**CROSSLINGUISTIC VARIATION IN NARRATIVE CONSTRUCTION**

**(HOW SPEAKERS OF VARIOUS LANGUAGES TELL A STORY?)**

Basic information about the subject (independent of the cycle)

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| **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 15Consultations 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: 15Homework & presentations: 15Preparing for the final credit: 15Preparing 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 | - |

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| 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 |

**LANGUAGE ACQUISITION IN CHILDREN**

Basic information about the subject (independent of the cycle)

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| **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 15Consultations 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: 20Homework & presentations: 10Preparing for the final credit: 8Preparing 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

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| 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 |

**PRACTICAL ASPECTS OF CLINICAL NEUROPSYCHOLOGY**

Basic information about the subject (independent of the cycle)

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| **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)** 75**Total number of non-contact hours** 75**Number of ECTS points for non-contact hours** 3**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. Prigatano G.P. (2003). Challenging dogma in neuropsychology and related disciplines. *Archives of Clinical Neuropsychology,* 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. Applied Neuropsychology: Adult. 21, 2, 87-93. DOI:10.1080/09084282.2012.747959
 |
| Educational outcomes | KNOWLEDGEStudent can describe the main symptoms of neuropsychological disorders.SKILLSStudent can diversify neuropsychological problems in patients with brain pathology.Student can formulate the rehabilitation directions for brain-damaged patients.ATTITUDESStudent is aware of the need to develop knowledge about neuropsychological disorders, diagnosis and rehabilitation.  |
| Practice |  |

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| 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. Prigatano G.P. (2003). Challenging dogma in neuropsychology and related disciplines. *Archives of Clinical Neuropsychology,* 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. Applied Neuropsychology: Adult. 21, 2, 87-93. DOI:10.1080/09084282.2012.747959
 |
| Educational outcomes | KNOWLEDGEStudent can describe the main symptoms of neuropsychological disorders.SKILLSStudent can diversify neuropsychological problems in patients with brain pathology.Student can formulate the rehabilitation directions for brain-damaged patients.ATTITUDESStudent 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  |

**THE ART OF CONVERSATION: BREAKING THE BAD NEWS**

Basic information about the subject (independent of the cycle)

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| **Module name** | **The art of conversation: Breaking the bad news** |
| Erasmus code |  |
| ISCED code |  |
| Language of instruction | English |
| Website |  |
| Prerequisites | Psychology major  |
| ECTS points hour equivalents | **Contact hours (work with an academic teacher):**Classes: 15Consultations:7**Total number of hours with an academic teacher: 22****Number of ECTS points for contact hours: 1****Non-contact hours (student’s own work):**Ongoing preparation for classes: 15Studying materials: 10Preparation of final assignment:25 **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 | Written form assignment- protocol based on the interview  |
| Description | The classes are threefold:* Theoretical introduction on methods of interview
* Practical exercises between the students
* Performing the interview with a peer on the given topic, performing the analysis of the interview and drawing the conclusions
 |
| Reading list |  Jeroen Kuntze, Henk T. van der Molen, Marise Ph. Born, (2018) Mastery of Communication Skills. Does Intelligence Matter?, Health Professions Education, Volume 4, Issue 1,Pages 9-15, ISSN 2452-3011, <https://doi.org/10.1016/j.hpe.2016.08.002>.Janine W.Y. Kee, Hwee Sing Khoo, Issac Lim, Mervyn Y.H. Koh, (2017) Communication Skills in Patient-Doctor Interactions: Learning from Patient Complaints,Health Professions Education,2017,,ISSN 2452-3011, <https://doi.org/10.1016/j.hpe.2017.03.006>.Maryjo Prince-Paul, Carol Kelley, ( 2017) Mindful Communication: Being Present, Seminars in Oncology Nursing, Volume 33, Issue 5 Pages 475-482, ISSN 0749-2081,<https://doi.org/10.1016/j.soncn.2017.09.004>.Constance Dahlin, Patrick Coyne, (2017) End of Life: Reflecting on Things That Matter, Seminars in Oncology Nursing, Volume 33, Issue 5, Pages 483-488,ISSN 0749-2081, <https://doi.org/10.1016/j.soncn.2017.09.006>.Sandra L. Ragan, Elisa Kanter, (2017) Learning the Patient's Story, Seminars in Oncology Nursing, Volume 33, Issue 5, Pages 467-474, ISSN 0749-2081, <https://doi.org/10.1016/j.soncn.2017.09.003>.Kai Vogeley, Gary Bente, (2010) “Artificial humans”: Psychology and neuroscience perspectives on embodiment and nonverbal communication, Neural Networks, Volume 23, Issues 8–9, Pages 1077-1090, ISSN 0893-6080,<https://doi.org/10.1016/j.neunet.2010.06.003>. Hermioni N. Lokko, Theodore A. Stern, (2015) Confrontations with Difficult Patients: The Good, the Bad, and the Ugly,Psychosomatics, Volume 56, Issue 5, Pages 556-560,ISSN 0033-3182,<https://doi.org/10.1016/j.psym.2015.04.003>. Kubler Ross E. On death and dyingPease A. Body Language  |
| Educational outcomes | **KNOWLEDGE**K1. The student knows the basic techniques used during conducting an interviewK2. The student knows the steps of the interview evaluationK3. The student knows the stages of the interviewee readiness to the process of conversation**SKILLS**S1. Student is able transfer the knowledge on the interview techniques into practice**ATTITUDES**A1. The students is aware of the different needs of the interviewee, their basis and evolution |
| Practice | * In-class practice with peer students
* Performing an interview with a peer
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| Website |  |
| Educational outcomes verification methods | Written form assignment- protocol based on the interview |
| Comments | For Psychology major students |
| Reading list | Jeroen Kuntze, Henk T. van der Molen, Marise Ph. Born, (2018) Mastery of Communication Skills. Does Intelligence Matter?, Health Professions Education, Volume 4, Issue 1,Pages 9-15, ISSN 2452-3011, <https://doi.org/10.1016/j.hpe.2016.08.002>.Janine W.Y. Kee, Hwee Sing Khoo, Issac Lim, Mervyn Y.H. Koh, (2017) Communication Skills in Patient-Doctor Interactions: Learning from Patient Complaints,Health Professions Education,2017,,ISSN 2452-3011, <https://doi.org/10.1016/j.hpe.2017.03.006>.Maryjo Prince-Paul, Carol Kelley, ( 2017) Mindful Communication: Being Present, Seminars in Oncology Nursing, Volume 33, Issue 5 Pages 475-482, ISSN 0749-2081,<https://doi.org/10.1016/j.soncn.2017.09.004>.Constance Dahlin, Patrick Coyne, (2017) End of Life: Reflecting on Things That Matter, Seminars in Oncology Nursing, Volume 33, Issue 5, Pages 483-488,ISSN 0749-2081, <https://doi.org/10.1016/j.soncn.2017.09.006>.Sandra L. Ragan, Elisa Kanter, (2017) Learning the Patient's Story, Seminars in Oncology Nursing, Volume 33, Issue 5, Pages 467-474, ISSN 0749-2081, <https://doi.org/10.1016/j.soncn.2017.09.003>.Kai Vogeley, Gary Bente, (2010) “Artificial humans”: Psychology and neuroscience perspectives on embodiment and nonverbal communication, Neural Networks, Volume 23, Issues 8–9, Pages 1077-1090, ISSN 0893-6080,<https://doi.org/10.1016/j.neunet.2010.06.003>. Hermioni N. Lokko, Theodore A. Stern, (2015) Confrontations with Difficult Patients: The Good, the Bad, and the Ugly,Psychosomatics, Volume 56, Issue 5, Pages 556-560,ISSN 0033-3182,<https://doi.org/10.1016/j.psym.2015.04.003>. Kubler Ross E. On death and dyingPease A. Body Language |
| Educational outcomes |  **KNOWLEDGE**K1. The student knows the basic techniques used during conducting an interviewK2. The student knows the steps of the interview evaluationK3. The student knows the stages of the interviewee readiness to the process of conversation**SKILLS**S1. Student is able transfer the knowledge on the interview techniques into practice**ATTITUDES**A1. The students is aware of the different needs of the interviewee, their basis and evolution |
| A list of topics | 1. The communication rules – communication with healthy person
2. The communication rules – communication with psychiatric, suicidal and dying patient
3. The self assessment of the skills gained
 |
| Teaching methods | Presentation, training of the skills (pair work, supervised interview) |
| Assessment methods | Written form assignment- protocol based on the interview |

**PSYCHO-ONCOLOGY**

Basic information about the subject (independent of the cycle)

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| --- | --- |
| **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 15Tutorials 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 10Studying reading materials 9Preparation of final assignment 15Preparation 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 presentationW2, classes – final assignment; timeliness of handing in the final assignment, preparation of presentationU1, classes – ongoing assessment of the student’s activity during classesK1, 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 |  |

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| Website |  |
| Educational outcomes verification methods | W1, classes – final assignment; timeliness of handing in the final assignment, preparation of presentationW2, classes – final assignment; timeliness of handing in the final assignment, preparation of presentationU1, classes – ongoing assessment of the student’s activity during classesK1, 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 |

**INTRODUCTION TO CROSS-CULTURAL PSYCHOLOGY**

Basic information about the subject ( independent of the cycle)

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| **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 psychologyThese 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., HeeYoo, S., Fontaine, J. (2008). Mapping Expressive Differences Around the World: The Relationship BetweenEmotional 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 | - |

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| 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 psychology2.The influence of culture on human development3.Immigration and emigration and its psychological effects (1)4.Immigration and emigration and its psychological effects (2)5.Social behavior in various cultures6.Cognition, emotion, language and perception7.Intercultural relations8.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 MEDIA PSYCHOLOGY**

Basic information about the subject ( independent of the cycle)

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| **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 | - |

|  |  |
| --- | --- |
| 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 transformations2.New media - a blessing or a curse?3.Introduction to the basic theories in the media psychology4.Violence and mass media –facts, myths and misconceptions.5.Pro-social impact of the media messages6.Media representations of various social groups(1) – men, women… and (the lack of) equality?7.Media representations of various social groups(2) – ethnic differences8.Media representations of various social groups(3) – physically disabled people9.Media representations of various social groups(4) – people with mental disorders10.Advertisements, commercials and their effectiveness11.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 literature2) 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 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 literature40 - preparing students for credits **Total number of non-contact hours** 70**Number of ECTS points for non-contact hours** 2,5**Total number of ECTS points for the module**3,5 |
| 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**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
 |
| 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 |

**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 | **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 literature20hpreparation for a test 15h**Total number of non-contact hours** 35**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 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 | Brown, S., Lent, R. (2013). Career development and counselling: 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 ofVocational Behavior, 75, 239-250. |
| Educational outcomes | KNOWLEDGEStudents:* demonstrate comprehension of the major career counselling theories
* know the role of individual differences and social factors in career choice and adjustment

SKILLSStudents:* discuss/ analyze major career counselling theories and indicate their strengths and weaknesses with regard to individual differences and social factors
* are able to administerand interpret basic career guidance instruments

ATTITUDESStudents:* appreciate the need for continual improvement to achieve career goals
 |
| Practice | - |

|  |  |
| --- | --- |
| Website | - |
| Educational outcomes verification methods | Presentation, class participation, final exam (multiple choice test) |
| Comments |  |
| Reading list | Brown, S., Lent, R. (2013). Career development and counselling: 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 ofVocational Behavior, 75, 239-250. |
| Educational outcomes | KNOWLEDGEStudents:* demonstrate comprehension of the major career counselling theories
* know the role of individual differences and social factors in career choice and adjustment

SKILLSStudents:* 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

ATTITUDESStudents:* 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 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 |

**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 hoursTotal number of hours with an academic teacher: 25 (including consultations once a week: altogether 10 hours of consultations)Number of ECTS points with an academic teacher: 1Non-contact hours (students' own work): 30 (studying the literature, preparation presentations, preparing for credits)Total number of non-contact hours: 30 Number of ECTS points for non-contact hours: 1 Total number of ECTS points for the module: 2 |
| 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 |  |
| Educational outcomes | KNOWLEDGE1. 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

SKILLS1. 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

ATTITUDES1. understands the necessity of intervention in case of executive function perturbance
 |
| Practice | - |

Information about classes in the cycle

|  |  |
| --- | --- |
| Website | - |
| Educational outcomes verification methods | participation in discussion, final test |
| Comments | -  |
| Reading list | * Okuzumi H., Ikeda Y., Otsuka N. et all. (2015). Stroop-Like Interference in the Fruit-Stroop Test in Typical Development. *Psychology,* 6, s. 643-649
* Martins Dias N., Menezes A., Gotuzo Seabra A. (2013). Age Differences in Executive Functions within a Sample of Brazilian Children and Adolescents*. Journal of Spanish Psychology, 16,* 1-14.
* Ardila, A. (2008). On the evolutionary origins of executive functions. *Brain and Cognition, 68,* 92-99.
* Carlson S.M. (2005). Developmentally Sensitive Measures of Executive Function in Preschool Children. *Developmental Neuropsychology, 28,2,* 595-616.
* Garon N., Bryson S.E., Smith I.M. (2008). Executive function in preschoolers: A review using an integrative framework. *Psychological Bulletin, 134,1,* 31-60.
* Gioia K.A., Tobin R.M. (2010). The role of sociodramatic play in promoting self-regulation. W: (red.), Schaefer Ch.E. *Play therapy for preschool children*, 181-198. Washington, DC, US: American Psychological Association.
* Best, J. R., Miller, P. H., Jones, L. L. (2009). Executive functions after age 5: Changes and correlates. *Developmental Review, 29,* 180-200.
* Henry, L. (2012). *The development of working memory in children*. Los Angeles, London, New Delhi, Singapore: Sage Publications.
* Bernstein, J.H., Waber, D.P. (2007). Executive capacities from developmental perspective. In: (Eds..), Meltzer, L. *Executive function in education. From theory to practice* (39-54).New York: The Guilford Press.
* Senn, T.E., Espy, K.A., Kaufmann, P.M. (2004). Using path analysis to understand executive function organization in preschool children. *Developmental Neuropsychology, 26,* 445-464.
 |
|  | KNOWLEDGE1. 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

SKILLS1. 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

ATTITUDES1. understands the necessity of intervention in case of executive function perturbance
 |
| A list of topics | 1. Definitions and main concepts. Function or functions? Biological and social factors of EF’s development
2. Components of EF
3. Trajectory of development of working memory, inhibitory control, set shifting, planning ability
4. Assessment of EF’s components in childhood
5. Final test
 |
| Teaching methods | discussion, presentation, simulation, film |
| Assessment methods | final test |

**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): 15h****Total number of hours with an academic teacher: 15h****Number of ECTS points with an academic teacher: 0,5****Non-contact hours (students' own work) 45h****Total number of non-contact hours 45h****Number of ECTS points for non-contact hours 1,5 pts.****Total number of ECTS points for the module: 2 pts.** |
| 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 | - |

|  |  |
| --- | --- |
| 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 politics2. How voters decide? And why? 3. Political conflicts4. Media in politics5. Extremism, nationalism, terrorism |
| Teaching methods | lecture, presentation, movie, discussion |
| Assessment methods | written test |

**CREATING AN EFFECTIVE RESEARCH PRESENTATIONS**

Basic information about the subject ( independent of the cycle)

|  |  |
| --- | --- |
| **Module name** | **Creating an effective research presentations** |
| 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): 35****Total number of non-contact hours: 35****Number of ECTS points for non-contact hours: 1,5** **Total number of ECTS points for the module: 2** |
| Educational outcomes verification methods | Activity during classes, presentations |
| Description | Speaking clearly and comfortably in public is a valuable and often essential skill to possess since professional presentations represent an important and common method of disseminating information. However, for many people, delivering effective presentations is extremely challenging and an anxiety-inducing event. This course will prepare students for a variety of academic and other situations in which formal presentations are required. Students will learn the principals of creating an effective scientific presentations and posters. While theoretical foundations for the methods taught will be included, this is a practice-oriented course. |
| Reading list | * Skidmore, S. T., Slate, J. R., & Onwuegbuzie, A. J. (2010). Developing effective presentation skills: Evidence-based guidelines. *Research in the Schools, 17*(2), 25-37. <https://www.researchgate.net/publication/258509253>
* Alley, M., & Neeley, K. A. (2005). Rethinking the design of presentation slides: A case for sentence headlines and visual evidence. *Technical communication*, *52*(4), 417-426.
* Anderson, C. (2016). *TED talks: The official TED guide to public speaking*. New York: Houghton Mifflin Harcourt.
* Osborn, M. & Osborn, S. (2003). *Public speaking*

(6th ed.). New York: Houghton Mifflin Company. |
| Educational outcomes | **KNOWLEDGE**Student understands the characteristics of oral performance that represent professional delivery standards.**SKILLS**Student is able to exhibit effective presentation skills in multiple formats.Student constructs plausible oral arguments based on a psychological studiesStudent delivers brief presentations within appropriate constraints (e.g., time limit, nature of audience)**ATTITUDES**Student presents an attitude of curiosity, involvement and critical thinking. |
| Practice |  |

|  |  |
| --- | --- |
| Website |  |
| Educational outcomes verification methods | Activity during classes, presentations |
| Comments | At the beginning of the course students will be informed about the details of course final assessment. Additional literature will be provided by the teacher during the course. |
| Reading list | * Skidmore, S. T., Slate, J. R., & Onwuegbuzie, A. J. (2010). Developing effective presentation skills: Evidence-based guidelines. *Research in the Schools, 17*(2), 25-37. <https://www.researchgate.net/publication/258509253>
* Alley, M., & Neeley, K. A. (2005). Rethinking the design of presentation slides: A case for sentence headlines and visual evidence. *Technical communication*, *52*(4), 417-426.
* Anderson, C. (2016). *TED talks: The official TED guide to public speaking*. New York: Houghton Mifflin Harcourt.
* Osborn, M. & Osborn, S. (2003). *Public speaking*

(6th ed.). New York: Houghton Mifflin Company. |
| Educational outcomes | **KNOWLEDGE**Student understands the characteristics of oral performance that represent professional delivery standards.**SKILLS**Student is able to exhibit effective presentation skills in multiple formats.Student delivers brief presentations within appropriateconstraints (e.g., time limit, nature of audience).**ATTITUDES**Student presents an attitude of curiosity, involvement and critical thinking. |
| A list of topics | * Demonstrate, inform or persuade? - presentation types and their aims
* What goes where (and why?) - the structure of scientific poster and presentation
* Keeping it clear and concise: the role of visual aids and managing cognitive load
* “The right tools for the job” – choosing a presentation software
* The (un)expected situations during presentation
 |
| Teaching methods | exercises, discussion, oral presentations, case studies |
| Assessment methods | Activity during classes, presentations |

**FOSTERING BEHAVIOR CHANGE: AN INTRODUCTION TO CUMMUNITY-BASED SOCIAL MARKETING**

Basic information about the subject (independent of the cycle)

|  |  |
| --- | --- |
| **Module name** | **Fostering behavior change: An introduction to community-based social marketing** |
| 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 : 30****Number of ECTS points with an academic teacher: 1****Non-contact hours (students' own work): 40****Total number of non-contact hours :40****Number of ECTS points for non-contact hours: 2** **Total number of ECTS points for the module: 3** |
| Educational outcomes verification methods | Activity during classes, Project presentation |
| Description | Since environmental problems have their origins in human behavior, any solution to environmental issue requires changes in behavior. But how to achieve it? Current research suggests that solutions to environmental problems should be based not only on persuasive strategies (that are aimed at changing knowledge or attitudes) but also on strictly behavioral interventions. As a coherent framework that helps plan and conduct such interventions, community-based social marketing will be thoroughly covered during this course.Students will learn the basic steps of creating an effective social marketing intervention, such as: * behavior selection;
* identification of barriers and benefits;
* strategy choice and development;
* intervention evaluation.

Primarily, the course will focus on the problems related to environmental protection, however, students will have an opportunity to address their knowledge for other social issues of their choosing. |
| Reading list | * McKenzie‐Mohr, D. (2000). New ways to promote proenvironmental behavior: Promoting sustainable behavior: An introduction to community‐based social marketing. *Journal of social issues*, *56*(3), 543-554.
* McKenzie-Mohr, D., & Schultz, P. W. (2014). Choosing effective behavior change tools. *Social Marketing Quarterly*, *20*(1), 35-46.
* Gifford, R. (2011). The dragons of inaction: psychological barriers that limit climate change mitigation and adaptation. *American Psychologist*, *66*(4), 290.
* Geller, E. S. (1989). Applied behavior analysis and social marketing: An integration for environmental preservation. *Journal of social issues*, *45*(1), 17-36.
* Gifford, R. (Ed.). (2016). *Research methods for environmental psychology*. John Wiley & Sons.
 |
| Educational outcomes | **KNOWLEDGE**Student understand the basic concepts of community-based social marketing and is familiar with barriers to pro-environmental behavior. **SKILLS**Student is able to create an intervention project that is aimed at chosen social problems and is able to present it. **ATTITUDES**Student presents an attitude of curiosity, involvement and critical thinking. |
| Practice | - |

|  |  |
| --- | --- |
| Website | - |
| Educational outcomes verification methods | Activity during classes, Project presentation |
| Comments | At the beginning of the course students will be informed about the details of course final assessment. Additional literature will be provided by the teacher during the course. |
| Reading list | * McKenzie‐Mohr, D. (2000). New ways to promote proenvironmental behavior: Promoting sustainable behavior: An introduction to community‐based social marketing. *Journal of social issues*, *56*(3), 543-554.
* McKenzie-Mohr, D., & Schultz, P. W. (2014). Choosing effective behavior change tools. *Social Marketing Quarterly*, *20*(1), 35-46.
* Gifford, R. (2011). The dragons of inaction: psychological barriers that limit climate change mitigation and adaptation. *American Psychologist*, *66*(4), 290.
* Geller, E. S. (1989). Applied behavior analysis and social marketing: An integration for environmental preservation. *Journal of social issues*, *45*(1), 17-36.
* Gifford, R. (Ed.). (2016). *Research methods for environmental psychology*. John Wiley & Sons.
 |
| Educational outcomes | **KNOWLEDGE**Student understand the basic concepts of community-based social marketing and is familiar with barriers to pro-environmental behavior. **SKILLS**Student is able to create an intervention project that is aimed at chosen social problems and is able to present it. **ATTITUDES**Student presents an attitude of curiosity, involvement and critical thinking. |
| A list of topics | * Why sustainability matters and what barriers inhibit behavior change?
* Community-based social marketing as an answer to current problems
* Types of behavior and their selection for interventions
* Identifying barriers and benefits of a particular behavior
* Developing strategies that foster behavior changes
* Evaluating interventions: typical problems and best practices
 |
| Teaching methods | exercises, lecture, discussion, case studies, projects |
| Assessment methods | Activity during classes, Project presentation |

**SOCIAL INFLUENCE AND PERSUASION**

Basic information about the subject ( independent of the cycle)

|  |  |
| --- | --- |
| **Module name** | **Social influence and persuasion** |
| 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 : 30****Number of ECTS points with an academic teacher: 1****Non-contact hours (students' own work): 40****Total number of non-contact hours :40****Number of ECTS points for non-contact hours: 2** **Total number of ECTS points for the module: 3** |
| Educational outcomes verification methods | Activity during classes, presentations, test |
| Description | The purpose of this course is to introduce students to the exciting subfield of social psychology: social influence – a science that addresses the issue of how and why people change the thoughts, feelings, and behavior of other people through such processes as conformity, persuasion, compliance, and yielding to social forces. During the course, selected theories concerning the impact of social influence in everyday life will be discussed. Students will also learn different experimentally tested social influence tactics along with techniques for increasing credibility and attraction. |
| Reading list | * Pratkanis, A. R. (2011). The science of social influence: Advances and future progress. Psychology Press.
* Pratkanis, A. R., Pratkanis, A., & Aronson, E. (2001). Age of propaganda: The everyday use and abuse of persuasion. Macmillan.
* Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. Annu. Rev. Psychol., 55, 591-621.
 |
| Educational outcomes | **KNOWLEDGE**Student understands the basic concepts of social influence and is familiar with compliance gaining tactics. Student is aware of ethical considerations when using social influence.**SKILLS**Student is able to recognize social influence tactics that can occur in everyday situations and is able to use them under ethical considerations.**ATTITUDES**Student presents an attitude of curiosity, involvement and critical thinking. |
| Practice |  |

Information about classes in the cycle

|  |  |
| --- | --- |
| Website |  |
| Educational outcomes verification methods | Activity during classes, presentations, test |
| Comments | At the beginning of the course students will be informed about the details of course final assessment. Additional literature will be provided by the teacher during the course. |
| Reading list | * Pratkanis, A. R. (2011). The science of social influence: Advances and future progress. Psychology Press.
* Pratkanis, A. R., Pratkanis, A., & Aronson, E. (2001). Age of propaganda: The everyday use and abuse of persuasion. Macmillan.
* Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. Annu. Rev. Psychol., 55, 591-621.
 |
| Educational outcomes | **KNOWLEDGE**Student understands the basic concepts of social influence and is familiar with compliance gaining tactics. Student is aware of ethical considerations when using social influence.**SKILLS**Student is able to recognize social influence tactics that can occur in everyday situations and is able to use them under ethical considerations.**ATTITUDES**Student presents an attitude of curiosity, involvement and critical thinking.  |
| A list of topics | * Social influence as an inseparable element of social life
* Compliance gaining tactics
* Changing attitudes vs changing behavior
* The dark side of social influence: the importance of ethical consideration while gaining compliance
* Using social influence for the greater good
 |
| Teaching methods | exercises, lecture, discussion, case studies, movies, projects  |
| Assessment methods | activity during classes, presentations, test |

**HUMAN RELATIONSHIPS**

|  |  |
| --- | --- |
| **Module name** | **HUMAN RELATIONSHIPS** |
| Erasmus code |  |
| ISCED code |  |
| Language of instruction | English |
| Website |  |
| Prerequisites | Not specified |
| ECTS points hour equivalents | **Contact hours (work with an academic teacher)**Classes 15Tutorials 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 15Studying reading materials 15Preparation of final assignment 15Preparation of presentation 10**Total number of non-contact hours** 55**Number of ECTS points for non-contact hours** 2,5**Total number of ECTS points for the module: 3** |
| Educational outcomes verification methods | K1, classes – final assignmentK2, classes – final assignmentS1, classes – preparation of presentationA1, classes – discussion during classes |
| Description | The module covers the knowledge in the area of human relationships and in particular topics related to altruism, prosocial behavior and bystandersism, attractiveness, role of culture and communication for maintenance of relationships as well as prejudices and discirination - an overview of biological, cognitive and sociocultural theories explaining human relationships . * Learning outcomes: Students will be expected to: describe and evaluate theories and empirical studies related to altruism and attractiveness, prejudices and discrimination, evaluate studies related to that subject matter.
 |
| Reading list | Aronson, E. (2002). The *Social Animal*. Worth PublishersAronson, E., Wilson, T. and Akert, R. (2013). *Social Psychology*. PearsonMyers, D. (2012). *Social Psychology*. McGraw-Hill Education |
| Educational outcomes | **KNOWLEDGE**K1. The student has specialist knowledge within the scope of applied psychology: human relationships K2. The student has systematized knowledge concerning biological, cognitive and sociocultural explanation of altruism, attractiveness, prejudices and discrimination**SKILLS**S1. The student understands and explains origins of prosocial behavior, attractiveness, prejudices and discrimination as well as critically evaluate those explanations and relevant arguments.**ATTITUDES** |
| Practice | A1. The student develop reflective and open-minded attitude  |

|  |  |
| --- | --- |
| Website |  |
| Educational outcomes verification methods | K1, classes – final assignmentK2, classes – final assignmentS1, classes – preparation of presentationA1, classes – discussion during classes |
| Comments |  |
| Reading list | Aronson, E. (2002). The *Social Animal*. Worth PublishersAronson, E., Wilson, T. and Akert, R. (2013). *Social Psychology*. PearsonMyers, D. (2012). *Social Psychology*. McGraw-Hill Education |
| Educational outcomes | **KNOWLEDGE**K1. The student has specialist knowledge within the scope of applied psychology: human relationships K2. The student has systematized knowledge concerning biological, cognitive and sociocultural explanation of altruism, attractiveness, prejudices and discrimination**SKILLS**S1. The student understands and explains origins of prosocial behavior, attractiveness, prejudices and discrimination as well as critically evaluate those explanations and relevant arguments.**ATTITUDES**A1. The student develop reflective and open-minded attitude |
| A list of topics | * Altruism and prosocial behaviour
* Theories explaining altruism
* Factors affecting bystanderism
* Theories explaining attractiveness
* The role of culture in formation and maintenance of relationships
* The role of communication for relationships
* Dynamics of a relationships
* Prejudices and discrimination
 |
| Teaching methods | Discussion, explanation, multimedia presentation, film, discussion on the basis of reading materials |
| Assessment methods | Preparing presentation,Final assignment (test) |

**PSYCHOLOGY IN PRACTICE – HOW TO WORK WITH MENTALLY ILL PERSON?**

Basic information about the subject ( independent of the cycle)

|  |  |
| --- | --- |
| Module name | **Psychology in practice – how to work with mentally ill person?** |
| Erasmus code |  |
| ISCED code |  |
| Language of instruction | English |
| Website |  |
| Prerequisites |  |
| ECTS points hour equivalents | Contact hours (with the department of the academic teacher):- exercises - 30 hours- consultations for students - 1 hourTotal number of hours with the participation of an academic teacher: 31 hoursNumber of ECTS credits with the participation of an academic teacher: 2Non-contact hours (student's own work):- preparation of multimedia presentation - 12- ongoing preparation for exercises - 20- preparation of the final work - 18- searching and studying literature - 10The total number of non-contact hours: 60 hoursTotal number of ECTS points for non-contact hours: 2Total number of ECTS points for the module: 4 |
| Educational outcomes verification methods | W1 final credit work; preparation of the final final workW2 knowledge testU1, U2, continuous assessment of classwork, final final workK1, K2, continuous assessment of class work |
| Description | The aim of the course is to familiarize students with the subject of working with a difficult client - in a special reference to mentally ill people. During the course will be presented issues generally related to working with a person suffering from mental disorders. The topic of skills will be addressed and predispositions that should be possessed by a person working with mentally ill patients and after a suicide attempt, as well as the possibility of verifying them and widening. In the part devoted to aspects of professional practice, particular emphasis will be placed on assistance activities, prevention and social perception of people with mental illness. |
| Reading list | 1. World Health Organization, Mental Health, <http://www.who.int/mental_health/media/investing_mnh.pdf>
2. Stradomska M., Wolińska J., Marczak M,. Circumstances and underlying causes of suicidal attempts in teen patients of mental health facilities - A psychological perspective, **Article (PDF Available)**  in [Psychiatria i Psychologia Kliniczna](https://www.researchgate.net/journal/1644-6313_Psychiatria_i_Psychologia_Kliniczna) 16(3):136-149, September 2016, http://yadda.icm.edu.pl/yadda/element/bwmeta1.element.psjd-d3ffe743-0478-4357-abfb-f96e5884a4a3
 |
| Educational outcomes | KNOWLEDGE1. Student has psychological background for the basic work with mental ill people.
2. Student knows methods for solving psychological problems in the area of differential equations.
3. Student knows basic facts about mental diseases and therapy.

SKILLS1. Student can successfully employ psychological theory to solve practical problems.
2. Student develops and interpret behavior and propose forms of therapy.

ATTITUDES1. Student has the need to broaden their knowledge and skills.
 |
| Practice |  |

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| --- | --- |
| Website |  |
| Educational outcomes verification methods |  |
| Comments |  |
| Reading list |  |
| Educational outcomes | KNOWLEDGESKILLSATTITUDES |
| A list of topics | Topic:1. Characteristics of a difficult patient.2. Social perception and mental illness in the civilization of the 21st century.3. Types and determinants of mental illness.4. Organizational and preventive activities for mentally ill people.5. The role of the psychologist in working with people with mental problems.6. The specificity of working with a mentally ill person (therapy, workshop methods, psychological conversation, etc.)7. Places where you can acquire experience working with a mentally ill person.8. Care for people with mental disorders. |
| Teaching methods | * Lecture
* Case study
* Presentation
* Discussion
 |
| Assessment methods | * Attendance
* Preparation for classes
* Final exam
 |

**SELF-PRESENTATION – HOW TO DEVELOP COACHING PREDISPOSITIONS?**

Basic information about the subject ( independent of the cycle)

|  |  |
| --- | --- |
| Module name | **Self-presentation - how to develop coaching predispositions?** |
| Erasmus code |  |
| ISCED code |  |
| Language of instruction | English |
| Website |  |
| Prerequisites |  |
| ECTS points hour equivalents | Contact hours (with the department of the academic teacher):- exercises - 30 hours- consultations for students - 1 hourTotal number of hours with the participation of an academic teacher: 31 hoursNumber of ECTS credits with the participation of an academic teacher: 2Non-contact hours (student's own work):- preparation of multimedia presentation - 12- ongoing preparation for exercises - 20- preparation of the final work - 18- searching and studying literature - 10The total number of non-contact hours: 60 hoursTotal number of ECTS points for non-contact hours: 2Total number of ECTS points for the module: 4 |
| Educational outcomes verification methods | W1 final work; preparation of the final final workW2 knowledge testU1, U2, continuous assessment of classwork, final final workK1, K2, continuous assessment of class work  |
| Description | The aim of the course is to familiarize students with the subject of coaching. The skills and predispositions that the trainer should have will be presented. Opportunities for extending your skills in a given field and the possibility of their verification will be indicated. Will examine the aspects of knowledge about yourself and your socio-professional opportunities. |
| Reading list | 1. Fairley S. G., Stout C. E., 2004. Getting Started in Personal and Executive Coaching. Published by Pfeiffer, Canada.2. <https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/IOC/What-We-Do/Protecting-Clean-Athletes/Athletes-Space/Athletes-Entourage/Coaches/EN-Qualities-of-a-coach.pdf>3. [Graham](https://www.researchgate.net/scientific-contributions/2083925550_Steven_Graham) S., [Wedman](https://www.researchgate.net/profile/John_Wedman) J., [Garvin-Kester](https://www.researchgate.net/profile/Barbara_Garvin-Kester) B., Manager Coaching Skills: What Makes a Good Coach? **Article (PDF Available)**  in [Performance Improvement Quarterly](https://www.researchgate.net/journal/1937-8327_Performance_Improvement_Quarterly) 7(2):81 - 94 , October 2008, https://www.researchgate.net/publication/229658152\_Manager\_Coaching\_Skills\_What\_Makes\_a\_Good\_Coach |
| Educational outcomes | KNOWLEDGE1. Student has psychological background for the basic training and coaching stuff.
2. Student knows methods for solving training and coaching problems in the area of differential situations.
3. Student knows how to prepare presentation and use it in practice.

SKILLS1. Student can successfully employ psychological theory to solve practical problems.
2. Student develops training skills in the area of psychology.

ATTITUDES1. Student has the need to broaden his knowledge and skills.
 |
| Practice |  |

|  |  |
| --- | --- |
| Website |  |
| Educational outcomes verification methods |  |
| Comments |  |
| Reading list |  |
| Educational outcomes | KNOWLEDGESKILLSATTITUDES |
| A list of topics | Topic:1. Who is the trainer?2. What kind of skills does the trainer have?3. How to prepare and implement a psychological workshop?4. How to prepare a workshop exercise?5. Where to gain coaching experience?6. What is the coaching predisposition?7. What is the specifics of the work of the coach? |
| Teaching methods | * Lecture
* Demonstration
* Discussion
 |
| Assessment methods | * Attendance
* Preparing presentation
* Final exam
 |

**THE PHENOMENON OF SOCIAL MEDIA AND HOT IT AFFETS LIVES OF ADOLESCENTS AND YOUNG ADULTS – PROCRASTINATION, MOTIVATION, SELF-ESTEEM AND SELF-IMAGE**

|  |  |
| --- | --- |
| **Module name** | **The phenomenon of social media and how it affects lives of adolescents and young adults – procrastination, motivation, self-esteem and self-image.** |
| 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)**Studying literature 20Preparing presentation 20Preparing for the final test 20**Total number of non-contact hours 60****Number of ECTS points for non-contact hours 2,5****Total number of ECTS points for the module 3** |
| Educational outcomes verification methods | Class participation, presentation, final test |
| Description | The module covers the knowledge in the area of present psychological issues regarding the usage of social media by adolescents and young adults. The aim of the course is to discuss the role social media plays in shaping self-image and how it can affect self-esteem and motivation of young people. The course will also cover the subject of procrastination and its relationship with social media.  |
| Reading list | 1. Kaplan, A.M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53, 59-68.
2. Correa, T., Hinsley, A.W., de Zúñiga, H.G. (2010). Who interacts on the Web?: The intersection of users’ personality and social media use. *Computers in Human Behavior*, 26, 247-253.
3. Whiting, A., Williams, D. (2013). Why people use social media: a uses and gratifications approach. *Qualitative Market Research: An International Journal*, 16, (4), 362-369.
4. Vogel, E.A., Rose, J.P., Roberts, L.R., Eckles, K. (2014). Social comparison, social media, and self-esteem. *Psychology of Popular Media Culture*, 3, 206-222.
5. Fardouly, J., Diedrichs, P.C., Vartanian, L. Halliwell, E. (2015) Social comparisons on social media: The impact of Facebook on young womens body image concerns and mood. *Body Image*, 13, 38-45.
6. Meier, A., Reinecke, L., Meltzer, C.E. (2016). “Facebocrastination”? Predictors ofusing Facebook for procrastination and its effects for students well-being.Computers in Human Behavior, 64, 65-76.
 |
| Educational outcomes | **KNOWLEDGE**Students:* Know the definition and different types of social media
* Are familiar with young people’s motivations for using social media including the knowledge about gratifications approach.
* Know the effects social media usage has on self-esteem, self-image and a tendency to procrastinate

**SKILLS**Students:* Are able to identify major psychological issues regarding social media
* Distinguish between advantages and disadvantages of social media usage
* Discuss the role social media has in shaping young people’s self-esteem

**ATTITUDES**Students:* Are aware of the negative outcomes of overusing social media
* Acknowledge the importance of continuing research in the area of psychological aspects of social media usage
 |
| Practice |  |

|  |  |
| --- | --- |
| Website |  |
| Educational outcomes verification methods | Class participation, presentation, final test |
| Comments |  |
| Reading list | 1. Kaplan, A.M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53, 59-68.
2. Correa, T., Hinsley, A.W., de Zúñiga, H.G. (2010). Who interacts on the Web?: The intersection of users’ personality and social media use. *Computers in Human Behavior*, 26, 247-253.
3. Whiting, A., Williams, D. (2013). Why people use social media: a uses and gratifications approach. Qualitative Market Research: An International Journal, 16, (4), 362-369.
4. Vogel, E.A., Rose, J.P., Roberts, L.R., Eckles, K. (2014). Social comparison, social media, and self-esteem. Psychology of Popular Media Culture, 3, 206-222.
5. Fardouly, J., Diedrichs, P.C., Vartanian, L. Halliwell, E. (2015) Social comparisons on social media: The impact of Facebook on young womens body image concerns and mood. *Body Image*, 13, 38-45.
6. Meier, A., Reinecke, L., Meltzer, C.E. (2016). “Facebocrastination”? Predictors ofusing Facebook for procrastination and its effects for students well-being.Computers in Human Behavior, 64, 65-76.
 |
| Educational outcomes | **KNOWLEDGE**Students:* Know the definition and different types of social media
* Are familiar with young people’s motivations for using social media including the knowledge about gratifications approach.
* Know the effects social media usage has on self-esteem, self-image and a tendency to procrastinate

**SKILLS**Students:* Are able to identify major psychological issues regarding social media
* Distinguish between advantages and disadvantages of social media usage
* Discuss the role social media has in shaping young people’s self-esteem

**ATTITUDES**Students:* Are aware of the negative outcomes of overusing social media
* Acknowledge the importance of continuing research in the area of psychological aspects of social media usage
 |
| A list of topics | 1. What is social media?
2. Who uses social media?
3. Motivations for using social media. Gratifications approach.
4. Social comparisons on social media.
5. The effect social media has on shaping young people’s self-esteem.
6. Social media as a modern tool for procrastination.
 |
| Teaching methods | Discussion, group work, presentation, film |
| Assessment methods | Activity during classes (discussion, preparing presentation), final test |