SYLABUS

COURSE TITLE	Psychology of Emotion
CREDITS	3
LANGUAGE OF INSTRUCTION	English
DEPARTMENT/FACULTY	Wydział Pedagogiki I Psychologii
LECTURER(S)	Justyna Gerłowska

COURSE OBJECTIVES

Students who successfully complete this course will have a basic knowledge of and insight into:

- The student is able to apply the knowledge on the psychology of emotion into everyday activities
- The student recognizes the problems related to the emotion in different populations
- The student recognizes the basic rules of typical emotion development
- The student recognizes the basic categories of psychological disorders connected with emotion regulation
- The student recognizes the neural basis of emotion regulation process
- The student is acquainted with the basic information of basic rules of typical emotion development
- The student is acquainted with the basic categories of psychological disorders connected with emotion regulation
- The student is acquainted with the neural basis of emotion regulation process
- The student is acquainted with the basic forms of emotion and its behavioural representation assessment
- The student gains awareness of the neural basis of emotion regulation process and its environmental corelates
- The student gains awareness of the basic rules of typical emotion development and the impact of early rehabilitation
- The student gains awareness of the basic categories of psychological disorders connected with emotion regulation and its impact on the

PREREQUISITES	student of the Psychology major only, fluent English

COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS

15 hours of lecture organized as 8 meetings

COURSE DESCRIPTION

The classes are devoted to introduce the basic knowledge on psychology of emotion:
- neural basis of the emotional processes
- developmental aspect of emotion formation
- behavioral representations of inner processes
- introduction to clinical aspects of emotion regulation
- introduction to the means of assessment

METHODS OF INSTRUCTION	Lecture, discussion, didactic film, reading assignments, demonstrations, case studies
REQUIREMENTS AND ASSESSMENTS	* Active participation in classes * Passing the written test of knowledge
GRADING SYSTEM	Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes.

	Method of assesment: There will be a written form of knowledge assessment. The correctness level of the work will indicate the mark as follows: 0-50% - 2.0 50-59%-3.0 60-69% -3.5 70-79%-4.0 80-89% - 4.5 90-100%-5.0
TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS	Np.

Activity	Hours:
Lecture	15
Workshops	0
Preparation for classes (Reading, homework etc.)	30
Preparing a presentation	0
Revising for the exam	20
Exam	1
Total	
ECTS	3

STUDYMATERIALS

PRIMARY OR REQUIRED BOOKS/READINGS:

Kandel ER, Koester JD, Mack SH, Siegelbaum SA (2021) Principles of Neural Science, 6e, McGraw Hill

Kandel ER, Koester JD, Mack SH, Siegelbaum SA (2013) Principles of Neural Science, 5th edition, McGraw Hill

Sadock BJ, Sadock VA (2007) Kaplan&Sadock's Syopsis of Psychiatry. Behavioral Sciences/Clinical Psychiatry. Tenth edition

Butcher JN, Nock MK, Hooley JM (2020) Abnormal Psychology, Global Edition (18th) Pearson

Lezak MD, Howieson DB, Loring DW (2004) Neuropsychological Assessment, 4th edition, Oxford University Press

SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:

Yang T, Penton T, Köybaşı ŞL, Banissy MJ. Social perception and aging: The relationship between aging and the perception of subtle changes in facial happiness and identity. Acta Psychol (Amst). 2017 Sep;179:23-29. doi: 10.1016/j.actpsy.2017.06.006. Epub 2017 Jul 8. PMID: 28697480.

Jack RE, Schyns PG. The Human Face as a Dynamic Tool for Social Communication. Curr Biol. 2015 Jul 20;25(14):R621-34. doi: 10.1016/j.cub.2015.05.052. PMID: 26196493.

Wig GS. Segregated Systems of Human Brain Networks. Trends Cogn Sci. 2017 Dec;21(12):981-996. doi: 10.1016/j.tics.2017.09.006. PMID: 29100737.

Healey ML, Grossman M. Cognitive and Affective Perspective-Taking: Evidence for Shared and Dissociable Anatomical Substrates. Front Neurol. 2018 Jun 25;9:491. doi: 10.3389/fneur.2018.00491. PMID: 29988515; PMCID: PMC6026651.

Hua AY, Sible IJ, Perry DC, Rankin KP, Kramer JH, Miller BL, Rosen HJ, Sturm VE. Enhanced Positive Emotional Reactivity Undermines Empathy in Behavioral Variant Frontotemporal Dementia. Front Neurol. 2018 Jun 4;9:402. doi: 10.3389/fneur.2018.00402. PMID: 29915557; PMCID: PMC5994409.

Deutsch SI, Raffaele CT. Understanding facial expressivity in autism spectrum disorder: An inside out review of the biological basis and clinical implications. Prog Neuropsychopharmacol Biol Psychiatry. 2019 Jan 10;88:401-417. doi: 10.1016/j.pnpbp.2018.05.009. Epub 2018 May 16. PMID: 29777730.

Crivelli C, Fridlund AJ. Facial Displays Are Tools for Social Influence. Trends Cogn Sci. 2018 May;22(5):388-399. doi: 10.1016/j.tics.2018.02.006. Epub 2018 Mar 12. PMID: 29544997.

Sel A, Forster B, Calvo-Merino B. The emotional homunculus: ERP evidence for independent somatosensory responses during facial emotional processing. J Neurosci. 2014 Feb 26;34(9):3263-7. doi: 10.1523/JNEUROSCI.0106-13.2014. PMID: 24573285; PMCID: PMC3935087.

Hess U, Fischer A. Emotional mimicry as social regulation. Pers Soc Psychol Rev. 2013 May;17(2):142-57. doi: 10.1177/1088868312472607. Epub 2013 Jan 24. PMID: 23348982.

Gonçalves AR, Fernandes C, Pasion R, Ferreira-Santos F, Barbosa F, Marques-Teixeira J. Emotion identification and aging: Behavioral and neural age-related changes. Clin Neurophysiol. 2018 May;129(5):1020-1029. doi: 10.1016/j.clinph.2018.02.128. Epub 2018 Mar 9. Erratum in: Clin Neurophysiol. 2019 Mar 25;: PMID: 29571120.

Lin, H., Müller-Bardorff, M., Gathmann, B. et al. Stimulus arousal drives amygdalar responses to emotional expressions across sensory modalities. Sci Rep 10, 1898 (2020). https://doi.org/10.1038/s41598-020-58839-1

Ekman P (2007) Emotions revealed. Owl Books (NY)

Levenson RJ, Begley S (2012) The Emotional Life of Your Brain: How Ist Unique Patterns Affect the Way You Think, Feel, and Live. Hodder & Stoughton