

## Institute of Psychology

**Winter semester:**

**Module I „Perspectives on mental health – history, support and treatment”**

<a href="#">Computer games - impact on psychological functioning and well-being</a>	30
<a href="#">Social media - impact on psychological functioning and well-being</a>	
<a href="#">Adults' counselling</a>	
<a href="#">Art Therapy</a>	
<a href="#">Drama and theatre therapy</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="#">Introduction to Neuropsychology</a>	
<a href="#">Psychological support in difficult situations</a>	

### Course card

Course title	<b>Computer games - impact on psychological functioning and well-being</b>
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Semester (winter/summer)	Winter semester	ECTS	6
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Lecturer(s)	Karolina Czernecka, PhD
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Department	Institute of Psychology
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#### Course objectives (learning outcomes)

The main objective of the course is to give participants basic understanding of various psychological aspects of gaming with strong emphasis on therapeutic and clinical aspects. Apart from history and typology of games, motivational, emotional and cognitive aspects of gaming will be discussed, both positive and negative. A part of the block will be also focused on gaming addiction and therapeutic uses of computer games and virtual reality.

#### Prerequisites

Knowledge	Basic understanding of psychological terms and concepts - recommended
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. Lecture
2. Group discussion

Assessment methods:

	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
								X				X	

Assessment criteria	Knowledge test (assigned reading and lecture content), forced choice.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> <li>1. Short history of computer games: from first games to modern times.</li> <li>2. Game taxonomy: genres and their psychological profiles.</li> <li>3. Motivation to play computer games: needs &amp; gratification perspectives.</li> <li>4. Gamer individual differences and their impact on gaming behavior.</li> <li>5. Physical fitness and circadian rhythm in computer gamers.</li> <li>6. Violent computer games and aggression: the big controversy.</li> <li>7. Disordered gaming: addiction and therapeutic approaches.</li> <li>8. Clinical uses of computer games: therapy, bereavement, rehabilitation.</li> </ol>
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Compulsory reading

Reading list will consist of research articles on various aspects of computer games. Articles will be all in English, approx. one per class. The final list of articles, updated to contain as many new research publications as possible, will be given to participants on second meeting.
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Recommended reading

Per request.
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### Course card

Course title	<b>Social media - impact on psychological functioning and well-being</b>		
Semester (winter/summer)	Winter semester	ECTS	6
Lecturer(s)	Karolina Czernecka, PhD		
Department	Institute of Psychology		

#### Course objectives (learning outcomes)

The main objective of the course is to give participants basic understanding of various psychological aspects social networking site usage, with strong emphasis on therapeutic and clinical aspects. Classification of social media will be presented, along with different reasons and patterns of usage, including personality differences and influences. A brief review of studies showing various beneficial and adverse effects of social media engagement will also be given, including clinical phenomena (depression, anxiety, eating disorders) and semi-clinical, such as FoMO or social media addiction.

#### Prerequisites

Knowledge	Basic understanding of psychological terms and concepts - recommended
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:

3. Lecture
4. Group discussion

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
	X				X							

Assessment criteria	Knowledge test (assigned reading and lecture content), forced choice.
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Comments	
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Course content (topic list)

<p>9. Traditional media vs social media: definition &amp; characteristic. Short history of modern social networking sites.</p> <p>10. Motivations behind social networking sites usage and specific behaviors exhibited online</p> <p>11. Individual differences of users and their impact on SNSs usage and on-line behavior.</p> <p>12. Authenticity, self- presentation and manipulation in on-line presence.</p> <p>13. Fake news, misinformation and sharing behavior.</p> <p>14. The dark side of social networking sites: trolling, cyberbullying and on-line risk-taking.</p> <p>15. Social networking sites, well-being and mental health.</p> <p>16. Semi-clinical aspects of social networking sites usage: FoMO, social media addiction and therapeutic approaches.</p>
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Compulsory reading

Reading list will consist of research articles on various aspects of social media. Articles will be all in English, approx. one per class. The final list of articles, updated to contain as many new research publications as possible, will be given to participants on second meeting.
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Recommended reading

Per request.
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### Course card

Course title	<b>Adult counseling</b>		
Semester (winter/summer)	Winter	ECTS	6
Lecturer(s)	Agnieszka Fudali-Czyż, PhD Agnieszka Franczok-Kuczmowska, 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:

1. Lecture
2. Group discussion
3. Group project
4. Intercultural simulation

#### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
					X	X	X					

Assessment criteria	<ol style="list-style-type: none"> <li>Attendance and discussion during the classes based on the obligatory literature</li> <li>Individual and group project regarding practical usage of acquired knowledge about psychological interventions</li> </ol>
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Comments	
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#### Course content (topic list)

<ol style="list-style-type: none"> <li>Introduction to helping relationship</li> <li>Communication competency in helping relationship</li> <li>Forms of help suited to a specific problem</li> <li>Counselling in practice</li> <li>Individual therapy – exercises</li> <li>Group therapy in action</li> <li>Group projects</li> </ol>
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#### Compulsory reading

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

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

### Course card

Course title	<b>Art Therapy</b>		
Semester (winter/summer)	Winter	ECTS*	6
Lecturer(s)	Malgorzata Ploszaj		
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.

#### Course objectives

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:

1. Lecture
2. Group discussion
3. Workshop
4. Independent work

Assessment methods:

Other	Written test	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
	X		X		X							

Assessment criteria	<ol style="list-style-type: none"> <li>1. Attendance and discussion during the classes based on the obligatory literature</li> <li>2. Final test (multiple choice), which covers material from lectures and obligatory reading or essay on art therapy based on literature</li> </ol>
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> <li>1. Introduction to Art therapy. Development of art therapy theory and practice.</li> <li>2. Dimensions of art therapy: person, work, therapy.</li> <li>3. Review of selected trends in art therapy.</li> <li>4. The specificity of art therapy.</li> <li>5. Art therapy and health in a holistic sense.</li> <li>6. The context of creativity in art therapy.</li> <li>7. Exercises of creative activity and their possible application in art therapy.</li> <li>8. Art therapist - towards the definition of a professional figure.</li> <li>9. Essay assessment and final test.</li> </ol>
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#### 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-role-of-the-arts-in-improving-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>		
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Semester (winter/summer)	Winter	ECTS	6
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Lecturer(s)	Joanna Ganczarek, PhD	
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Department	Institute of Psychology	
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#### 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.

#### 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:

1. Lecture
2. Workshops (self-experience)
3. Presentations with the use multimedia

#### Assessment methods:

E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
					X		X					

Assessment criteria	Students' knowledge and understanding will be assessed through their individual project and group discussions.
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Comments	
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#### Course content (topic list)

1. Introduction to psychotherapy. From psychoanalysis to third wave cognitive behavioural therapy.
2. Brief history of theatre. The idea of katharsis.
3. Experimental theatre and self-practice.
4. History of drama and theatre therapy.
5. Techniques of drama and theatre therapy – play therapy.
6. Techniques of drama and theatre therapy – masks.
7. Techniques of drama and theatre therapy – forum theatre.
8. 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).
- Sajnani, N. (2009). Theatre of the oppressed: Drama therapy as cultural dialogue. *Current approaches in drama therapy*, 461-482.
- Sajnani, 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

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

#### 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

<b>Knowledge</b>	General knowledge of psychology
<b>Skills</b>	
<b>Courses completed</b>	

#### 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:

5. Lecture
6. Group discussion
7. Workshop
8. Film screening

#### Assessment methods:

	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
								X				X	

Assessment criteria	<ol style="list-style-type: none"> <li>3. Attendance and discussion during the classes based on the obligatory literature</li> <li>4. Final test (multiple choice), which is based on understanding human behavior in social situations and covers material from lectures and obligatory reading.</li> </ol>
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Comments	
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#### Course content (topic list)

<ol style="list-style-type: none"> <li>1. Introduction to Social Psychology. Ethical dilemmas in Social Psychology. Discussion based on movie "Quiet Rage. The Stanford Prison Experiment" by Musen, Zimbardo (1988).</li> <li>2. Social perception and social cognition. Attribution.</li> <li>3. Attitudes and Behavior. Persuasion and attitudes change.</li> <li>4. Social influence and group dynamic. Conformity and Obedience. Group influence.</li> <li>5. Attraction and romantic relationships.</li> <li>6. Altruism and pro-social behavior.</li> <li>7. Prejudice, aggression and conflicts.</li> <li>8. Conclusions about Social Psychology. Final test.</li> </ol>
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#### Compulsory reading

<ol style="list-style-type: none"> <li>1. Aronson, E., Wilson, T. D., &amp; Akert, R. M. (2010). <i>Social Psychology</i> (7th ed.). Upper Saddle River, NJ: Prentice Hall.</li> <li>2. Millon, T., Lerner, M.J. (2003). <i>Handbook of Psychology. Vol.5 Personality and Social Psychology</i>. New Jersey: John Wiley &amp; Sons, Inc.</li> <li>3. Myer, D.G. <i>Psychology</i>. Fifth Edition. Chapter 18. Social Psychology. (pp. 548-591). New York: Worth Publishers.</li> </ol>
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#### 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)	Agnieszka Lasota, PhD		
Department	Institute of Psychology		

#### Course objectives (learning outcomes)

The course aims to provide students with the current knowledge of psychological development in children, adolescents and adults, taking into account the fundamental areas of development: cognitive, emotional, social & moral.

Students will have the opportunity to learn about the basic psychological theories 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-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	X	X	X			X		X	X				X

Assessment criteria	Attendance and discussion in class based on compulsory reading. One absence per semester is allowed. Positive assessment of an individual project on developmental psychology.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> <li>1. Developmental psychology - terms, constructs, concepts.</li> <li>2. Cognitive development: Piaget's theory and Vygotsky's sociocultural perspective.</li> <li>3. Social development: Erikson's theory.</li> <li>4. Development of language and communication skills.</li> <li>5. Emotional development and attachment.</li> <li>6. Moral development – Laurence Kohlberg's theory.</li> <li>7. Parenting styles, attitudes, and intergenerational transmission.</li> </ol>
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Compulsory reading

<ol style="list-style-type: none"> <li>1. Marta Lally, Suzanne Valentine-French (2019), <i>Lifespan Development: A Psychological Perspective</i>. Second Edition, CC. (chapters selected)</li> <li>2. David Shaffer, Katherine Kipp (2010), <i>Developmental Psychology Childhood and Adolescence</i>, Cengage Learning (chapters selected)</li> <li>3. Laura Berk (2007). <i>Development through the life span</i> (4th ed.). Boston: Allyn and Bacon (chapters selected)</li> <li>4. Helen Bee (1998), <i>Lifespan Development</i>, 2<sup>nd</sup> Edition, Prentice Hall, (chapters selected)</li> <li>5. Jean Piaget, Barbel Inhelder (1969), <i>The Psychology of the child</i>, Basic Books, New York.</li> </ol>
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Recommended reading

*Five selected articles about developmental psychology*

### Course card

Course title	<b>Psychology of emotions</b>		
Semester (winter/summer)	Summer	ECTS	6
Lecturer(s)	Agnieszka Lasota, PhD		
Department	Institute of Psychology		

#### Course objectives (learning outcomes)

The course aims to provide students with current knowledge about the development of emotions in childhood, adolescence, and adulthood. Students will have the opportunity to learn about two approaches to the study of emotions and to compare and contrast the major modern theories of emotion. They will consider the question of which emotions are inherited and which are learned. Students will learn examples of emotions as independent, intervening and dependent variables.

#### 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 / group project

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
x				x	x		x			x	x	x

Assessment criteria	<p>Attendance and discussion in class based on compulsory reading. One absence per semester is allowed.</p> <p>Positive assessment of the individual project (participation in international collaborative research) on a chosen emotion and its relationship to other aspects of human development.</p>
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Comments	
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Course content (topic list)

8. Dimensions of emotions: observable emotional behaviors (such as facial expressions), arousal, verbal labels or explanations attached to emotional states.
9. The development of positive emotions - Gratitude
10. The development of negative emotions and behaviors - Anger and aggression
11. The development of positive emotions - Empathy
12. The development of difficult emotions - Fear and anxiety
13. The development of positive emotions - Happiness and joy
14. Theories of Sadness and depression
15. The development of difficult interpersonal emotions - Jealousy and envy.

## Compulsory reading

- Paula Niedenthal, Silvia Krauth-Gruber, Francois Ric, 2006, *Psychology of Emotion. Interpersonal, Experiential and Cognitive Approaches*. Psychology Press (chapters selected)
- Richard A. Kasschau, 1985, *Psychology: Exploring Behavior*, chapter 1, Pearson Prentice Hall; 2nd edition,
- C. Nathan DeWall, Nathaniel M. Lambert, Richard S. Pond, Jr1, Todd B. Kashdan, and Frank D. Fincham, A. 2012, *Grateful Heart is a Nonviolent Heart: Cross-Sectional, Experience Sampling, Longitudinal, and Experimental Evidence*, *Social Psychological and Personality Science* 3 (2) 232-240
- Agnieszka Lasota, 2017, *Association of affective and cognitive empathy with various dimensions of aggression among Polish adolescents*, *Annales Universitatis Paedagogicae Cracoviensis, studia Psychologica* 10.
- Anna Karin Hedström, Rino Bellocco, Ola Hössjer, Weimin Ye, Ylva Trolle Lagerros, Torbjörn Åkerstedt, 2020, *The relationship between nightmares, depression and suicide*, *Sleep Medicine*.
- Philip C. Watkins, 2019, *Appraising joy*, *The Journal of Positive Psychology*, DOI: 10.1080/17439760.2019.1685570
- King, P. E. & Defoy, F., 2020. *Joy as a virtue: The means and ends of joy*. *Journal of Psychology and Theology*.

## Recommended reading

*Selected articles about psychology of emotions*

### Course card

Course title	<b>Introduction to Neuropsychology</b>		
Semester (winter/summer)	<b>Summer semester</b>	ECTS	<b>6</b>
Lecturer(s)	<b>Karolina Czernecka, PhD</b>		
Department	<b>Institute of Psychology</b>		

#### Course objectives (learning outcomes)

The main objective of the course is to familiarize the students with basic concepts and issues in neuropsychology and clinical neuropsychology. During first part of the course, participants will be acquainted with structure and functions of the nervous system (with particular emphasis on the brain. Second part of the course will be focused on basic psychological functions, such as language, sensory or motor processes, emotional processing and others, their neural correlates, realization in a healthy brain and possible changes as a consequence of brain damage or other pathological processes. Possible forms of therapy and chances for neuropsychological rehabilitation will also be mentioned.

#### Prerequisites

Knowledge	Basic knowledge about human nervous system and understanding of elementary psychological terms and processes (introductory level) – recommended
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:

5. Lecture
6. Group discussion
7. Multimedia (interviews, documents, case studies)

Assessment methods:

E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
					x		x				x	

Assessment criteria	Knowledge test (assigned reading and lecture content), forced choice
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Comments	
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Course content (topic list)

17. Anatomy of the nervous system. Directional and sectional planes. Neurons – structure and function. Impulse generation and propagation. Synapses and neurotransmitters. Central and peripheral nervous system – overview and functional details.
18. Senses. Sight, hearing, touch/pain and their brain localization. Sensory pathways in a normal brain. Agnosias in different modalities. Complex types of agnosia (prosopagnosia, amusia). Plasticity and compensation mechanisms in sensory loss.
19. Movement. Reflex vs praxis. Brain areas involved in motor planning and execution of movement. Mirror neurons system. Parkinson's and Huntington's diseases. Basic types of apraxia – symptoms, diagnosis, rehabilitation.
20. Language. Language asymmetry in the brain. Basic research methods. Broca's and Wernicke's areas. Types of aphasia – symptoms, causes, diagnosis, forms of therapy. Developmental aphasia. Role of the non-dominant hemisphere in language processes.
21. Memory. Basic types of memory (short/long-term, working memory), brain correlates. Diagnostic methods and memory tests. Anterograde and retrograde amnesia. Korsakoff's syndrome. Dementia and Alzheimer's disease.
22. Attention. Definition, types and basic functions. Examples of diagnostic and research methods in children and adults. Hemineglect. Brain correlates of developmental attentional deficits.
23. Emotions. Affects and emotions – definition. Emotional priming, somatic markers and their brain localization. Basic emotions and limbic system. Amygdala, frontal cortex and their role in emotional processing. Disinhibition. Kluver-Bucy syndrome. Emotions asymmetry in the brain.
24. Individual differences and the brain. Influence of differential variables on brain structure and functioning (e.g. left/right-handedness, gender). Brain adaptation to individually chosen activities (e.g. musical education, dancing).

### Compulsory reading

Selected chapters from:

Pinel, J.P.J., Barnes, S. J. (2018). *Biopsychology. 10th edition*. Pearson.

### Recommended reading

Per request.



### Course card

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

1. Group discussion
2. Text analysis
3. Lecture
4. Film screening
5. Role-play

Assessment methods:

	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
		X					X	X					

Assessment criteria	Attendance and discussion during the classes based on the obligatory literature. Positive assessment of an individual project on psychology 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>
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- Corcoran, J., Pillai, V. (2009). A review of the research on solution-focused therapy. *British Journal of Social Work*, 39(2), 234-242.
- Bannink, F. P. (2007). Solution-focused brief therapy. *Journal of contemporary psychotherapy*, 37(2), 87-94.
- 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.