



## Institute of Psychology

**Winter semester:****Module I „Perspectives on mental health –support and treatment”**

<a href="#">Psychological support in difficult situations</a>	30
<a href="#">Adults' counselling</a>	
<a href="#">Art Therapy</a>	
<a href="#">Drama and theatre therapy</a>	
<a href="#">Psychology of somatically ill people</a>	

**Summer semester:****Module I „General Psychology”**

<a href="#">Social Psychology</a>	30
<a href="#">Developmental Psychology</a>	
<a href="#">Psychology of Emotion</a>	
<a href="#">Eye Tracking in Psychology</a>	
<a href="#">Clinical psychology of children and adolescents</a>	

**Winter semester**

**Course card**

Course title	<b>Art Therapy</b>		
Semester (winter/summer)	Winter	ECTS	6
Lecturer(s)	Małgorzata Płoszaj, M. S.		
Department	Department of Psychology		

Course objectives (learning outcomes)

The course is aimed to provide students with the current knowledge of art therapy. Students will be introduced to the genesis of art therapy and its precursors. They will focus on the definition of the subject, which is quite concise due to the various approaches to the subject as well learn the basic types of art therapy and their functions, ways of influencing and goals of art therapy in working with the "client". They will experience selected exercises in the field of theater therapy and art therapy, methods of combining and using elements of various types of art therapy. Areas of study will include communication strategies to determine whether art through communication style adequately conveys someone's thoughts, needs, and goals. There will also be an arts programme of: art., dance, music, puppetry and sandplay.

Prerequisites

Knowledge	Students know what art therapy is, they can list the types of art therapy and describe them briefly
Skills	Students know exemplary methods of art therapy work
Courses completed	Students understand the role of art therapy, show an attitude of openness, empathy and observation skills

Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

Teaching methods:

Lecture  
 Group discussion  
 Workshop  
 Independent work

Assessment methods:

	E – lear ning	Di da cti c ga m es	Cl as se s in sc ho ol s	Fi el d cl as se s	L ab or at or y ta sk s	In di vi du al pr oj ec t	G ro up pr oj ec t	Di sc us si on pa rti ci pa ti on	St ud en t's pr es en tat ion	Wri tten assi gn men t (ess ay)	O r al e x a m	W ritt en ex am	O t h er
								X		X		X	

Assessment criteria	Attendance and discussion during the classes based on the obligatory literature Final test (multiple choice), which covers material from lectures and obligatory reading or essay on art therapy based on literature
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Comments	
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Course content (topic list)

1. Introduction to Art therapy. Development of art therapy theory and practice.
2. Dimensions of art therapy: person, work, therapy.
3. Review of selected trends in art therapy.
4. The specificity of art therapy.
5. Art therapy and health in a holistic sense.
6. The context of creativity in art therapy.
7. Exercises of creative activity and their possible application in art therapy.
8. Art therapist - towards the definition of a professional figure.
9. Essay assessment and final test.

Compulsory reading

Fancourt, D, and Finn, S. (2019). What Is the Evidence on the Role of the Arts in Improving Health and Well-Being? A Scoping Review. Health Evidence Network. Available online at:  
[https://www.euro.who.int/en/publications/abstracts/what-is-the-evidence-on-the-arts-inimproving-health-and-well-being-a-scoping-review-2019](https://www.euro.who.int/en/publications/abstracts/what-is-the-evidence-on-the-role-of-the-arts-inimproving-health-and-well-being-a-scoping-review-2019)

Witte M, Orkibi H, Zarate R, Karkou V, Sajjani N, Malhotra B, Ho RTH, Kaimal G, Baker FA and Koch SC (2021) From Therapeutic Factors to Mechanisms of Change in the Creative Arts Therapies: A Scoping Review. *Front. Psychol.* 12:678397. doi: 10.3389/fpsyg.2021.678397

Dubowski, J. (1989). Art versus language (separate development during childhood). In C. Case (Ed.), *Working with children in art therapy* (pp. 7–22). London: Tavistock/Routledge.

Furth G.M(1988). *The secret world of drawings, A Jungian Approach to Healing Through Art*. Inner City Books, Canada

Oaklander V,(1999) *Windows to Our Children*, A Publikation of the Gestalt Journal, USA

Waller D., *Art Therapy for Children: How It Leads to Change* The online version of this article can be found at: <http://ccp.sagepub.com/cgi/content/abstract/11/2/271>

#### Recommended reading

Malchiodi C.A., Malchiodi C., *Handbook of Art Therapy*, The Guilford Press, 2002.

McNiff S., *Art Heals: How Creativity Cures the Soul*, 2004.

Rubin J.A., *Child Art Therapy*, Wiley, 2005.

### Course card

Course title	<b>Drama and Theatre Therapy</b>		
Semester (winter/summer)	Winter	ECTS	6
Lecturer(s)	Małgorzata Płoszaj, M. S.		
Department	Institute of Psychology		

#### Course objectives (learning outcomes)

Course's main objective is to provide students with (1) a basic knowledge about the field of drama and theatre therapy, and (2) with understanding of mechanisms involved in therapeutic aspects of viewing and/or participating in theatre activities. To this aim students will be presented with selected theories of drama and theatre therapy and will be invited to participate in workshops and theatre viewing. This is by a range of methods which include written assignments, and ongoing group work.

#### Prerequisites

Knowledge	Basic knowledge of psychological terminology.
Skills	
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

#### Teaching methods:

Lecture  
 Workshops (self-experience)  
 Presentations with the use multimedia

Assessment methods:

	E – lear nin g	Di da cti c ga me s	Cl as e s in sc ho ol s	Fi el d cl as e s	L ab or at or y ta sk s	In di vi du al pr oj ec t	G ro up pr oj ec t	Di sc us sion pa rti cip ati on	St ud en t's pr es en tat ion	Wri tten assi gn men t (ess ay)	O r al e x am	W ritt en ex am	O t h er
						X		X					

Assessment criteria

Students' knowledge and understanding will be assessed through their individual project and group discussions.

Comments

Course content (topic list)

Introduction to Drama psychotherapy.  
Brief history of theatre. The idea of katharsis.  
Experimental theatre and self-practice.  
Techniques of drama and theatre therapy – play therapy.  
Techniques of drama and theatre therapy – masks.  
Techniques of drama and theatre therapy – forum theatre.  
Techniques of drama and theatre therapy – body work.

Compulsory reading

Armstrong, C. R., Frydman, J. S., & Wood, S. (2019). Prominent themes in drama therapy effectiveness research. *Drama Therapy Review*, 5(2), 173-216.  
Boswell, J. F., Sharpless, B. A., Greenberg, L. S., et al. (2011). Schools of Psychotherapy and the Beginnings of a Scientific Approach. In D. H. Barlow (Ed.), *The Oxford Handbook of Clinical Psychology* (pp. 98-127). Oxford University Press – only pp 98-116  
Carnicke, S. M. (2000). Stanislavsky's System: pathways for the actor. In A. Hodge (Ed.), *Twentieth Century Actor Training* (pp. 11-36). Routledge.  
Marshall, L., & Williams, D. (2000). Peter Brook: transparency and the invisible network. In A. Hodge (Ed.), *Twentieth Century Actor Training* (pp. 174-190). Routledge.  
Sajnani, N., Mayor, C., & Boal, J. (2021). Theatre of the oppressed. In D. R. Johnson, & E. Emunah (Eds.), *Current Approaches in Drama Therapy* (561-585). Charles C. Thomas Publisher Ltd  
Wolford, L. (2000). Grotowski's vision of the actor: the search for contact. In A. Hodge (Ed.), *Twentieth Century Actor Training* (pp. 191-208). Routledge.

Recommended reading

- Baker, F. A., Metcalf, O., Varker, T., & O'Donnell, M. (2018). A systematic review of the efficacy of creative arts therapies in the treatment of adults with PTSD. *Psychological Trauma: Theory, Research, Practice, and Policy*, 10(6), 643.
- Barak, A. (2013). Playback theatre and narrative therapy: introducing a new model. *Dramatherapy*, 35(2), 108-119.
- D'Amico, M., Lalonde, C., & Snow, S. (2015). Evaluating the efficacy of drama therapy in teaching social skills to children with Autism Spectrum Disorders. *Drama Therapy Review*, 1(1), 21-39.
- de Gruijter, E., Wouters, H., & Haeyen, S. (2024). Perceived effects of Drama Therapy in people diagnosed with Personality Disorders: A qualitative study. *The Arts in Psychotherapy*, 102117.
- Doomen, L. (2018). The effectiveness of schema focused drama therapy for cluster C personality disorders: An exploratory study. *The Arts in Psychotherapy*, 61, 66-76.
- Figge, P. A. (1982). Dramatherapy and social anxiety: Results of the use of drama in behaviour therapy. *Dramatherapy*, 6(1), 3-17.
- Furman, L. (1988). Theatre as therapy: The distancing effect applied to audience. *The Arts in Psychotherapy*.
- Grotowski, J. (2012). *Towards a poor theatre*. Routledge. – pp 15-25
- Jaaniste, J., Linnell, S., Ollerton, R. L., & Slewa-Younan, S. (2015). Drama therapy with older people with dementia—Does it improve quality of life?. *The Arts in Psychotherapy*, 43, 40-48.
- Johnson, D. R. (1982). Developmental approaches in drama therapy. *The arts in Psychotherapy*.
- Johnson, D. R. (1991). The theory and technique of transformations in drama therapy. *The arts in psychotherapy*.
- Johnson, D. R. (2013). The dramatherapist 'in-role'. In *Dramatherapy: Theory and practice 2* (pp. 112-136). Routledge.
- Jones, P. (2008). The active self: Drama therapy and philosophy. *The arts in psychotherapy*, 35(3), 224-231.
- Kaynan, B., & Wade, C. (2018). Therapeutic theatre as family therapy: Integrating drama therapy and experiential family therapy. *Drama Therapy Review*, 4(1), 9-22.
- Kedem-Tahar, E., & Felix-Kellermann, P. (1996). Psychodrama and drama therapy: A comparison. *The Arts in Psychotherapy*, 23(1), 27-36.
- Landy, R. (1985). The image of the mask: Implications for theatre and therapy. *Journal of Mental Imagery*.
- Landy, R. J. (1991). The drama therapy role method. *Dramatherapy*, 14(2), 7-15.
- Landy, R. J. (2006). The future of drama therapy. *The arts in psychotherapy*, 33(2), 135-142.
- Moreno, Z., & Casson, J. (2004). *Drama, psychotherapy and psychosis: Dramatherapy and psychodrama with people who hear voices*. Routledge.
- Pendzik, S. (2003). Six keys for assessment in drama therapy. *The arts in psychotherapy*, 30(2), 91-99.
- Pendzik, S. (2006). On dramatic reality and its therapeutic function in drama therapy. *The arts in psychotherapy*, 33(4), 271-280.
- Ruddy, R., & Dent-Brown, K. (2007). Drama therapy for schizophrenia or schizophrenia-like illnesses. *Cochrane Database of Systematic Reviews*, (1).
- Sajani, N. (2009). Theatre of the oppressed: Drama therapy as cultural dialogue. *Current approaches in drama therapy*, 461-482.
- Sajani, N. (2021). Drama therapy in the context of psychiatric care. *Arts therapies in psychiatric rehabilitation*, 133-142.
- Wood, L. L., Hartung, S., Al-Qadfan, F., Wichmann, S., Cho, A. B., & Bryant, D. (2022). Drama therapy and the treatment of eating disorders: Advancing towards clinical guidelines. *The Arts in Psychotherapy*, 80, 101948.
- Yotis, L. (2006). A review of dramatherapy research in schizophrenia: Methodologies and outcomes. *Psychotherapy research*, 16(02), 190-200.

### Course card

Course title	<b>Psychological support in difficult situations</b>		
Semester (winter/summer)	Winter	ECTS	6
Lecturer(s)	Monika Paleczna, PhD		
Department	Institute of Psychology		

#### Course objectives (learning outcomes)

The aim of the course is to provide students with selected tools and techniques of psychological support. They will analyze, critically evaluate and practice rational behavior therapy, solution-focused therapy and motivational interviewing. In addition, they will evaluate selected interactive tools for psychological support.

#### Prerequisites

Knowledge	Basic knowledge of general psychology
Skills	
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

#### Teaching methods:

- Group discussion
- Text analysis
- Lecture
- Film screening
- Role-play

Assessment methods:

	E – lear nin g	Di da cti c ga m es	Cl as e s in sc ho ol s	Fi el d cl as e s	L ab or at or y ta sk s	In di vi du al pr oj ec t	G ro up pr oj ec t	Di sc us si on pa rti ci pa ti on	St ud en t's pr es en tat ion	Wri tten assi gn men t (ess ay)	O r al e x a m	W ritt en ex am	O t h e r
		X				X	X	X					

Assessment criteria	Attendance and discussion during the classes based on the obligatory literature. Positive assessment of a group project on psychology support. Positive assessment of the individual project on a new technology application for psychological support.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> <li>1. Psychological support. Introduction.</li> <li>2. Rational Behavior Therapy part 1</li> <li>3. Rational Behavior Therapy part 2</li> <li>4. Solution-focused brief therapy part 1</li> <li>5. Solution-focused brief therapy part 2</li> <li>6. Motivational Interviewing part 1</li> <li>7. Motivational Interviewing part 2</li> <li>8. Artificial intelligence in psychological support</li> </ol>
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Compulsory reading

<p>Nor, M. Z. M. (2020). Counselling: What and how. In <i>Counseling and Therapy</i>. IntechOpen.</p> <p>Wirga, M., DeBernardi, M., Wirga, A., Wirga, M. L., Banout, M., Fuller, O. G. (2020). Maultsby's rational behavior therapy: background, description, practical applications, and recent developments. <i>Journal of Rational-Emotive &amp; Cognitive-Behavior Therapy</i>, 38, 399-423.</p> <p>Corcoran, J., Pillai, V. (2009). A review of the research on solution-focused therapy. <i>British Journal of Social Work</i>, 39(2), 234-242.</p> <p>Bannink, F. P. (2007). Solution-focused brief therapy. <i>Journal of contemporary psychotherapy</i>, 37(2), 87-94.</p>
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Rollnick, S., Butler, C. C., Kinnersley, P., Gregory, J., Mash, B. (2010). Motivational interviewing. In N. Heather & T. Stockwell (Eds.), *The Essential Handbook of Treatment and Prevention of Alcohol Problems* (pp. 105-115).

Miller, W. R., Moyers, T. B. (2006). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions*, 5(1), 3-17.

Weizenbaum, J. (1966). ELIZA—a computer program for the study of natural language communication between man and machine. *Communications of the ACM*, 9(1), 36-45.

Fulmer, R., Davis, T., Costello, C., Joerin, A. (2021). The ethics of psychological artificial intelligence: clinical considerations. *Counseling and Values*, 66(2), 131-144.

Shariff, A., Bonnefon, J. F., Rahwan, I. (2017). Psychological roadblocks to the adoption of self-driving vehicles. *Nature Human Behaviour*, 1(10), 694-696.

Sedlakova, J., Trachsel, M. (2023). Conversational artificial intelligence in psychotherapy: A new therapeutic tool or agent?. *The American Journal of Bioethics*, 23(5), 4-13.

#### Recommended reading

Wirga, M., DeBernardi, M. (2002). The ABCs of cognition, emotion, and action. *Archives of Psychiatry and Psychotherapy*, 4(1), 5-16.

De Jong, P., Berg, I. K. (1998). *Interviewing for solutions*. Thomson Brooks/Cole Publishing Co.

Miller, W. R., Rollnick, S. (2012). *Motivational interviewing: Helping people change*. Guilford press.

Holohan, M., & Fiske, A. (2021). “Like I’m Talking to a Real Person”: Exploring the Meaning of Transference for the Use and Design of AI-Based Applications in Psychotherapy. *Frontiers in Psychology*, 12, 720476.

### Course card

Course title	<b>Psychology of somatically ill people</b>		
Semester (winter/summer)	Winter	ECTS	6
Lecturer(s)	Monika Paleczna, PhD		
Department	Institute of Psychology		

#### Course objectives (learning outcomes)

The course is designed to enhance students' understanding of the psychological functioning of individuals affected by specific somatic illnesses across various stages of development. It will cover the psychological profiles of patients, with a particular focus on mental health challenges and changes in cognitive and sexual functioning. Additionally, the course aims to deepen students' competencies in psychological diagnosis and assessment of patients with somatic conditions, as well as their skills in providing psychological support throughout the continuum of care—from diagnosis through end-of-life stages.

#### Prerequisites

Knowledge	Basic knowledge of general psychology
Skills	
Courses completed	

#### Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

#### Teaching methods:

- Lecture
- Group discussion
- Group project

- Text analysis

Assessment methods:

	E – learning	Didactic games	Classroom scenarios	Field classes	Laboratory tasks	Individual projects	Group projects	Discussion participation	Students' presentation	Written assignment (essay)	Oral exam	Written exam	Other
							X	X				X	

Assessment criteria

- Attendance
- Knowledge test (assigned reading and lecture content), forced choice.
- A group project on adaptation to disease across various developmental stages, based on the recommended literature as well as additional scholarly sources of students' choosing.

Comments

Course content (topic list)

Psychological aspects of:

1. Oncological diseases
2. Cardiological diseases
3. Surgery
- 4.
5. Endocrine diseases.
- 6.
7. Psychology of somatic diseases in the course of life.

Compulsory reading

1. Getie, A., Ayalneh, M., Bimerew, M. (2025). Global prevalence and determinant factors of pain, depression, and anxiety among cancer patients: an umbrella review of systematic reviews and meta-analyses. *BMC psychiatry*, 25(1), 156.
2. Argyriou, A. A., Assimakopoulos, K., Iconomou, G., Giannakopoulou, F., Kalofonos, H. P. (2011). Either called “chemobrain” or “chemofog,” the long-term chemotherapy-induced cognitive decline in cancer survivors is real. *Journal of pain and symptom management*, 41(1), 126-139.

3. Wang, Y., Feng, W. (2022). Cancer-related psychosocial challenges. *General psychiatry*, 35(5), e100871.
4. Gupta, K., Kaminska, M., Gupta, S., Waraich, H., Malik, S., Meghdadi, A., ... & Baranchuk, A. (2025). The Psychological Impact of Implantable Cardioverter Defibrillators: A Narrative Review. *The American Journal of Cardiology*.
5. Maldonado, J. R., Dubois, H. C., David, E. E., Sher, Y., Lolak, S., Dyal, J., & Witten, D. (2012). The Stanford Integrated Psychosocial Assessment for Transplantation (SIPAT): a new tool for the psychosocial evaluation of pre-transplant candidates. *Psychosomatics*, 53(2), 123-132.
6. El Hadi, S. N., Zanotti, R., & Danielis, M. (2025). Lived experiences of persons with heart transplantation: A systematic literature review and meta-synthesis. *Heart & Lung*, 69, 174-184.
7. LeMont, D., Moorehead, M. K., Parish, M. S., Reto, C. S., & Ritz, S. J. (2004). Suggestions for the pre-surgical psychological assessment of bariatric surgery candidates. *American Society for Bariatric Surgery*, 129.
8. Van den Eynde, A., Mertens, A., Vangoitsenhoven, R., Meulemans, A., Matthys, C., Deleus, E., ... & Van der Schueren, B. (2021). Psychosocial consequences of bariatric surgery: two sides of a coin: a scoping review. *Obesity surgery*, 31(12), 5409-5417.
9. Farren, J., Mitchell-Jones, N., Verbakel, J. Y., Timmerman, D., Jalmbant, M., Bourne, T. (2018). The psychological impact of early pregnancy loss. *Human reproduction update*, 24(6), 731-749.
10. Isaacs, N. Z., Andipatin, M. G. (2020). A systematic review regarding women's emotional and psychological experiences of high-risk pregnancies. *BMC psychology*, 8, 1-11.
11. Rubin, R. R., & Peyrot, M. (2001). Psychological issues and treatments for people with diabetes. *Journal of clinical psychology*, 57(4), 457-478.
12. Hussain, F. A. (2023). Diabulimia: Psychological perspectives on management. *Journal of Diabetes Nursing*, 27(2).
13. Skinner, T. C., Joensen, L., & Parkin, T. (2020). Twenty-five years of diabetes distress research. *Diabetic Medicine*, 37(3), 393-400.
14. Chochinov, H. M., Hack, T., Hassard, T., Kristjanson, L. J., McClement, S., & Harlos, M. (2005). Dignity therapy: a novel psychotherapeutic intervention for patients near the end of life. *Journal of clinical oncology*, 23(24), 5520-5525.
15. Feldstain, A. (2024). Psychosocial intervention in palliative care: What do psychologists need to know. *Journal of Health Psychology*, 29(7), 707-720.
16. Kissane, D. W., Clarke, D. M., & Street, A. F. (2001). Demoralization syndrome—a relevant psychiatric diagnosis for palliative care. *Journal of palliative care*, 17(1), 12-21.
17. Schmidt, S., Petersen, C., & Bullinger, M. (2003). Coping with chronic disease from the perspective of children and adolescents—a conceptual framework and its implications for participation. *Child: care, health and development*, 29(1), 63-75.
18. Scott, A. J., Bisby, M. A., Heriseanu, A. I., Salameh, Y., Karin, E., Fogliati, R., ... & Dear, B. F. (2023). Cognitive behavioral therapies for depression and anxiety in people with chronic disease: A systematic review and meta-analysis. *Clinical Psychology Review*, 102353.
19. Ghosh, A., & Deb, A. (2017). Positive psychology interventions for chronic physical illnesses: A systematic review. *Psychological Studies*, 62, 213-232.

### Recommended reading

Stanton, A. L., Revenson, T. A., & Tennen, H. (2007). Health psychology: psychological adjustment to chronic disease. *Annu. Rev. Psychol.*, 58(1), 565-592.

Schiavon, C. C., Marchetti, E., Gurgel, L. G., Busnello, F. M., & Reppold, C. T. (2017). Optimism and hope in chronic disease: a systematic review. *Frontiers in psychology*, 7, 2022.

Megari, K. (2013). Quality of life in chronic disease patients. *Health psychology research*, 1(3), e27.

### Course card

Course title	<b>Adults' counselling</b>		
Semester (winter/summer)	Winter	ECTS	6
Lecturer(s)	Agnieszka Fudali-Czyż, PhD		
Department	Department of Psychology		

#### Course objectives (learning outcomes)

The course is aimed to provide students with the current knowledge of adult counseling, as well as a variety of practical interventions in intercultural environments. Students will have the opportunity to learn about different types of adult counseling and psychotherapy approaches and develop communication skills regarding psychological interventions.

#### Prerequisites

Knowledge	
Skills	
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

#### Teaching methods:

Lecture  
 Group discussion  
 Individual & Group project  
 Intercultural simulation

#### Assessment methods:

	E – lear nin g	Di da cti c ga m es	Cl as se s in sc ho ol s	Fi el d cl as se s	L ab or at or y ta sk s	In di vi du al pr oj ec t	G ro up pr oj ec t	Di sc us si on pa rti ci pa ti on	St ud en t's pr es en tat ion	Wri tten assi gn men t (ess ay)	O r al e x a m	W ritt en ex am	O t h er
						X	X	X					

Assessment criteria	Attendance and discussion during the classes based on the obligatory literature. Individual and group project regarding practical usage of acquired knowledge about psychological interventions.
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Comments	
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#### Course content (topic list)

<ol style="list-style-type: none"> <li>1. Introduction to helping relationship</li> <li>2. Communication competency in helping relationship</li> <li>3. Forms of help suited to a specific problem</li> <li>4. Counselling in practice, Individual projects</li> <li>5. Individual therapy – excercises</li> <li>6. Group therapy in action</li> <li>7. Group projects</li> </ol>
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#### Compulsory reading

<ol style="list-style-type: none"> <li>1. Cooper, M. (2008). Essential research findings in counselling and psychotherapy. London: Sage</li> <li>2. Corey, G. (2009). Theory and practice of counselling and psychotherapy (8th ed.). Belmont: Thomson/Brooks/Cole.</li> </ol>
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#### Recommended reading

1. Dryden, W. (2007). Dryden's handbook of individual therapy. London: Sage
2. Feltham, C. & Horton, I. (2012). The Sage handbook of counselling and therapy (3rd ed.). London: Sage.
3. McLeod, J. (2009). An introduction to counselling (4th ed.). Berkshire: Open University Press.

**Summer semester  
 Course card**

Course title	<b>Social Psychology</b>		
Semester (winter/summer)	Summer	ECTS	6
Lecturer(s)	Karolina Pietras, PhD		
Department	Institute of Psychology		

Course objectives (learning outcomes)

The course is aimed to provide students with the current knowledge of social psychology (including its application to educational environment), as well as practical skills of predicting and explaining social behavior. Students will have opportunity to learn about research methods in social psychology, social cognition (schemas, attributions, stereotypes), social influence (cultural values, shaping attitudes, conformity and obedience, group influence) and social relations (prejudice, aggression, helping behavior, interpersonal attraction).

Prerequisites

Knowledge	General knowledge of psychology
Skills	
Courses completed	

Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours		15				15		

Teaching methods:

Lecture  
 Group discussion  
 Workshop  
 Film screening

Assessment methods:

	E-learning	Didactic games	Classroom scenarios	Field classes	Laboratory tasks	Individual projects	Group projects	Discussion participation	Students' presentation	Written assignment (essay)	Oral exam	Written exam	Other
								X				X	

Assessment criteria	Attendance and discussion during the classes based on the obligatory literature Final test (multiple choice), which is based on understanding human behavior in social situations and covers material from lectures and obligatory reading.
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Comments	
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Course content (topic list)

1. Introduction to Social Psychology. Ethical dilemmas in Social Psychology. Discussion based on movie
2. "Quiet Rage. The Stanford Prison Experiment" by Musen, Zimbardo (1988).
3. Social perception and social cognition. Attribution.
4. Attitudes and Behavior. Persuasion and attitudes change.
5. Social influence and group dynamic. Conformity and Obedience. Group influence.
6. Attraction and romantic relationships.
7. Altruism and pro-social behavior.
8. Prejudice, aggression and conflicts.
9. Conclusions about Social Psychology. Final test.

Compulsory reading

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2010). *Social Psychology* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
2. Millon, T., Lerner, M.J. (2003). *Handbook of Psychology*. Vol.5 Personality and Social Psychology. New Jersey: John Wiley & Sons, Inc.
3. Myer, D.G. *Psychology*. Fifth Edition. Chapter 18. *Social Psychology*. (pp. 548-591). New York: Worth Publishers.

#### Recommended reading

1. Forgas, J.P., Williams, K.D., Wheeler, L. (Eds.) (2001). *The Social Mind. Cognitive and Motivational Aspects of Interpersonal Behavior*. London: Cambridge University Press, Cambridge.
2. Myers D.G. (1990), *Social Psychology*, NY, McGraw-Hill, Inc.
3. Zimbardo, P. (2007) *The Lucifer Effect. How Good People Turn Evil*. New York: Random House

### Course card

Course title	<b>Developmental Psychology</b>		
Semester (winter/summer)	Summer	ECTS	6
Lecturer(s)	Małgorzata Płoszaj, M. S.		
Department	Institute of Psychology		

#### Course objectives (learning outcomes)

The course aims to provide students with the current knowledge concerning the psychological development of children, adolescents and adults, taking into account the fundamental areas of development: cognitive, emotional, social & moral. Providing students with knowledge of basic mental disorders of children and adolescents, their causes and possible forms of therapeutic influence  
 Students will have the opportunity to learn about the fundamental psychological theories regarding the correctness of psychological development in childhood and adulthood.

#### Prerequisites

Knowledge	Basic knowledge of general psychology
Skills	
Courses completed	

#### Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

#### Teaching methods:

Group discussion  
 Workshop (online)  
 Presentation

Short movies, interactive presentations  
 Individual projects

Assessment methods:

	E – lear ning	Di da cti c ga mes	Cl as se s in sc ho ols	Fi el d cl as se s	L ab or at or y ta sk s	In di vi du al pr oj ec t	G ro up pr oj ec t	Di sc us si on pa rti ci pa ti on	St ud en t's pr es en tat ion	Wri tten assi gn men t (ess ay)	O r al ex am	W ritt en ex am	O t h er
	X	X				X		X	X				

Assessment criteria	Attendance and discussion during the classes based on the obligatory literature. Positive assessment of an individual project on developmental psychology
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Comments	
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Course content (topic list)

1. Developmental psychology - terms, constructs, concepts.
2. Cognitive development: Piaget's theory and Vygotsky's Sociocultural Viewpoint. Social development:
3. Erikson's theory.
4. Parenting Styles, Attitudes, Intergenerational transmission.
5. The Intergenerational Transmission in the Family
6. Autism-causes, diagnosis, treatment
7. Selfregulation in Children and Adolescent
8. Discussion of assigned work

Compulsory reading

Godfrey D., G., Downes, N., Cappe, E. (2023). A Systematic Review of Family Functioning in Families of Children on the Autism Spectrum. *Journal of Autism and Developmental Disorders*, 1-22.

LallyM, Valentine-French S. (2019), *Lifespan Development: A Psychological Perspective*. Second Edition, CC. (chapters selected)

Lee, J. D., Terol, A. K., Yoon, C. D., Meadan, H. (2023). Parent-to-parent support among parents of children with autism: A review of the literature. *Autism*, 13623613221146444.

Li, Z., Xu, X., & Xing, X. (2023). The intergenerational transmission of executive function: The mediating

effect of parental harsh discipline. *Child Abuse & Neglect*, 136, 106019.

McClelland, M., Geldhof, J., Morrison, F., Gestsdóttir, S., Cameron, C., Bowers, E., Grammer, J. (2018). Self-regulation. *Handbook of life course health development*, 275-298.

Stark, M. D., Lindo, E. J. (2023). Executive functioning supports for college students with an autism spectrum disorder. *Review Journal of Autism and Developmental Disorders*, 10(4), 604-614.

Wang, S., Liu, C., Byrne, E.M.. (2023). Measuring preschoolers' behavioral self-regulation in the contexts of child–adult interactions. *Current Psychology* <https://doi.org/10.1007/s12144-023-05453-9>

Zhang, L., Mersky, J. P., Gruber, A. M. H., & Kim, J.-Y. (2023). Intergenerational Transmission of Parental Adverse Childhood Experiences and Children's Outcomes: A Scoping Review. *Trauma, Violence, & Abuse*, 24(5), 3251-3264. <https://doi.org/10.1177/15248380221126186>

#### Recommended reading

### Course card

Course title	<b>Eye Tracking in psychology</b>		
Semester (winter/summer)	Summer	ECTS	6
Lecturer(s)	Beata Pacula-Leśniak		
Department	Institute of Psychology		

#### Course objectives (learning outcomes)

The aim of the course is to familiarize participants with the methodology of visual perception research using an eye tracker. The course is primarily laboratory-based: students will record their own data using an eye tracker and then analyze and visualize the collected data.

Assessment will be based on the evaluation of a project prepared by the students. Projects will be developed in small groups—partly during class sessions and partly as independent work—and will be discussed in class.

In the context of the project work, topics will also include potential applications of eye tracking in research on perception, emotion, and cognition, as well as the general foundations of visual perception research.

#### Prerequisites

Knowledge	
Skills	Good command of English
Courses completed	Completed a course in the biological foundations of behavior (e.g., behavioral neurobiology, biopsychology, human non-biology);

#### Course organization

Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		

Contact hours		15		X (part of 15h)		X (part of 15h)	
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Teaching methods:

Lecture with multimedia presentation
Research participation
Project method
Conversational lecture
Discussion
Laboratory exercises
Consultations with the instructor

Assessment methods:

	E – learning	Didactic games	Classroom scenarios	Field classes	Laboratory tasks	Individual projects	Group projects	Discussion participation	Students' presentation	Written assignment (essay)	Oral exam	Written exam	Other
					X		X	X	X				

Assessment criteria	Preparation and presentation of the project: the results of own research using eye-tracking measures.
	The student is able to design an experiment using eye-tracking measures, interpret and describe the eye-tracking data obtained in the study, based on the provided materials and an independently prepared literature review.
	The student demonstrates the ability to communicate effectively within the project team and between members of different project teams

The student is able to plan and effectively implement work on an individual project in a small research team.

Comments

### Course content (topic list)

1. Basic mechanisms of visual perception.
2. Assumptions and best practices in designing experiments using eye-tracking measures.
3. Possible applications of eye-tracking in the study of perception, emotions, and cognitive processes.
4. Critical analysis of psychological and neuroscientific content related to visual perception.
5. Designing an experiment using eye-tracking measures.
6. Interpretation and description of eye-tracking data obtained in the study.

### Compulsory reading

1. Carter, B. T., & Luke, S. G. (2020). Best practices in eye tracking research. *International Journal of Psychophysiology*, 155, 49-62.
2. Andrychowicz-Trojanowska, A. (2018). Basic terminology of eye-tracking research. *Applied Linguistics Papers*, (25/2), 123-132.
3. Holmqvist, K., Nyström, M., Andersson, R., Dewhurst, R., Jarodzka, H., & Van de Weijer, J. (2011). *Eye tracking: A comprehensive guide to methods and measures*. OUP Oxford. (fragments)
4. Duchowski, A. T., & Duchowski, A. T. (2017). *Eye tracking methodology: Theory and practice*. Springer. (fragments)

### Recommended reading

Henderson, J. M., & Hayes, T. R. (2017). Meaning-based guidance of attention in scenes as revealed by meaning maps. *Nature human behaviour*, 1(10), 743-747.

### Course card

Course title	<b>Psychology of Emotions</b>		
Semester (winter/summer)	Summer	ECTS	6
Lecturer(s)	Weronika Gajda, M. S.		
Department	Institute of Psychology		

#### Course objectives (learning outcomes)

The course aims to provide students with the current knowledge concerning the development of emotion in childhood, adolescence and adulthood. Students will have the opportunity to learn about two approaches used in studying emotions, to compare and contrast major modern theories of emotion. They find the answer to the question: which emotions are inherited and which are learned. Students will learn examples of emotions as an independent variable, an intervening variable and a dependent variable.

#### Prerequisites

Knowledge	Basic knowledge of general psychology
Skills	
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

#### Teaching methods:

1. Group discussion
2. Presentation
3. Short movies, interactive presentations

#### 4. Case study

Assessment methods:

	E – lear ning	Di da cti c ga m es	Cl as se s in sc ho ol s	Fi el d cl as se s	L ab or at or y ta sk s	In di vi du al pr oj ec t	G ro up pr oj ec t	Di sc us si on pa rti ci pa ti on	St ud en t's pr es en tat ion	Wri tten assi gn men t (ess ay)	O r al ex am	W ritt en ex am	O t h er
		X					X	X	X	X			

Assessment criteria	Attendance (max 1 unjustified absence) Activity Essay & group project
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> <li>1. What is an emotion?</li> <li>2. Classic theories of emotions</li> <li>3. Modern theories of emotions</li> <li>4. A multicultural approach to emotions</li> <li>5. Emotional intelligence - definitions, theories, development</li> <li>6. Emotion recognition</li> <li>7. Emotional disorders</li> </ol>
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Compulsory reading

<p>Cacioppo, J. T., Gardner, W. L. (1999). Emotion. <i>Annual Review of Psychology</i>, 50(1), s. 191-214.</p> <p>Cannon, W. B. (1927). The James-Lange theory of emotion: A critical examination and an alternative theory. <i>The American Journal of Psychology</i>, 39(1/4), s. 106–24.</p> <p>Barrett, L. F. (2016). The theory of constructed emotion: An active inference account of interception and categorisation. <i>Social Cognitive and Affective Neuroscience</i>, 12(1), s. 20–46.</p> <p>Ekman, P. (1970). Universal facial expressions of emotion. <i>California Mental Health Research Digest</i>, 8(4), s. 151–158.</p> <p>Porter, R. E., Samovar, L. A. (1998). Cultural influences on emotional expression: Implications for</p>
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intercultural communication. In P. A. Andersen & L. K. Guerrero (Eds.), *Handbook of communication and emotion: Research, theory, applications, and contexts* (pp. 451–472). Academic Press.

Brackett, M. A., Mayer, J. D., Warner, R. M. (2004). Emotional intelligence and its relations to everyday behaviour. W: P. Salovey, M. A. Brackett, J. D. Mayer (red.), *Emotional intelligence: Key readings on the Mayer and Salovey model* (s. 223–241). Port Chester: Dude Publishing.

Salovey, P., Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), s. 185-211.

Thanapattheerakul, T., Mao, K., Amoranto, J., & Chan, J. (2018). Emotion in a Century: A Review of Emotion recognition. In *IAIT 2018: The 10th International Conference on Advances in Information Technology*. Association for Computing Machinery.

Larsen, J. K., Brand, N., Bermond, B., Hijman, R. (2003). Cognitive and emotional characteristics of alexithymia. *Journal of Psychosomatic Research*, 54(6), s. 533–541

### Recommended reading

- Bar-On, R. (1997). *The emotional quotient inventory (EQ-i): A test of emotional intelligence*. Toronto: Multi-Health System.
- Barrett, L. F. (2006b). Solving the emotion paradox: Categorisation and the experience of emotion. *Personality and Social Psychology Review*, 10(1), s. 20–46.
- Barrett, L. F. (2011). Was Darwin wrong about emotional expressions? *Current Directions in Psychological Science*, 20(6), 400-406.
- Frijda, N. H. (1986). *The emotions*. Cambridge: Cambridge University Press.
- Goldman, D. (1996). *Emotional intelligence*. Bantam Doubleday Dell Publishing.
- Gendron, M., Roberson, D., van der Vyver, J. M., Barrett, L. F. (2014). Perceptions of emotion from facial expressions are not culturally universal: Evidence from a remote culture. *Emotion*, 14(2), s. 251–262.
- Mayer, J. D., Geher, G. (1996). Emotional Intelligence and the Identification of Emotion. *Intelligence*, 22(2), s. 89-113.
- Oatley, K., Jenkins, J. M. (1996). *Understanding emotions*. Hoboken: Blackwell Publishing.

### Course card

Course title	<b>Clinical psychology of children and adolescents</b>		
Semester (winter/summer)	Summer	ECTS	6
Lecturer(s)	Wiktoria Soprych, M. S.		
Department	Institute of Psychology		

#### Course objectives (learning outcomes)

Upon successful completion of the course *Clinical Psychology of Children and Adolescents*, students will be able to:

1. **Demonstrate knowledge** of major theories and models explaining the psychological development of children and adolescents in clinical contexts.
2. **Identify and describe** the most common mental health disorders occurring in childhood and adolescence, including their diagnostic criteria, etiology, risk factors, and developmental trajectories.
3. **Apply diagnostic principles** and assessment methods used in clinical psychology with children and adolescents, including interviews, standardized tools, and behavioral observation.
4. **Analyze case studies** and formulate preliminary clinical hypotheses based on developmental, family, social, and cultural factors.
5. **Differentiate between normative developmental processes and psychopathological symptoms** in children and adolescents.
6. **Demonstrate understanding of evidence-based intervention strategies**, including individual, family, and school-based approaches.
7. **Recognize ethical considerations** and professional standards in clinical work with minors and their families.
8. **Communicate clinical findings effectively**, using appropriate psychological terminology in both written and oral forms.

#### Prerequisites

Knowledge	<p>Upon completion of the course, the student:</p> <ul style="list-style-type: none"> <li>• Knows the main theories of child and adolescent psychological development in clinical contexts.</li> <li>• Understands the etiology, symptoms, and diagnostic criteria of the most common mental disorders in childhood and adolescence.</li> <li>• Is familiar with basic methods of psychological assessment and evidence-based interventions for minors.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Knows ethical principles of clinical work with children and adolescents.</li> </ul>
Skills	<p>Upon completion of the course, the student:</p> <ul style="list-style-type: none"> <li>• Differentiates between normative development and psychopathology.</li> <li>• Analyzes clinical case material and formulates preliminary diagnostic hypotheses.</li> <li>• Interprets basic assessment results.</li> <li>• Proposes appropriate forms of psychological support.</li> </ul>
Courses completed	<ul style="list-style-type: none"> <li>- Introduction to Psychology</li> <li>- Developmental Psychology</li> <li>- Basics of Clinical Psychology</li> </ul>

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15				15		

Teaching methods:

<ul style="list-style-type: none"> <li>• Lectures with multimedia presentations</li> <li>• Case study analysis</li> <li>• Group discussions</li> <li>• Practical exercises and workshops</li> <li>• Analysis of clinical case material</li> <li>• Individual and group assignments</li> </ul>
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Assessment methods:

	E – lear nin g	Di da cti c ga m es	Cl as se s in sc ho ol s	Fi el d cl as se s	L ab or at or y ta sk s	In di vi du al pr oj ec t	G ro up pr oj ec t	Di sc us si on pa rti ci pa ti on	St ud en t's pr es en tat ion	Wri tten assi gn men t (ess ay)	O r al e x a m	W ritt en ex am	O t h er
		X				X	X	X					

Assessment criteria	<p>Final grade is based on continuous assessment and includes:</p> <ul style="list-style-type: none"> <li>• <b>Individual project (30%)</b> – assessment of theoretical knowledge, ability to apply clinical concepts, accuracy of case analysis, logical argumentation, and use of professional terminology.</li> <li>• <b>Group project (30%)</b> – evaluation of collaborative work, quality of case formulation or intervention proposal, integration of theory and practice, and clarity of presentation.</li> <li>• <b>Participation in discussions (10%)</b> – active and substantive contribution to class discussions, critical thinking, and ability to relate theoretical knowledge to clinical examples.</li> <li>• <b>Didactic games / practical activities (10%)</b> – engagement, practical application of knowledge, problem-solving skills, and teamwork.</li> <li>• <b>Attendance (20%)</b> – regular and active attendance is required; students are expected to be prepared for classes and participate in scheduled activities.</li> </ul> <p>Assessment criteria include: understanding of course content, analytical skills, application of theoretical knowledge to clinical situations, clarity of communication, active participation, and consistent attendance.</p>
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Comments	
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#### Course content (topic list)

<ol style="list-style-type: none"> <li>1. Theoretical foundations of clinical psychology</li> <li>2. Developmental disorders</li> <li>3. Behavioral disorders</li> <li>4. Emotional disorders in children, adolescents, and adults</li> <li>5. Aggression in children and adolescents</li> </ol>
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6. Prevention, support of psychosocial functioning, and psychological intervention
7. Selected aspects of psychological assistance
8. Psychotherapy and therapeutic approaches for children and adolescents

Compulsory reading:

- Seligman, M. E. P., Walker, E. F., Rosenhan, D. L. (2001). *Abnormal Psychology*.
- Kendall, P. C. (2010). *Childhood Disorders*.
- Holley, J. M., Dwivedi, C. B., Mineka, S., Butcher, J. N. (2017). *Abnormal Psychology*, 16th Edn (XV chapter - Disorders of Childhood and Adolescence).
- Sturmey, P., Hersen, M. (2012). *Handbook of Evidence-based Practice in Clinical Psychology*.

Recommended reading:

- Kim-Cohen, J. Resilience and Developmental Psychopathology. *Child and Adolescent Psychiatric Clinics of North America*. 2007; 16: 271-283.
- DeFilippis, M. Dineen Wagner, K. Treatment of Autism Spectrum Disorder in Children and Adolescents. *Psychopharmacology Bulletin*. 2016;46(2): 18-41.
- Mohammadi, M., R. Generalized anxiety disorder: Prevalence, predictors, and comorbidity in children and adolescents. *Journal of Anxiety Disorders*. 2020; 73.
- Cichoń, L., Janas-Kozik, M., Siwiec, A., Rybakowski, J. K. Clinical picture and treatment of bipolar affective disorder in children and adolescents. *Psychiatria Polska*. 2020; 54(1): 35-50.