**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 | **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: 30Homework & 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 |
| 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 | 1. Berlucchi G., Aglioti S. (1997). The body in the brain: neural bases of corporeal awareness. *Trends Neurosci*, 20, 560-564. 2. Botvinick M., Cohen J. (1998). Rubber hands „feel” touch that eyes see. *Nature*, vol. 391, 756 3. Carruthers G. (2008). Types of body representations and the sense of embodiment. *Consciousness and Cognition*, *17, 4*, 1302-1316. 4. Cash, T. F. i Smolak, L. (Eds.), (2011). *Body image. A handbook of science, practice,  and prevention*. 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? *European Child & Adolescent Psychiatry*, 8, 200-206. 6. Schwoebel J., Coslett H.B. (2005). Evidence for multiple, distinct representations  of the human body. *Journal of Cognitive Neuroscience*, 17, 4, 543 – 553. |
| Educational outcomes | KNOWLEDGE – student:   * 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:   * 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:   * 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 | 1. Berlucchi G., Aglioti S. (1997). The body in the brain: neural bases of corporeal awareness. *Trends Neurosci*, 20, 560-564. 2. Botvinick M., Cohen J. (1998). Rubber hands „feel” touch that eyes see. *Nature*, vol. 391, 756 3. Carruthers G. (2008). Types of body representations and the sense of embodiment. *Consciousness and Cognition*, *17, 4*, 1302-1316. 4. Cash, T. F. i Smolak, L. (Eds.), (2011). *Body image.  A handbook of science, practice,  and prevention*. 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? *European Child & Adolescent Psychiatry*, 8, 200-206. 6. Schwoebel J., Coslett H.B. (2005). Evidence for multiple, distinct representations of the human body. *Journal of Cognitive Neuroscience*, 17, 4, 543 – 553. |
| Educational outcomes | KNOWLEDGE – student:   * 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:   * 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:   * 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 | * 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 |