., Kipp, K. (2002). Developmental psychology: Childhood and adolescence. Cengage Learning: Wadsworth. 2. Butterworth, G., Harris, M. (1994). Principles of Developmental Psychology. Lawrence Erlbaum Associates.
Educational outcomes	<p>KNOWLEDGE – student:</p> <ul style="list-style-type: none"> • knows main theories of human development • is able to describe selected age periods • acquires knowledge on research designs applied in life-span approach to human development <p>SKILLS – student:</p> <ul style="list-style-type: none"> • can use selected research methods to study human development • is able to browse articles and other sources in databases, select them and use adequately for presentations • working with various age groups can fit the methods and activities to participants <p>ATTITUDES – student:</p> <ul style="list-style-type: none"> • presents open, flexible and engaged attitude towards people from diverse age groups
A list of topics	<ol style="list-style-type: none"> 1. Psychology of human development – introduction. 2. Early and middle childhood. 3. Piaget’s theory 4. Methods used in studying human development: Observation and play 5. Adolescence 6. Adulthood – challenges and opportunities 7. Late adulthood – biological and psychosocial aspects
Teaching methods	lecture/presentations/discussion/exercises / tutorial/practical exercises / observation
Assessment methods	Ongoing preparation, homework & presentations, report, preparation for practical exercises, final test

PSYCHOLOGY OF MUSIC

Basic information about the subject (independent of the cycle)

Module name	PSYCHOLOGY OF MUSIC
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	none
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 30 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Study literature 30 Preparing project 25 Preparing final presentation 10 Final test 10 Total number of non-contact hours 75 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module: 4</p>
Educational outcomes verification methods	Test, final presentation
Description	<p>The goal of our course is to present connections between psychology and music. Topics include foundational concepts across the music and emotion and music, cognition and brain. The course covers theories on music and the brain, music and emotion, the role of music in our everyday lives. We will also focus on relationship between mental disorders and creativity. The course will also includes an analysis of musical structure and provides a background for understanding music education which engages actively and imaginatively the affective, cognitive and psychomotor aspects of human development. In addition, the course will raise pragmatic issues.</p>
Reading list	<ol style="list-style-type: none"> 1. Sloboda, John. 2005. Exploring The Musical Mind: Cognition, Emotion, Ability, Function Oxford University Press. 2. Sloboda, John. 2011. Music and the Mind: Essays in Honour of John Sloboda by Irène Deliège, Jane Davidson. Oxford University Press. 3. North, Adrian & Hargreaves, David. 2008. The Social and Applied Psychology of Music. Oxford: Oxford University Press. 4. Levitin, D. J. 2006. This Is Your Brain on Music: The Science of a Human Obsession. Dutton: New York.
Educational outcomes	<p>KNOWLEDGE: Students will gain knowledge of how music is perceived, how music is understood. Students will perceive how individual differences in personality will affect musical preferences. Students will gain knowledge of how music is used by government and political systems and how consumers are manipulated by music. Students will have knowledge about brain mechanisms mediating music perception and performance.</p> <p>SKILLS The course should provide background in psychology of music that will include critical and analytical skills. Students will develop critical thinking skills by reading about studies that use the scientific method and empirical research methods.</p> <p>ATTITUDES Student presents an attitude of curiosity, commitment and openness.</p>
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Test, final presentation
Comments	
Reading list	<ol style="list-style-type: none"> 1. Sloboda, John. 2005. Exploring The Musical Mind: Cognition, Emotion, Ability, Function Oxford University Press. 2. Sloboda, John. 2011. Music and the Mind: Essays in Honour of John Sloboda by Irène Deliège, Jane Davidson. Oxford University Press. 3. North, Adrian & Hargreaves, David. 2008. The Social and Applied Psychology of Music. Oxford: Oxford University Press. 4. Levitin, D. J. 2006. This Is Your Brain on Music: The Science of a Human Obsession. Dutton: New York.
Educational outcomes	<p>KNOWLEDGE: Students will gain knowledge of how music is perceived, how music is understood. Students will perceive how individual differences in personality will affect musical preferences. Students will gain knowledge of how music is used by government and political systems and how consumers are manipulated by music. Students will have knowledge about brain mechanisms mediating music perception and performance.</p> <p>SKILLS The course should provide background in psychology of music that will include critical and analytical skills. Students will develop critical thinking skills by reading about studies that use the scientific method and empirical research methods.</p> <p>ATTITUDES Student presents an attitude of curiosity, commitment and openness.</p>
A list of topics	<p>Music and Emotion</p> <ul style="list-style-type: none"> • Emotion and meaning in music • Music and commercial • Music and manipulation • Music and propaganda <p>Music, Cognition and Brain</p> <ul style="list-style-type: none"> • The “Mozart Effect” • Relationship Between Mental Disorders and Creativity, • Artists with psychological disorders • Composers who suffered from mental illness • Music preferences (music taste, lifestyle, personality, musical identity, sex, class, youth culture, education) <p>Music Education</p> <ul style="list-style-type: none"> • Musical abilities, talent (identification, research and development) • Music education engages actively and imaginatively the affective, cognitive and psychomotor aspects of human development
Teaching methods	Lecture
Assessment methods	Activity during classes, homework and presentations, final presentation

PSYCHO-ONCOLOGY

Basic information about the subject (independent of the cycle)

Module name	PSYCHO-ONCOLOGY
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	not specified
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) Classes 15 Tutorials 1 Total number of hours with an academic teacher 16 Number of ECTS points for contact hours 0,5 Non-contact hours (student's own work) Ongoing preparation for classes 10 Studying reading materials 9 Preparation of final assignment 10 Total number of non-contact hours 29 Number of ECTS points for non-contact hours 1 Total number of ECTS points for the module 1,5</p>
Educational outcomes verification methods	<p>W1, classes – final assignment; timeliness of handing in the final assignment W2, classes – final assignment; timeliness of handing in the final assignment U1, classes–ongoing assessment of the student's activity during classes K1, classes – ongoing assessment of the student's activity during classes</p>
Description	The module covers the knowledge in the area of psycho-oncology. It enables the participants to become familiar with the medical and psychological aspects of cancer. It allows to gain information on the topics of diagnosis and therapy of a psycho-oncological patient.
Reading list	<ol style="list-style-type: none"> 1. Bloch S., Kissane D. Psychotherapies in psycho-oncology. British Journal of Psychiatry 177, 112-166, 2000. 2. Holland J. History of Psycho-Oncology: Overcoming Attitudinal and Conceptual Barriers. Psychosomatic Medicine 64:206–221, 2002. 3. Holland J., Breitbart W., Jacobsen P. (eds.). Psycho-oncology. Oxford University Press, 2010. 4. Jansen, C.E., Miaskowski, C., Dodd, M., et al. A metaanalysis of studies of the effects of cancer chemotherapy on various domains of cognitive function. Cancer, Volume 104, Issue 10, 2005. 5. Watson M., Kissane D. Handbook of psychotherapy in cancer care. A John Wiley & Sons, Ltd., Publication, 2011.
Educational outcomes	<p>KNOWLEDGE K1.The student has specialist knowledge within the scope of applied psychology: psycho-oncology K_W07 K2.The student has systematized knowledge concerning psychological and medical aspects of a person's functioning during the cancer process K_W11</p> <p>SKILLS S1.The student understands and explains the functioning of a person suffering from cancer in a social environment on the basis of theoretical and empirical knowledge within the fields of psycho-oncology K_U14</p> <p>ATTITUDES A1. The student seeks to broaden her/his knowledge and skills concerning the selected methods of diagnosis and therapy</p>

	of people suffering from cancer in an independent and critical way K_K02
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	<p>W1, classes – final assignment; timeliness of handing in the final assignment</p> <p>W2, classes – final assignment; timeliness of handing in the final assignment</p> <p>U1, classes – ongoing assessment of the student’s activity during classes</p> <p>K1, classes – ongoing assessment of the student’s activity during classes</p>
Comments	
Reading list	<ol style="list-style-type: none"> 1. Bloch S., Kissane D. Psychotherapies in psycho-oncology. British Journal of Psychiatry 177, 112-166, 2000. 2. Holland J. History of Psycho-Oncology: Overcoming Attitudinal and Conceptual Barriers. Psychosomatic Medicine 64:206–221, 2002. 3. Holland J., Breitbart W., Jacobsen P. (eds.). Psycho-oncology. Oxford University Press, 2010. 4. Jansen, C.E., Miaskowski, C., Dodd, M., et al. A metaanalysis of studies of the effects of cancer chemotherapy on various domains of cognitive function. Cancer, Volume 104, Issue 10, 2005. 5. Watson M., Kissane D. Handbook of psychotherapy in cancer care. A John Wiley & Sons, Ltd., Publication, 2011.
Educational outcomes	<p>KNOWLEDGE</p> <p>K1.The student has specialist knowledge within the scope of applied psychology: psycho-oncology K_W07</p> <p>K2.The student has systematized knowledge concerning psychological and medical aspects of a person’s functioning during the cancer process K_W11</p> <p>SKILLS</p> <p>S1.The student understands and explains the functioning of a person suffering from cancer in a social environment on the basis of theoretical and empirical knowledge within the fields of psycho-oncology K_U14</p> <p>ATTITUDES</p> <p>A1. The student seeks to broaden her/his knowledge and skills concerning the selected methods of diagnosis and therapy of people suffering from cancer in an independent and critical way K_K02</p>
A list of topics	<ol style="list-style-type: none"> 1. The history of psycho-oncology 2. The medical dimension of cancer 3. The psychological aspects of cancer 4. The quality of life with cancer 5. Mental disorders in oncology 6. Cancer-related cognitive dysfunctions 7. Psycho-oncological issues of the family 8. Psycho-oncological issues of children and teenagers 9. Diagnostic methods 10. The role of psychotherapy in psycho-oncology
Teaching methods	Discussion, explanation, multimedia presentation, film, discussion on the basis of reading materials and own experiences.
Assessment methods	Ongoing assessment of the student’s activity during classes; Final assignment; Timeliness of handing in the final assignment