

Institute of Psychology

Winter semester:

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

Computer games - impact on psychological functioning and well-being	20
Social media - impact on psychological functioning and well-being	
Adults' counselling	
Art Therapy	

Summer semester:

Module I „General Psychology”

Social Psychology	20
Developmental Psychology	
Psychology of Emotion	
Introduction to Neuropsychology	

Course card

Course title	Computer games - impact on psychological functioning and well-being		
Semester (winter/summer)	Winter semester	ECTS	5
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 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 (especially VRET).

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			30						

Teaching methods:

1. Lecture
2. Group discussion
3. Text analysis
4. Multimedia (interviews, documents, lectures, available on-line for viewing)

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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Course content (topic list)

1. Short history of computer games: from first games to modern times.
2. Game taxonomy: genres and their psychological profiles.
3. Motivation to play computer games: needs & gratification perspectives.
4. Gamer individual differences and their impact on gaming behavior.
5. Physical fitness and circadian rhythm in computer gamers.
6. Violent computer games and aggression: the big controversy.
7. Disordered gaming: addiction and therapeutic approaches.
8. Clinical uses of computer games: therapy, bereavement, rehabilitation.

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.

Recommended reading

Per request.

Course card

Course title	Social media - impact on psychological functioning and well-being
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Semester (winter/summer)	Winter semester	ECTS	5
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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 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. A brief review of studies showing various beneficial and adverse effects of social media engagement will also be given, including clinical phenomena such as FoMO or 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			30					

Teaching methods:

5. Lecture
6. Group discussion
7. Text analysis
8. Multimedia (interviews, documents, lectures, available on-line for viewing)

Assessment methods:

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

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

9. Traditional media *vs* social media: definition & characteristic. Short history of modern social networking sites.
10. Motivations behind social networking sites usage and specific behaviors exhibited online (e.g. challenges, selfies etc.).
11. Individual differences of users and their impact on social networking sites usage and on-line behavior.
12. Authenticity, self- presentation and manipulation in on-line presence.
13. Fake news, misinformation and sharing behavior.
14. “Doom scrolling”: social networking sites, well-being and mental health.
15. The dark side of social networking sites: trolling, cyberbullying and on-line risk-taking.
16. Clinical aspects of social networking sites usage: FoMO, addiction and therapeutic approaches.

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.

Recommended reading

Per request.

Course card

Course title	Adults' counselling		
Semester (winter/summer)	Winter	ECTS*	5
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 adults' counselling, as well as variety of practical interventions in intercultural environment. Students will have opportunity to learn about different types of adults' counselling 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 test	Oral exam	Group 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	<ol style="list-style-type: none"> 1. Attendance and discussion during the classes based on the obligatory literature 2. Group project regarding practical usage of acquired knowledge about
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Comments

Course content (topic list)

1. Introduction to helping relationship
2. Communication competency in helping relationship
3. Forms of help suited to a specific problem
4. Counselling in practice
5. Individual therapy – exercises
6. Group therapy in action
7. Group projects

Compulsory reading

1. Cooper, M. (2008). Essential research findings in counselling and psychotherapy. London: Sage
2. Corey, G. (2009). Theory and practice of counselling and psychotherapy (8th ed.). Belmont: Thomson/Brooks/Cole.

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.

Course card

Course title	Art Therapy		
Semester (winter/summer)	Winter	ECTS*	5
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 someones 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"> 1. Attendance and discussion during the classes based on the obligatory literature 2. 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)

<ol style="list-style-type: none"> 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.

<p>Compulsory reading</p> <p>Fancourt, D, and Finn, S. (2019). <i>What Is the Evidence on the Role of the Arts in Improving Health and Well-Being? A Scoping Review</i>. 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</p> <p>Witte M, Orkibi H, Zarate R, Karkou V, Sajnani 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. <i>Front. Psychol.</i> 12:678397. doi: 10.3389/fpsyg.2021.678397</p> <p>Dubowski, J. (1989). Art versus language (separate development during childhood). In C. Case (Ed.), <i>Working with children in art therapy</i> (pp. 7–22). London: Tavistock/Routledge.</p> <p>Furth G.M(1988). <i>The secret world of drawings, A Jungian Approach to Healing Through Art</i>. Inner City Books, Canada</p> <p>Oaklander V,(1999) <i>Windows to Our Children</i>, A Publikation of the Gestalt Journal, USA</p> <p>Waller D., <i>Art Therapy for Children: How It Leads to Change</i> The online version of this article can be found at: http://ccp.sagepub.com/cgi/content/abstract/11/2/271</p> <p>Recommended reading</p> <p>Malchiodi C.A., Malchiodi C., <i>Handbook of Art Therapy</i>, The Guilford Press, 2002.</p> <p>McNiff S., <i>Art Heals: How Creativity Cures the Soul</i>, 2004.</p> <p>Rubin J.A., <i>Child Art Therapy</i>, Wiley, 2005.</p>

Course card

Course title	Social Psychology		
Semester (winter/summer)	Summer	ECTS	5
Lecturer(s)	Karolina Pietras, Ph.D		
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			30					

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"> 3. Attendance and discussion during the classes based on the obligatory literature 4. Final test (multiple choice), which is based on understanding human behavior
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in social situations and covers material from lectures and obligatory reading.

Comments

Course content (topic list)

1. Introduction to Social Psychology. Ethical dilemmas in Social Psychology. Discussion based on movie "Quiet Rage. The Stanford Prison Experiment" by Musen, Zimbardo (1988).
2. Social perception and social cognition. Attribution.
3. Attitudes and Behavior. Persuasion and attitudes change.
4. Social influence and group dynamic. Conformity and Obedience. Group influence.
5. Attraction and romantic relationships.
6. Altruism and pro-social behavior.
7. Prejudice, aggression and conflicts.
8. 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.
- Zimbardo, P. (2007) *The Lucifer Effect. How Good People Turn Evil*. New York: Random House

Course card

Course title	Psychology of emotions		
Semester (winter/summer)	Summer	ECTS	5
Lecturer(s)	Agnieszka Lasota, PhD		
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:

9. Group discussion
10. Workshop (online)
11. Presentation
12. Short movies, interactive presentations
13. 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				

Assessment criteria: Attendance and discussion during the classes based on the obligatory literature. Positive assessment of the individual project (essay or presentation) on one selected emotion, its relation to other aspects of human development.

Comments

Course content (topic list)

1. Dimensions of emotions: observable emotional behaviors (such as facial expressions), arousal, verbal labels or explanations attached to emotional states.
2. The development of positive emotions - Gratitude
3. The development of negative emotions and behaviors - Anger and aggression
4. The development of positive emotions - Empathy
5. The development of difficult emotions - Fear and anxiety
6. The development of positive emotions - Happiness and joy
7. Theories of Sadness and depression
8. 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	Introduction to Neuropsychology		
Semester (winter/summer)	Summer semester	ECTS	5
Lecturer(s)	Karolina Czernecka, PhD		
Department	Institute of Psychology		

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			30					

Teaching methods:

9. Lecture
10. Group discussion
11. Text analysis
12. Multimedia (interviews, documents, lectures, available on-line for viewing)

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

Comments

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	Developmental Psychology		
Semester (winter/summer)	Summer	ECTS	5
Lecturer(s)	Małgorzata Płoszaj		
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:

14. Group discussion
15. Workshop (online)
16. Presentation
17. Short movies, interactive presentations
18. 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				

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)

9. Developmental psychology - terms, constructs, concepts.
10. Cognitive development: Piaget's theory and Vygotsky's Sociocultural Viewpoint. Social development: Erikson's theory.
11. Parenting Styles, Attitudes, Intergenerational transmission.
12. The Intergenerational Transmission in the Family
13. Autism-causes, diagnosis, treatment
14. Selfregulation in Children and Adolescent
15. Discussion of assigned work

Compulsory reading

1. 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.
2. LallyM, Valentine-French S. (2019), *Lifespan Development: A Psychological Perspective*. Second Edition, CC. (chapters selected)
3. 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.
4. 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.
5. 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.
6. 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.
7. 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>
8. 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

Five selected articles about developmental psychology

Course card

Course title	Psychology of emotions		
Semester (winter/summer)	Summer	ECTS	5
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

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

Teaching methods:

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

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Assessment methods:

	E-l e a r n i n g	Di da cti c g a m e s	Cl a s s i n s c h o o l s	Fiel d c l a s s e s	La b o r a t o r y t a s k s	In d i v i d u a l p r o j e c t	G r o u p p r o j e c t	Disc u s s i o n p a r t i c i p a t i o n	St u d e n t s p r e s e n t a t i o n	Wri t t e n a s s i g n m e n t (e s s a y)	O r a l e x a m	W r i t t e n e x a m	O t h e r
		x						x				x	x

Assessment criteria	Attendance (max 1 unjustified absence) Activity Quiz (60% + 1)
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Comments	
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Course content (topic list)

1. What is an emotion?
2. Classic theories of emotions
3. Modern theories of emotions
4. A multicultural approach to emotions
5. Emotional intelligence - definitions, theories, development
6. Emotion recognition
7. Emotional disorders

Literature (obligatory)

Cacioppo, J. T., Gardner, W. L. (1999). Emotion. *Annual Review of Psychology*, 50(1), s. 191-214.

Cannon, W. B. (1927). The James-Lange theory of emotion: A critical examination and an alternative theory. *The American Journal of Psychology*, 39(1/4), s. 106–24.

Barrett, L. F. (2016). The theory of constructed emotion: An active inference account of interception and categorisation. *Social Cognitive and Affective Neuroscience*, 12(1), s. 20–46.

Ekman, P. (1970). Universal facial expressions of emotion. *California Mental Health Research Digest*, 8(4), s. 151–158.

Porter, R. E., Samovar, L. A. (1998). Cultural influences on emotional expression: Implications for 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

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