

Institute of Psychology

Winter semester:

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

Psychological support in difficult situations	30
Adults' counselling	
Art Therapy	
Drama and theatre therapy	
Psychology of somatically ill people	

Summer semester:

Module I „General Psychology”

Social Psychology	30
Developmental Psychology	
Psychology of Emotion	
Eye tracking in psychology	
Positive Psychology in Practice	

Course card

Course title	Psychological support in difficult situations		
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-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
	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.
---------------------	---

Comments	
----------	--

Course content (topic list)

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

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 & 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> <p>Rollnick, S., Butler, C. C., Kinnersley, P., Gregory, J., Mash, B. (2010). Motivational interviewing. In N. Heather & T. Stockwell (Eds.), <i>The Essential Handbook of Treatment and Prevention of Alcohol Problems</i> (pp. 105-115).</p> <p>Miller, W. R., Moyers, T. B. (2006). Eight stages in learning motivational interviewing. <i>Journal of Teaching in the Addictions</i>, 5(1), 3-17.</p> <p>Weizenbaum, J. (1966). ELIZA—a computer program for the study of natural language communication</p>

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	Art. Therapy		
Semester (winter/summer)	Winter	ECTS*	6
Lecturer(s)	Malgorzata Ploszaj, 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 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:

Lecture
 Group discussion
 Workshop
 Independent work

Assessment methods:

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

Comments

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-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	Drama and Theatre Therapy		
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 – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students 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.
---------------------	--

Comments	
----------	--

Course content (topic list)

<p>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.</p>

Compulsory reading

<p>Armstrong, C. R., Frydman, J. S., & Wood, S. (2019). Prominent themes in drama therapy effectiveness research. <i>Drama Therapy Review</i>, 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.), <i>The Oxford Handbook of Clinical Psychology</i> (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.), <i>Twentieth Century Actor Training</i> (pp. 11-36). Routledge. Marshall, L., & Williams, D. (2000). Peter Brook: transparency and the invisible network. In A. Hodge (Ed.), <i>Twentieth Century Actor Training</i> (pp. 174-190). Routledge. Sajjani, N., Mayor, C., & Boal, J. (2021). Theatre of the oppressed. In D. R. Johnson, & E. Emunah (Eds.), <i>Current Approaches in Drama Therapy</i> (561-585). Charles C. Thomas Publisher Ltd Wolford, L. (2000). Grotowski's vision of the actor: the search for contact. In A. Hodge (Ed.), <i>Twentieth Century Actor Training</i> (pp. 191-208). Routledge.</p>

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

Course title	Psychology of somatically ill people		
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:

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

Assessment criteria	<p>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.</p>
---------------------	--

Comments	
----------	--

Course content (topic list)

<p>Psychological aspects of:</p> <ol style="list-style-type: none"> 1. Oncological diseases 2. Cardiological diseases 3. Surgery 4. Gynecology and obstetrics 5. Endocrine diseases. Autoimmune diseases. 6. Death- medical and psychological aspects. 7. Psychology of somatic diseases in the course of life. 8. Patients' counselling.

Compulsory reading

<p>1. Kuhnt, S., Brähler, E., Faller, H., Härter, M., Keller, M., Schulz, H.,..., Mehnert, A. (2016). Twelve-month and lifetime prevalence of mental disorders in cancer patients. <i>Psychotherapy and psychosomatics</i>, 85(5), 289-296.</p> <p>Sumalla, E. C., Ochoa, C., & Blanco, I. (2009). Posttraumatic growth in cancer: reality or illusion?. <i>Clinical psychology review</i>, 29(1), 24-33.</p> <p>2. Salzmann, S., Salzmann-Djufri, M., Wilhelm, M., & Euteneuer, F. (2020). Psychological preparation for cardiac surgery. <i>Current cardiology reports</i>, 22, 1-10.</p> <p>Lemon, J., & Edelman, S. (2007). Psychological adaptation to ICDs and the influence of anxiety sensitivity. <i>Psychology, health & medicine</i>, 12(2), 163-171.</p> <p>3. 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,</p>

129.

Duarte-Guerra, L. S., Coêlho, B. M., Santo, M. A., & Wang, Y. P. (2015). Psychiatric disorders among obese patients seeking bariatric surgery: results of structured clinical interviews. *Obesity Surgery*, 25, 830-837.

4.

Farren, J., Mitchell-Jones, N., Verbakel, J. Y., Timmerman, D., Jalbrant, M., & Bourne, T. (2018). The psychological impact of early pregnancy loss. *Human reproduction update*, 24(6), 731-749.

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.

5.

Rubin, R. R., & Peyrot, M. (2001). Psychological issues and treatments for people with diabetes. *Journal of clinical psychology*, 57(4), 457-478.

Sturgeon, J. A., Finan, P. H., & Zautra, A. J. (2016). Affective disturbance in rheumatoid arthritis: psychological and disease-related pathways. *Nature Reviews Rheumatology*, 12(9), 532-542.

6.

Redondo Elvira, T., Ibanez del Prado, C., & Cruzado, J. A. (2023). Psychological well-being in palliative care: a systematic review. *OMEGA-Journal of Death and Dying*, 87(2), 377-400.

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.

7.

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.

8.

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.

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	Social Psychology		
Semester (winter/summer)	Summer	ECTS	6
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		15				15		

Teaching methods:

Lecture
 Group discussion
 Workshop
 Film screening

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
	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.
---------------------	--

Comments	
----------	--

Course content (topic list)

<p>Introduction to Social Psychology. Ethical dilemmas in Social Psychology. Discussion based on movie “Quiet Rage. The Stanford Prison Experiment” by Musen, Zimbardo (1988). Social perception and social cognition. Attribution. Attitudes and Behavior. Persuasion and attitudes change. Social influence and group dynamic. Conformity and Obedience. Group influence. Attraction and romantic relationships. Altruism and pro-social behavior. Prejudice, aggression and conflicts. Conclusions about Social Psychology. Final test.</p>

Compulsory reading

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

Recommended reading

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.
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	Developmental Psychology		
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:

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

Comments	
----------	--

Course content (topic list)

<p>Developmental psychology - terms, constructs, concepts. Cognitive development: Piaget's theory and Vygotsky's Sociocultural Viewpoint. Social development: Erikson's theory. Parenting Styles, Attitudes, Intergenerational transmission. The Intergenerational Transmission in the Family Autism-causes, diagnosis, treatment Selfregulation in Children and Adolescent Discussion of assigned work</p>

Compulsory reading

<p>Godfrey D., G., Downes, N., Cappe, E. (2023). A Systematic Review of Family Functioning in Families of Children on the Autism Spectrum. <i>Journal of Autism and Developmental Disorders</i>, 1-22. LallyM, Valentine-French S. (2019), <i>Lifespan Development: A Psychological Perspective</i>. 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. <i>Autism</i>, 13623613221146444. Li, Z., Xu, X., & Xing, X. (2023). The intergenerational transmission of executive function: The mediating effect of parental harsh discipline. <i>Child Abuse & Neglect</i>, 136, 106019. McClelland, M., Geldhof, J., Morrison, F., Gestsdóttir, S., Cameron, C., Bowers, E., Grammer, J. (2018). Self-regulation. <i>Handbook of life course health development</i>, 275-298. Stark, M. D., Lindo, E. J. (2023). Executive functioning supports for college students with an autism spectrum disorder. <i>Review Journal of Autism and Developmental Disorders</i>, 10(4), 604-614. Wang, S., Liu, C., Byrne, E.M.. (2023). Measuring preschoolers' behavioral self-regulation in the contexts of child-adult interactions. <i>Current Psychology</i> 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. <i>Trauma, Violence, & Abuse</i>, 24(5), 3251-3264. https://doi.org/10.1177/15248380221126186</p>
--

Recommended reading

Course card

Course title	Positive Psychology in Practice		
Semester (winter/summer)	Summer	ECTS	6
Lecturer(s)	Malwina Dankiewicz, PhD		
Department	Institute of Psychology		

Course objectives (learning outcomes)

The aim of the course is to provide students with knowledge of key issues related to positive psychology – a contemporary psychological approach whose findings have applications across various domains of personal, cultural, and social life. By engaging with these concepts, students gain an understanding of the assumptions, specificity, and objectives of positive psychology. Students acquire tools that facilitate personal development, support others in gaining deeper self-understanding, and enhance the psychological well-being of various social groups. Students develop the ability to think within the framework of positive psychology and apply its findings to the implementation of interventions aimed at enhancing the quality of human life.

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:

Interactive lecture, multimedia presentations, explanation, group discussion, case study, individual and group exercises, individual project, self-observation, visualization.

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	Students earn course credit based on attendance (all sessions are mandatory; any absences must be compensated by completing an additional assignment), active participation in classes, including group work and engagement in forum discussions. Additionally, the completion of an individual project is required.
---------------------	--

Comments	
----------	--

Course content (topic list)

<ol style="list-style-type: none"> 1. The concept of happiness 2. The personality of a happy person 3. Coping in positive psychology 4. Quality of life 5. Loving yourself: creativity, sense of humor, and “magical thinking” 6. Flaws, cardinal virtues, and the good life – hedonistic and eudaimonic approaches 7. Can happiness and optimism be learned? – A case study

Compulsory reading

<ol style="list-style-type: none"> 1. Diener, E., Lucas, R. E., Oishi, S. (2002). Subjective well-being: The science of happiness and life satisfaction. W: C. R. Snyder i S. J. Lopez (red.), <i>Handbook of positive psychology</i> (s. 63-73). Oxford: OUP. 2. Lambert, L., Passmore, H., Joshanloo, M. A. (2019). Positive psychology intervention program in a culturally-diverse university: Boosting happiness and reducing fear. <i>Journal of Happiness Studies</i>, 20, 1141-1162. 3. Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. <i>Journal of Personality and Social Psychology</i>, 57, 1069-1081. 4. Seligman, M. (2018). PERMA and the building blocks of well-being. <i>The Journal of Positive Psychology</i>, 13(4), 333-335.

Recommended reading

1. Antonovsky, A. (1987). *Unraveling the mystery of health. How people manage stress and stay well*. San Francisco-London: Jossey-Bass Publishers.
2. Antonovsky, A. (1996). The salutogenic model as a theory to guide health promotion. *Health Promotion International*, 11(1), 11-18.
3. Baggini, J. (2004). *What's it all about? Philosophy and the meaning of life*. New York: Granta Books.

4. Binder, M., Coad, A. (2011). From average Joe's happiness to miserable Jane and cheerful John: Using quantile regressions to analyze the full subjective well-being distribution. *Journal of Economic Behavior & Organization*, 79(3), 275-290.
5. Deng, J., Li, T., Wang, J., Zhang, R. (2020). Optimistically accepting suffering boosts happiness: Associations between buddhism patience, selflessness, and subjective authentic-durable happiness. *Journal of Happiness Studies*, 21, 223–240.
6. Diener, E., Lucas, R. E. (1999). Personality and subjective well-being. W: D. Kahneman, E. Diener i N. Schwarz (red.), *Well-being: The foundations of hedonic psychology* (s. 213-229). New York: Russell Sage Foundation.

Course card

Course title	Eye tracking in psychology		
Semester (winter/summer)	Summer	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 state of the art of eye tracking research, starting from biological bases and ending in specific current usages of eye tracking in psychological practice.

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. Individual & Group project
4. Intercultural simulation

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students 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"> Attendance and discussion during the classes based on the obligatory literature Individual and group projects regarding practical usage of acquired knowledge about eye tracking in psychology
---------------------	---

Comments	
----------	--

Course content (topic list)

- The Introduction to eye tracking research
- The close-up on human visual system: the eye and the cortex
- Types of eye movements, psychological interpretations, and applications
- Eye movements and attention research in experts and laypersons
- Eye movements in consumer research
- Eye tracking research in clinical groups
- Individual projects with selected eye tracking research case
- Group projects with selected eye tracking research area

Compulsory reading

- Duchowski, A. (2007). Eye tracking methodology – Theory and practice. Springer.
- Holmqvist, K., Nystrom, M., Andersson, R., Dewhurst, R., Jarodzka, H., Weijer, J. (2011). Eye tracking – A Comprehensive Guide to Methods and Measures. Oxford.

Recommended reading

- Majoranta, P., Aoki, H., Donegan, M. (2012). Gaze Interaction and Applications of Eye Tracking: Advances in Assistive. IGI Global.

Course card

Course title	Adult counseling		
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:

5. Lecture
6. Group discussion
7. Individual & Group project
8. Intercultural simulation

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students 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"> 3. Attendance and discussion during the classes based on the obligatory literature 4. Individual and group project regarding practical usage of acquired knowledge about psychological interventions
---------------------	---

Comments	
----------	--

Course content (topic list)

<ol style="list-style-type: none"> 9. Introduction to helping relationship 10. Communication competency in helping relationship 11. Forms of help suited to a specific problem 12. Counselling in practice, Individual projects 13. Individual therapy – exercises 14. Group therapy in action 15. Group projects
--

Compulsory reading

<ol style="list-style-type: none"> 3. Cooper, M. (2008). Essential research findings in counselling and psychotherapy. London: Sage 4. Corey, G. (2009). Theory and practice of counselling and psychotherapy (8th ed.). Belmont: Thomson/Brooks/Cole.
--

Recommended reading

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

Course card

Course title	Psychology of emotions		
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 (Semin ar)	P (Proje ct)	E (Exa m)	
Contact hours			15				15	

Teaching methods:

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

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

Assessment criteria	Attendance (max 1 unjustified absence) Activity Essay & group project
---------------------	---

Comments	
----------	--

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 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.