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	**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 2** **Total number of ECTS points for the module: 3**
Educational outcomes verification methods	Test, final presentation
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	**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. **SKILLS** The course should provide background in behavioral science that will include critical and analytical skills**.** Students demonstrate the knowledge and skills necessary to conduct social and behavioral science research. **ATTITUDES** Student presents an attitude of curiosity, commitment and openness.
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	**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. **SKILLS** The course should provide background in behavioral science

	that will include critical and analytical skills.
	Students demonstrate the knowledge and skills necessary to conduct social and behavioral science research.
	ATTITUDES
	Student presents an attitude of curiosity, commitment and openliness.
A list of topics	Psychological Therapies
	Defence mechanisms
	Agression and Abuse
	Anxiety disorders
	Human Sexuality & Gender Identity Disorders
	Abnormal Sexuality and Sexuality Disorders
	Substance Related Disorders
	Mood Disorders
	Eating Disorders
	Psychosomatics
	Social problems: AIDS, poverty, and homelessness
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	**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
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

CAREER COUNSELING

Basic information about the subject (independent of the cycle)

Module name	**Career counseling**
Erasmus code	
ISCED code	
Language of instruction	English
Website	-
Prerequisites	-
ECTS points hour equivalents	**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 **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**
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 counseling 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 counseling .
Reading list	Brown, S., Lent, R. (2013). Career development and counseling : Putting theory and research to work. New Jersey: John Wiley & Sons. 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	KNOWLEDGE

	Students:
	• demonstrate comprehension of the major career counseling theories
	• know the role of individual differences and social factors in career choice and adjustment
	SKILLS
	Students:
	• discuss/ analyze major career counseling 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
	ATTITUDES
	Students:
	• 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	Brown, S., Lent, R. (2013). Career development and counseling : Putting theory and research to work. New Jersey: John Wiley & Sons. 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	KNOWLEDGE Students: • demonstrate comprehension of the major career counseling theories • know the role of individual differences and social factors in career choice and adjustment SKILLS Students: • discuss/ analyze major career counseling 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 ATTITUDES Students: • appreciate the need for continual improvement to achieve career goals
A list of topics	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 counseling 5. Counseling 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 THE 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	**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 **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
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	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	KNOWLEDGE – student: - 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.) SKILLS – student: - 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 ATTITUDES – student: - 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	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	KNOWLEDGE – student: - 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.) SKILLS – student: - 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 ATTITUDES – student: - is aware of various ways of treatment and their efficiency - displays interest in the area of clinical psychology of child
A list of topics	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. Intellectual disability 12. Psychotic disorders in childhood and adolescence 13. Eating and growth disorders 14. Sleep disorders
Teaching methods	Discussion, slide presentations, films, practical exercises
Assessment methods	Activity during classes, individual work (presentation), final test

CROSSLINGUISTIC VARIATION IN NARRATIVE CONSTRUCTION (HOW SPEAKERS OF VARIOUS LANGUAGES TELL A STORY?)

Basic information about the subject (independent of the cycle)

Module name	Crosslinguistic variation in narrative construction (How speakers of various languages tell a story?)
Erasmus code	-
ISCED code	-
Language of instruction	English
Website	-
Prerequisites	-

ECTS points hour equivalents	**Contact hours (work with an academic teacher)** Classes 15 Consultations 5 **Total number of hours with an academic teacher** 20 **Number of ECTS points for contact hours** 0,8 **Non-contact hours (student's own work)** Studying literature: 15 Homework & presentations: 15 Preparing for the final credit: 15 Preparing the final presentation/project etc.: 10 **Total number of non-contact hours** 55 **Number of ECTS points for non-contact hours** 2,2 **Total number of ECTS points for the module** 3
Educational outcomes verification methods	Activity during classes, individual work (data collection & final presentation), final test
Description	The topic of the course is: To what extent the characteristics of the particular language we speak influences our way of categorizing reality and talking about it? The issue will be presented in relation to one particular topic that has been extensively studied in many languages, namely narration of wordless picture stories by adult speakers and children. In addition to the lecture and studying the literature students will record and transcribe picture stories in their respective native language (and other languages they could know) that will be analyzed and discussed in the class.
Reading list	Berman, Ruth A. & Dan I. Slobin, eds. *Relating events in narrative: A crosslinguistic developmental study*. Psychology Press, 2013 [selected chapters] Slobin, D. I. (1996). From "thought and language" to "thinking for speaking." In J. J. Gumperz & S. C. Levinson (Eds.), *Studies in the social and cultural foundations of language*, No. 17. *Rethinking linguistic relativity* (pp. 70-96). New York: Cambridge University Press. Bowerman, M., & S. Choi. Shaping meanings for language: universal and language-specific in the acquisition of semantic categories. In Bowerman, M., & S. C. Levinson (eds.). *Language acquisition and conceptual development* (pp. 475-511). Cambridge University Press, 2001. Hickmann, Maya. Linguistic relativity in first language acquisition. In: M. Kail & M. Hickmann (eds.). *Language acquisition across linguistic and cognitive systems* (pp. 125-146). John Benjamins Publishing, 2010.
Practice	-

Information about classes in the cycle

Website	-
Educational outcomes verification methods	Activity during classes, individual work (data collection & final presentation), final test
Comments	-
Reading list	Berman, Ruth A. & Dan I. Slobin, eds. *Relating events in narrative: A crosslinguistic developmental study*. Psychology Press, 2013 [selected chapters] Slobin, D. I. (1996). From "thought and language" to "thinking for speaking." In J. J. Gumperz & S. C. Levinson (Eds.), *Studies in the social and cultural foundations of language*, No. 17. *Rethinking linguistic relativity* (pp. 70-96). New York: Cambridge University Press. Bowerman, M., & S. Choi. Shaping meanings for language: universal and language-specific in the acquisition of semantic categories. In Bowerman, M., & S. C. Levinson (eds.). *Language acquisition and conceptual development* (pp. 475-

	511). Cambridge University Press, 2001. Hickmann, Maya. Linguistic relativity in first language acquisition. In: M. Kail & M. Hickmann (eds.). *Language acquisition across linguistic and cognitive systems* (pp. 125-146). John Benjamins Publishing, 2010.
A list of topics	1. Linguistic relativity: "Sapir-Wharf hypothesis" and its current status. 2. Development of narrative skills. Adult narrative competence. 3. Methodology of crosslinguistic studies on narration. "Frog stories", Hickmann's "CAT story". 4. Collecting data by students. Transciption and analysis. 5. Discussing the outcome of the project.
Teaching methods	Lecture, discussion, case analysis
Assessment methods	Individual work (data collection & final 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	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: 1 Non-contact hours (students' own work): 5 Total number of non-contact hours: 5 Number of ECTS points for non-contact hours: 0,5 Total number of ECTS points for the module: 1,5
Educational outcomes verification methods	Final test
Description	The module covers the knowledge in the area of development of executive function (inhibitory control, working memory, set shifting) in the first years of life.
Reading list	1. Garon N., Bryson S.E., Smith I. (2008). Executive function in preschoolers: a review using an integrative framework. *Psychological Bulletin, 134,1,* pp:*31-60.* 2. Carlson S.M. (2005). Developmentally sensitive measures of executive function in preschool children. *Developmental Neuropsychology, 28, 2,* pp:595-616 3. Ikeda Y., Okuzumi H., Kokobun M. (2014). Stroop-like interference in the real animal size test and the pictorial animal size test in 5- to 12-year-old children and young adults. Applied Neuropsychology of a Child,3, 2, pp: 115-125. 4. The Blue Strawberry and a Giant Mouse? Stroop Effect in assessment if interference control in prereading children (in press) 5. Gathercole S.E., Pickering S.J., Ambridge B., Wearing H. (2004). The Structure of Working Memory From 4 to 15 Years of Age. *Developmental Psychology, 40, 2,* pp.177-190 6. Henry L. (2012). The Development of Working Memory in Children. City University London, UK 7. Martins Dias N., GotuzoSaebra A. (2012). Executive demands of the Tower of London task in Brazilian

	teenagers. Psychology & Neuroscience, 5, 1, pp:63-75.

Educational outcomes	**KNOWLEDGE**
	  1. knows the pattern of executive function development in the first years of life
	  2. knows some methods of executive function assessment
	SKILLS
	  1. distinguishes the differences between particular processes which underlie executive function
	  2. identifies biological and social factors which support executive function development
	ATTITUDES
	  1. is ready to broaden his/her knowledge in the area of executive function development

Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Final test
Comments	
Reading list	1. Garon N., Bryson S.E., Smith I. (2008). Executive function in preschoolers: a review using an integrative framework. *Psychological Bulletin, 134,1,* pp:*31-60.* 2. Carlson S.M. (2005). Developmentally sensitive measures of executive function in preschool children. *Developmental Neuropsychology, 28, 2,* pp:595-616 3. Ikeda Y., Okuzumi H., Kokobun M. (2014). Stroop-like interference in the real animal size test and the pictorial animal size test in 5- to 12-year-old children and young adults. Applied Neuropsychology of a Child,3, 2, pp: 115-125. 4. The Blue Strawberry and a Giant Mouse? Stroop Effect in assessment if interference control in prereading children (in press) 5. Gathercole S.E., Pickering S.J., Ambridge B., Wearing H. (2004). The Structure of Working Memory From 4 to 15 Years of Age. *Developmental Psychology, 40, 2,* pp.177-190 6. Henry L. (2012). The Development of Working Memory in Children. City University London, UK 7. Martins Dias N., GotuzoSaebra A. (2012). Executive demands of the Tower of London task in Brazilian teenagers. Psychology & Neuroscience, 5, 1, pp:63-75.

Educational outcomes	**KNOWLEDGE**
	  1. knows the pattern of executive function development in the first years of life
	  2. knows some methods of executive function assessment
	SKILLS
	  1. distinguishes the differences between particular processes which underlie executive function
	  2. identifies biological and social factors which support executive function development
	ATTITUDES
	  1. is ready to broaden his/her knowledge in the area of executive function

A list of topics	1. Introduction to the subject. EF and goal-directed behaviours. 2. 3. Is EF a unique (homogenous) ability or rather a

	heterogenous set of skills? - general characteristics of executive function construct and its anatomical localization.
	4. Inhibitory control – assessment and its role in predicting social and emotional maturity of a child.
	5. Working memory – assessment and its role in predicting cognitive maturity and school readiness.
	6. Set shifting and planning ability – assessment and its role in social, emotional and cognitive competences of children.
	7. TEST
Teaching methods	Lecture, discussion, movie
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	**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
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	Butler, J. (1998). 'Subjects of Sex/Gender/Desire, in Phillips, Anne (ed.) Feminism and Politics, New York, Oxford University Press
	Connell, R.W. (1987). Historical Roots of Contemporary Theory, [in:] Gender and Power: Society, the Person and Sexual Politics, Polity Press, Cambridge.
	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.
	Jackson, C. (2003). Gender Analysis of Land: Beyond Land Rights for Women?, Journal of Agrarian Change, vol. 3, No. 4, pp. 453-480.
	Kimmel, J. (2008). Spanning the world: Cross cultural constructs of gender, [in:] The Gendered Society, Oxford and New York: Oxford University Press.

	Kimmel, M. (2008). 'Introduction', [in:] The Gendered Society, Oxford and New York: Oxford University Press.
Educational outcomes	**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. **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. **ATTITUDES** Student presents an attitude of curiosity, involvement and openness.
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Final presentation, group project
Comments	
Reading list	Butler, J. (1998). 'Subjects of Sex/Gender/Desire, in Phillips, Anne (ed.) Feminism and Politics, New York, Oxford University Press Connell, R.W. (1987). Historical Roots of Contemporary Theory, [in:] Gender and Power: Society, the Person and Sexual Politics, Polity Press, Cambridge. 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. Jackson, C. (2003). Gender Analysis of Land: Beyond Land Rights for Women?, Journal of Agrarian Change, vol. 3, No. 4, pp. 453-480. Kimmel, J. (2008). Spanning the world: Cross cultural constructs of gender, [in:] The Gendered Society, Oxford and New York: Oxford University Press. Kimmel, M. (2008). 'Introduction', [in:] The Gendered Society, Oxford and New York: Oxford University Press.
Educational outcomes	**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. **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 **ATTITUDES** Student presents an attitude of curiosity, involvement and openness.

A list of topics	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
Teaching methods	Classes
Assessment methods	Activity during classes, homework and presentations, final presentation

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	**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	Students will: •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 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.
Description	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.
Reading list	• Berry, J. W.(2002). *Cross-cultural psychology: Research and Application.* Cambridge: Cambridge University Press. • Berry, J.W.(1997). Immigration, Acculturation, and Adaptation. *Applied Psychology: An International Review*, 46 (1), 5-68. • Berry, J.W.(2000). Cross-cultural psychology: A symbiosis of cultural and comparative approaches. *Asian Journal of Social Psychology,* 3:197-205

	• Lonner, W.J., Berry, J.W., Segall, M.H.(1998). Cross-Cultural Psychology as a Scholarly Discipline. *American Psychologist*, 53(10). • 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. *Plos One*, 9(3). • Uono, S., Hietanen, J.K. (2015). Eye Contact Perception in the West and East: A Cross-Cultural Study. *Plos One*, 10(2). • Lee, H., Shimizu, Y, Uleman, J.S.(2015). Cultural Differences in the Automaticity of Elemental Impression Formation, Social Cognition, 33 (1), 1–19 • Matsumoto,D., Hee Yoo, S., Fontaine, J. (2008). Mapping Expressive Differences Around the World: The Relationship Between Emotional Display Rules and Individualism Versus Collectivism *Journal of Cross-Cultural Psychology*, 39 (55)
Educational outcomes	**KNOWLEDGE** •Be familiar with the basic theories and concepts of cross-cultural psychology •Know the practical application of the selected discussed issues **SKILLS** •Be able to analyze the current social situation with the use of tools from the field of cross-cultural psychology **ATTITUDES** •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	(the same as above)
Comments	
Reading list	(the same as above)
Educational outcomes	**(the same as above)**
A list of topics	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, group work
Assessment methods	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	
Website	
Prerequisites	---
ECTS points hour equivalents	**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
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	1. Field, A. (2009). Discovering statistics using SPSS, 3rd edition, Londyn: SAGE. 2. Miller, R.L.(2009). SPSS for Social Scientists, Houndsmill: Palgrave.
Educational outcomes	**KNOWLEDGE** 1. Students knows parametrical and non-parametrical procedures of data analyses **SKILLS** 1. Students are able to create data file in SPSS 2. Students are able to conduct statistical analysis using SPSS **ATTITUDES** **1.** 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	1. Field, A. (2009). Discovering statistics using SPSS, 3rd edition, Londyn: SAGE. 2. Miller, R.L.(2009). SPSS for Social Scientists, Houndsmill: Palgrave.
Educational outcomes	**KNOWLEDGE** 2. Students knows parametrical and non-parametrical procedures of data analyses **SKILLS** 3. Students are able to create data file in SPSS 4. Students are able to conduct statistical analysis using SPSS **ATTITUDES** 1. Students are aware of the assumption of the parametric procedures

A list of topics	1. creating data files in SPSS
	2. working with data
	3. running basic statistical analysis (the chi-square, correlations, the t-tests, Anova)
	4. reading outputs and interpreting the results of the analysis
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	**Contact hours (work with an academic teacher) 30**
	Total number of hours with an academic teacher 30
	Number of ECTS points with an academic teacher 1
	Non-contact hours (students' own work) 90
	Total number of non-contact hours 90
	Number of ECTS points for non-contact hours 3
	Total number of ECTS points for the module 4
Educational outcomes verification methods	The students will:
	• 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
	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.
Description	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.
Reading list	**Recommended Reading:**
	• Damean, D. (2006). Media and gender: Constructing feminine identities in a postmodern culture. *Journal for the Study of Religions and Ideologies*, 5(14), 89-94.
	• Dill, K. E. (2012). *The Oxford Handbook of Media Psychology*. New York: Oxford University Press.
	• Giles, D. (2003). *Media Psychology*, London: Lawrence Erlbaum Associates, Publishers.
	• Lauzen, M.M., Dozier, D.M., Horan, N. (2008). Constructing Gender Stereotypes Through Social Roles in Prime-Time Television. *Journal of Broadcasting & Electronic Media*, 52(2), 200-214.

	• Logan, R.K. (2010). *Understanding new media. Extending Marshall McLuhan*. New York: Peter Lang Publishing. • 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 • Perse, E.M. (2008). Media Effects and Society. Mahwah: Lawrence Erlbaum Associates.

Educational outcomes	**KNOWLEDGE** **Students will:** • 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 **SKILLS** **Students will:** • 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 **ATTITUDES** **Students will:** • Display interest in the areas connected to media psychology
Practice	-

Information about classes in the cycle

Website	
Educational outcomes verification methods	(the same as above)
Comments	
Reading list	(the same as above)
Educational outcomes	(the same as above)
A list of topics	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, group work
Assessment methods	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	Cottam, M.L, Dietz-Uhler, B., Mastors, E.M., Preston. Th. (2004). Introduction to Political Psychology. Lawrence Erlbaum Associates. 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	Cottam, M.L, Dietz-Uhler, B., Mastors, E.M., Preston. Th. (2004). Introduction to Political Psychology. Lawrence Erlbaum Associates. 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	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	
Website	
Prerequisites	---
ECTS points hour equivalents	**Contact hours (work with an academic teacher)** - 20 - classes - 4 - consultations **Total number of hours with an academic teacher** 24 **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 - 10 – e-learning **Total number of non-contact hours** 65 **Number of ECTS points for non-contact hours** 2 **Total number of ECTS points for the module** 3
Educational outcomes verification methods	Research project and presentation devoted to one of issue: 1. The commercialization of childhood 2. The commercialization of parenthood 3. Consumer education
Description	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.
Reading list	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., Dorwrick 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	**KNOWLEDGE** 1. Students are able to explain what is kindermarketing and

	phenomena related to **SKILLS** 1. Students are able to conduct research and prepare presentation devoted to one of issue discussed during the course **ATTITUDES** 1. Students are able to critically judge marketing's strategies addressed to the children and parents
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Research project and presentation devoted to one of issue: 1. The commercialization of childhood 2. The commercialization of parenthood 3. The consumer education
Comments	---
Reading list	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., Dorwrick 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	**KNOWLEDGE** 1. Students are able to explain what is kindermarketing and phenomena related to **SKILLS** 1. Students are able to conduct research and prepare presentation devoted to one of issue discussed during the course **ATTITUDES** 1. Students are able to critically judge marketing's strategies addressed to the children and parents
A list of topics	1. The social context • what is consumer society? • children as a part of the consumer society. 2. The commercialization of childhood • children as the target of advertising and marketing • children as a part of marketplace • consumer development of children 3. The commercialization of parenthood • 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 • 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:
	1. The commercialization of childhood
	2. The commercialization of parenthood
	3. The consumer education

LANGUAGE ACQUISITION IN CHILDREN

Basic information about the subject (independent of the cycle)

Module name	**Language acquisition in children**
Erasmus code	-
ISCED code	-
Language of instruction	English
Website	-
Prerequisites	-
ECTS points hour equivalents	**Contact hours (work with an academic teacher)**
	Classes 15
	Consultations 3
	Total number of hours with an academic teacher 18
	Number of ECTS points for contact hours 0,7
	Non-contact hours (student's own work)
	Studying literature: 20
	Homework & presentations: 10
	Preparing for the final credit: 8
	Preparing the final presentation/project etc.:7
	Total number of non-contact hours 45
	Number of ECTS points for non-contact hours 1,8
	Total number of ECTS points for the module 2,5
Educational outcomes verification methods	Activity during classes, individual work, final test
Description	Language pervades all the domains of human development: cognitive, emotional, social, pragmatic. Linguistic competence includes both comprehension and production of speech. Psycholinguistics deals with functioning of language in fully competent adult humans, whereas the developmental psycholinguistic is concerned with the development of language in children. The course provides general outline of language acquisition related to particular levels of linguistic functioning: phonological (sounds), lexical (words), syntactic (sentences) and pragmatic (discourse).
Reading list	• Clark, Eve V. *First language acquisition*. Cambridge University Press, 2009 (2nd ed.) or 2016 (3rd ed.)
	• Bavin, Edith. L. Letitia R. Naigles, (eds.). *The Cambridge handbook of child language*. Cambridge University Press, 2015. [selected chapters]
Educational outcomes	**KNOWLEDGE -** student:
	- knows basic terms & notions to describe language development in children (including linguistic terms)
	- is familiar with developmental course of typical language development in children
	- gains knowledge about current theoretical issues in developmental psycholinguistics
	SKILLS - student:
	- describes main stages (milestones) of language development
	- evaluates language environment (child directed speech) and its impact on language development
	- identifies deviations from typical development (language impairment)
	ATTITUDES – student:
	- is aware of crosslinguistic aspects of linguistic competence

	- is aware of the importance of language factor in cognitive and social development
Practice	-

Information about classes in the cycle

Website	-
Educational outcomes verification methods	Activity during classes, individual work, final test
Comments	-
Reading list	- Clark, Eve V. *First language acquisition*. Cambridge University Press, 2009 (2nd ed.) or 2016 (3rd ed.) - Bavin, Edith. L. Letitia R. Naigles, (eds.). *The Cambridge handbook of child language*. Cambridge University Press, 2015. [selected chapters]
Educational outcomes	**KNOWLEDGE -** student: - knows basic terms & notions to describe language development in children (including linguistic terms) - is familiar with developmental course of typical language development in children - gains knowledge about current theoretical issues in developmental psycholinguistics **SKILLS -** student: - describes main stages (milestones) of language development - evaluates language environment (child directed speech) and its impact on language development - identifies deviations from typical development (language impairment) **ATTITUDES** – student: - is aware of crosslinguistic aspects of linguistic competence - is aware of the importance of language factor in cognitive and social development
A list of topics	1. What has to be acquired? Language subsystems. 2. General course and stages of language development. 3. Language environment of the child. How adults talk to children: Child Directed Speech (CDS). 4. Methods of studying child language development. 5. Breaking the code: perception of speech in prelinguistic infants. 6. Learning to take part in conversation: the role of gaze and gesture. Joint attention. 7. Lexical development: building the vocabulary. 8. Syntactic development: learning how to put words together. 9. Further syntactic development: building complex sentences. 10. Pragmatic development: using linguistic skills to build various discourse genres. 11. Theories of language acquisition. 12. Crosslinguistic studies: how the structure of a given language influences the process of its acquisition? 13. Tests of language development. 14. Typical vs atypical language development. SLI – Specific Language Impairment.
Teaching methods	Lecture, discussion, transcript analysis, film
Assessment methods	Written abstract of a selected paper, final test

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	**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**
Educational outcomes verification methods	Short test, final presentation, group project
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	Dossy, L. 2003. Altern Ther Health Med. Taking note: music, mind, and nature, Jul-Aug; 9(4): 10-4, 94-100. Horten, G. 2003. Radio Goes to War: The Cultural Politics of Propaganda During World War II, University of California Press, Berkeley, CA.. Nietzsche, F. 2008. The Case Of Wagner, Nietzsche Contra Wagner. Dodo Press. Piore, A. 2003. The Love's Not Mutual. Newsweek, May 26 Stanley, J. 2015. How Propaganda Works. Princeton University Press Taruskin, Richard 2009. On Russian Music. University of California Press Taruskin, R. 2001. Music's dangers and the case for control. New York Times, Dec, 9. Volkov, S. 2004. Shostakovich and Stalin: The Extraordinary Relationship Between the Great Composer and the Brutal Dictator. Knopf. Wilson, E. 1994. Shostakovich: A Life Remembered. Princeton University Press.
Educational outcomes	**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. **SKILLS** Students will recognize, analyze, and critically evaluate musical persuasive messages. Student differentiate between types of tools of musical propaganda in historical contexts **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	Dossy, L. 2003. Altern Ther Health Med. Taking note: music, mind, and nature, Jul-Aug; 9(4): 10-4, 94-100. Horten, G. 2003. Radio Goes to War: The Cultural Politics of Propaganda During World War II, University of California Press, Berkeley, CA.. Nietzsche, F. 2008. The Case Of Wagner, Nietzsche Contra Wagner. Dodo Press. Piore, A. 2003. The Love's Not Mutual. Newsweek, May 26 Stanley, J. 2015. How Propaganda Works. Princeton University Press Taruskin, Richard 2009. On Russian Music. University of California Press Taruskin, R. 2001. Music's dangers and the case for control. New York Times, Dec, 9. Volkov, S. 2004. Shostakovich and Stalin: The Extraordinary Relationship Between the Great Composer and the Brutal Dictator. Knopf. Wilson, E. 1994. Shostakovich: A Life Remembered. Princeton University Press.
Educational outcomes	**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. **SKILLS** Students will recognize, analyze, and critically evaluate musical persuasive messages. Student differentiate between types of tools of musical propaganda in historical contexts **ATTITUDES** Student presents an attitude of curiosity, involvement and openness.
A list of topics	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
Teaching methods	Classes
Assessment methods	Activity during classes, homework and presentations, final presentation Activity during classes, homework and presentations, final presentation

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	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. Survey of Ophthalmology, 2, 114-134. 4. JehkonenM., Laihosalo, M. Kettunen, J. (2006). Anosognosia after stroke: assessment, occurrence, suptypes and impact on functional outcome reviewed. Acta Neurologica Scandinavica, 114, 293-306. 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. Applied Neuropsychology: Adult. 21, 2, 87-93. DOI:10.1080/09084282.2012.747959 7. Andrewes D. (2002). Neuropsychology: From Theory to Practice. New York: Psychology Press.

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	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. Survey of Ophthalmology, 2, 114-134. 4. JehkonenM., Laihosalo, M. Kettunen, J. (2006). Anosognosia after stroke: assessment, occurrence, suptypes and impact on functional outcome reviewed. Acta Neurologica Scandinavica, 114, 293-306. 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. Applied Neuropsychology: Adult. 21, 2, 87-93. DOI:10.1080/09084282.2012.747959 7. Andrewes D. (2002). Neuropsychology: From Theory to Practice. New York: Psychology Press.
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.
A list of topics	- 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 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	**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**
Educational outcomes verification methods	Test, final presentation, group project
Description	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.
Reading list	Sloboda, John. 2005. Exploring The Musical Mind: Cognition, Emotion, Ability, Function Oxford University Press. Sloboda, John. 2011. Music and the Mind: Essays in Honour of John Sloboda by Irène Deliège, Jane Davidson. Oxford University Press. North, Adrian & Hargreaves, David. 2008. The Social and Applied Psychology of Music. Oxford: Oxford University Press. Levitin, D. J. 2006. This Is Your Brain on Music: The Science of a Human Obsession. Dutton: New York.
Educational outcomes	**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. **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. **ATTITUDES** Student presents an attitude of curiosity, commitment and openness.
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Test, final presentation
Comments	
Reading list	Sloboda, John. 2005. Exploring The Musical Mind: Cognition, Emotion, Ability, Function Oxford University Press. Sloboda, John. 2011. Music and the Mind: Essays in Honour of John Sloboda by Irène Deliège, Jane Davidson. Oxford University Press. North, Adrian & Hargreaves, David. 2008. The Social and Applied Psychology of Music. Oxford: Oxford University Press. Levitin, D. J. 2006. This Is Your Brain on Music: The Science of a Human Obsession. Dutton: New York.
Educational outcomes	**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. **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. **ATTITUDES** Student presents an attitude of curiosity, commitment and openness.
A list of topics	Music and Emotion • Emotion and meaning in music • Music and commercial • Music and manipulation • Music and propaganda Music, Cognition and Brain • 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) Music Education • 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 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	**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 15 Preparation of presentation 10 **Total number of non-contact hours** 44 **Number of ECTS points for non-contact hours** 1,5 **Total number of ECTS points for the module** 2
Educational outcomes verification methods	W1, classes – final assignment; timeliness of handing in the final assignment, preparation of presentation W2, classes – final assignment; timeliness of handing in the final assignment, preparation of presentation U1, classes – ongoing assessment of the student's activity during classes K1, classes – ongoing assessment of the student's activity during classes
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	Bloch S., Kissane D. Psychotherapies in psycho-oncology. British Jouurnal of Psychiatry 177, 112-166, 2000. Holland J. History of Psycho-Oncology: Overcoming Attitudinal and Conceptual Barriers. Psychosomatic Medicine 64:206–221, 2002. Holland J., Breitbart W., Jacobsen P. (eds.). Psycho-oncology. Oxford University Press, 2010. 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. Watson M., Kissane D. Handbook of psychotherapy in cancer care. A John Wiley & Sons, Ltd., Publication, 2011.
Educational outcomes	**KNOWLEDGE** K1.The student has specialist knowledge within the scope of applied psychology: psycho-oncology K2.The student has systematized knowledge concerning psychological and medical aspects of a person's functioning during the cancer process **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 **ATTITUDES** 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
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	W1, classes – final assignment; timeliness of handing in the final assignment, preparation of presentation W2, classes – final assignment; timeliness of handing in the final assignment, preparation of presentation U1, classes – ongoing assessment of the student's activity during classes K1, classes – ongoing assessment of the student's activity during classes
Comments	
Reading list	Bloch S., Kissane D. Psychotherapies in psycho-oncology. British Jouurnal of Psychiatry 177, 112-166, 2000. Holland J. History of Psycho-Oncology: Overcoming Attitudinal and Conceptual Barriers. Psychosomatic Medicine 64:206–221, 2002. Holland J., Breitbart W., Jacobsen P. (eds.). Psycho-oncology. Oxford University Press, 2010. 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. Watson M., Kissane D. Handbook of psychotherapy in cancer care. A John Wiley & Sons, Ltd., Publication, 2011.
Educational outcomes	**KNOWLEDGE** K1.The student has specialist knowledge within the scope of applied psychology: psycho-oncology K2.The student has systematized knowledge concerning psychological and medical aspects of a person's functioning during the cancer process **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 **ATTITUDES** 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
A list of topics	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; Preparing presentation, Final assignment; Timeliness of handing in the final assignment