Chair of Psychology

Winter semester:

Module I „Psychology of Communication”

The main goal of the module is to provide students with complex knowledge on communication, referring to intercultural, social, interpersonal as well as intra-personal level. The module consists of four courses containing current themes in communication theory and applied communication research along with trainings of communication skills.

“Intercultural Communication” course focuses on the role of culture in communication practices, specifically its influence on perception, social categorization, conflict resolution and relating to others. It offers students opportunity to develop sound knowledge and intercultural competencies in managing differences in culturally diversified environment.

“Computer Games and Social Media – A Psychological Perspective” is the study of current trends in communication via social media, as well as social psychology of gaming. The course presents interpersonal aspects of using social media and on-line playing, along with topics of image management in on-line communication.

“Communication Skills Training” is a training aimed at improving communication skills in interpersonal interactions. Students will learn and practice verbal and nonverbal ways to communicate successfully, learn to manage the interpersonal conflicts, as well as learn to prepare and conduct communication training for a respective target groups.

Finally, the course “The Psychology of Emotion Regulation” address the communication on the intra-personal level presenting the issues of managing one’s emotional reactions. The content covers i.a. emotion regulation during life-span, its biological and cognitive foundation, relations to well-being. The clinical application presented in the course demonstrate tools and strategies of emotion regulations, performance anxiety in particular.

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<thead>
<tr>
<th>Course</th>
<th>20</th>
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<tbody>
<tr>
<td>Intercultural Communication</td>
<td></td>
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<tr>
<td>Computer Games and Social Media – A Psychological Perspective</td>
<td></td>
</tr>
<tr>
<td>Communication Skills Training</td>
<td></td>
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<tr>
<td>The Psychology of Emotion Regulation</td>
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</tbody>
</table>
Summer semester:

Module I „General Psychology”

The main goal of the module is to familiarize students with current, basic knowledge of psychology of human development and emotions, social relations with other people and functioning of the brain.

“Social Psychology” course provides students with basic knowledge in the field of social cognition, attitudes and interpersonal relations. Students will gain the ability to predict and explain social behavior.

“Developmental Psychology” is the study of an individual’s cognitive, social, emotional, moral and biological development through their lifespan. Students will obtain knowledge on vital developmental theories. After completing the course they will better understand universal and individual aspects of human development at its various stages.

During the course “Introduction to Neuropsychology” students become familiar with the basic concepts of neuropsychology. They will gain knowledge of the anatomy and functioning of brain structures. They will learn about selected tools and methods used in neuropsychological diagnosis.

“Psychology of Emotion” discusses the evolutionary origins and biological bases of emotions and emotional expressions; emotional development in infants, children, and adults. Students gain firsthand experience with research findings and diagnostic methods of emotional state through personal participation.

<table>
<thead>
<tr>
<th>Social Psychology</th>
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<tbody>
<tr>
<td>Developmental Psychology</td>
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<tr>
<td>Introduction to Neuropsychology</td>
<td></td>
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<tr>
<td>Psychology of Emotion</td>
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</tbody>
</table>

Module II „Psychological strategies of supporting human development across a life span”

The main goal of the module is gaining the knowledge and deeper understanding of selected theoretical and practical aspects of supporting human development during a life span. We will consider the possibilities and limits of such (exemplary) aspects of human development like: deepening self-consciousness as a good starting point for development (increasing individual effectiveness and well-being) or the role of education for wisdom.
We are going to learn a lot about so called “narrative approach” in social and humanistic sciences, including fairy tales and other stories’ applications for different age and problems audiences: from kindergarten children – to elderly people. The concept of archetypal scenarios (C. S. Pearson) ordering our life stories and Sternberg “love as a story” concept will be included.

Each of the four courses from our module list (“Pedagogical Psychology”; “Fairy Tales in Therapy and Education”; “Narrative Gerontology” and “The Psychology of Wisdom”) will be conducted via theoretical presentations and discussions, as well as by workshop activities. We hope that our participants would gain not only a new knowledge and practical professional skills, but increase a motivation for ongoing learning inside the topics proposed.

| Pedagogical Psychology (Urszula Tokarska, PhD) | 20 |
| Fairy Tales in Therapy and Education (Urszula Tokarska, PhD) |
| Narrative Gerontology (Urszula Tokarska, PhD) |
| The Psychology of Wisdom |
Course title: **Intercultural Communication**

Semester (winter/summer): Winter  
ECTS*: 5

Lecturer(s): Karolina Pietras, PhD

Department: Department of Psychology

Course objectives (learning outcomes):

The course is aimed to provide students with the current knowledge of intercultural communication, as well as stimulate the development of intercultural competencies. Students will have opportunity to learn about the models of communication and characteristics of culture including the influence of culture on perception and behavior, social categorization and identities, typologies of culture, verbal and nonverbal differences in communication.

Prerequisites:

- **Knowledge**
- **Skills**
- **Courses completed**

Course organization:

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>W (Lecture)</th>
<th>Group type</th>
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<td>A (large group)</td>
<td>K (small group)</td>
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<tr>
<td>Contact hours</td>
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</tbody>
</table>

Teaching methods:

1. Lecture
2. Group discussion
3. Workshop
4. Intercultural simulation
Assessment methods:

<table>
<thead>
<tr>
<th>Assessment methods</th>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Tasks</th>
<th>Laborotory tasks</th>
<th>Individual project</th>
<th>Group project</th>
<th>Group participation</th>
<th>Discussion participation</th>
<th>Presentation</th>
<th>Student’s assignment (essay)</th>
<th>Written assignment</th>
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Assessment criteria

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 intercultural differences based on literature and analysis of the students’ home and host country

Comments

Course content (topic list)

1. Introduction to Intercultural Communication. Understanding culture. Understanding communication.
2. Intercultural communication barriers. Prejudice, stereotyping and discrimination.
3. From ethnocentrism to cultural relativism. Breaking through cultural shock and developing intercultural competencies.
4. Culture typology (part I). The basis of cultural differences by Trompenaars and Hampden-Turner.
5. Culture typology (part II). Hofstede’s cultural dimensions. Gesteland’s patterns on cross-cultural business behavior.
6. Verbal and nonverbal communication and culture. Communication in selected European countries.

Compulsory reading


Recommended reading

# Course Card

**Course title**  
**Computer Games and Social Media – A Psychological Perspective**

<table>
<thead>
<tr>
<th>Semester (winter/summer)</th>
<th>Winter semester</th>
<th>ECTS</th>
<th>5</th>
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<table>
<thead>
<tr>
<th>Lecturer(s)</th>
<th>Karolina Czernecka, PhD</th>
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<th>Department</th>
<th>Department of Psychology</th>
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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 and social media usage. The course is divided into two large blocks. The first half of the class will be devoted to psychological aspects of digital games (PC, console, mobile). 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 specificity of on-line playing. The second block will deal with social media impact, Facebook in particular. 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. A special emphasis will be put on interpersonal aspect of using social media (e.g. building communities, establishing friendships) and one’s own image in on-line communication (e.g. manipulation, deception, self-presentation).

## Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Basic understanding of psychological terms and concepts - recommended</th>
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<td>Skills</td>
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<td>Courses completed</td>
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## Course Organization

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<tr>
<td>Contact hours</td>
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## Teaching Methods

1. Lecture
2. Group discussion
3. Text analysis (research articles)
Assessment methods

<table>
<thead>
<tr>
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<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Tasks</th>
<th>Laboratory</th>
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Assessment criteria  Knowledge test (assigned reading and lecture content)

Comments  

Course content (topic list)


2. **Social media.** Definitions and classification of modern social media. Typology of usage. Truth and deception in on-line activities. Self-concept and self-presentation over social media. Language specificity and information diffusion. Positive and negative influences of social media on well-being of its users (e.g. loneliness, need for intimacy). Virtual communities, relationships and friendships. Facebook addiction.

Compulsory reading

Reading list will consist of research articles on various aspects of computer games and social media. Articles will be all in English, approx. 8-15 pages long, one per class, given in advance. The final list of articles will be published after first meeting with course participants.

Recommended reading

Per request.
Course title: Communication Skills Training

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<th>ECTS</th>
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<tr>
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<td>Department</td>
<td>Department of Psychology</td>
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Course objectives (learning outcomes)

Being an effective communicator takes real skill. Communication skills have to be developed and honed. They are the heart of interpersonal skills and the greater our awareness of how it all works, the more effective our communication will be. Students will focus on a basic communication dynamics, learning skills to improve communication, using effective communication to improve and promote interpersonal relationships, creating an effective communication strategy.

Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>basic knowledge of communication willingness to self-development</th>
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<tbody>
<tr>
<td>Skills</td>
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Course organization

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</table>

Teaching methods:

5. Workshop
6. Presentation
7. Work in small group
Assessment methods:

<table>
<thead>
<tr>
<th></th>
<th>E-learning</th>
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<th>Field classes</th>
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Assessment criteria
- Attendance in the workshop during the classes.
- Positive assessment of individual task.
- Task for students: To prepare a communication training for a group of people (children, students, adults).

Comments

Course content (topic list)

1. Communication is Individual (Body language)
2. How Communication Happens
3. Verbal and nonverbal communication
4. What can get in the way of Effective Communication
5. Conflict Resolution
6. Improving Communication Skills

Compulsory reading

Maureen Orey, 2014, Communication Skills Training, American Society for Training and Development,
Maureen C. Orey, Jenni Prisk 2004, Communications Training, American Society for Training and Development,
Lisa J. Downs, 2008, Listening Skills Training, American Society for Training and Development,

Recommended reading

Selected articles about psychology of communication, communication skills training
# Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>The Psychology of Emotion Regulation</th>
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<tbody>
<tr>
<td>Semester</td>
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<td>ECTS*</td>
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<tr>
<td>Lecturer(s)</td>
<td>Julia Kaleńska-Rodzaj, PhD</td>
</tr>
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<td>Department</td>
<td>Department of Psychology</td>
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</table>

## Course objectives (learning outcomes)

The aim of the course is to help students to get a grasp of the literature on the science of emotion regulation. Firstly, we address basic issues in emotion regulation theory, including its development across the lifespan, biological foundations, emotion regulation strategies, implicit emotion regulation and social emotion regulation. Secondly, we consider the role of emotion regulation in physical and psychological well-being. Thirdly, we consider specific clinical applications of emotion regulation research, covering such topics as performance anxiety management, advantages of negative emotions and role of language as an emotion regulation tool.

## Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>General knowledge of psychology and psychology of emotion</th>
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## Course organization

<table>
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<th>Form of classes</th>
<th>W (Lecture)</th>
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## Teaching methods:

8. Lecture
9. Group discussion
10. Workshop
Assessment methods:

<table>
<thead>
<tr>
<th>E-learning</th>
<th>Didactic games</th>
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Assessment criteria

3. Attendance and discussion during the classes based on the obligatory literature
4. Final test, which covers material from lectures and obligatory reading
5. Group project on selected issues of emotion regulation (public presentation)

Comments

Course content (topic list)

8. Introduction to Psychology of emotion regulation: theories and research.
9. Biological bases: brain and body
10. Cognitive foundations: thoughts and explanation style
11. Developmental approaches: aging and socialization
12. Individual differences: temperament and personality
13. Social approaches: interpersonal and culture facets of emotion regulation
14. Clinical applications: stress and performance anxiety

Compulsory reading


Recommended reading


### Course Card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Social Psychology</th>
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<td>Karolina Pietras, PhD</td>
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<tr>
<td>Department</td>
<td>Department of Psychology</td>
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</table>

**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**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>General knowledge of psychology</th>
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**Course organization**

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<tr>
<td>Contact hours</td>
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**Teaching methods:**

11. Lecture
12. Group discussion
13. Workshop
14. Film screening
Assessment methods:

<table>
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<tr>
<th></th>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
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<th>Written test</th>
<th>Other</th>
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</table>
| Assessment criteria | X | X | X

6. Attendance and discussion during the classes based on the obligatory literature
7. Final test (multiple choice), which is based on understanding human behavior in social situations and covers material from lectures and obligatory reading or essay on ethical dilemmas in social psychological experiments

Comments

Course content (topic list)

18. Attitudes and Behavior. Persuasion and attitudes change.
20. Attraction and romantic relationships.
21. Altruism and pro-social behavior.
22. Prejudice, aggression and conflicts.

Compulsory reading


Recommended reading

<table>
<thead>
<tr>
<th>Course title</th>
<th>Developmental Psychology</th>
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<tbody>
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<td>Agnieszka Lasota, PhD</td>
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**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. Students will have the opportunity to learn about the fundamental psychological theories regarding the correctness of the psychological development in childhood and adulthood.

**Prerequisites**

<table>
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<th>Knowledge</th>
<th>basic knowledge of general psychology</th>
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**Course organization**

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**Teaching methods:**

15. Group discussion  
16. Workshop  
17. Presentation  
18. Short movies
Assessment methods:

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Assessment criteria

Attendance and discussion during the classes based on the obligatory literature.
Positive assessment of an essay on one aspect of developmental psychology.

Comments

Course content (topic list)

7. Developmental psychology - terms, constructs, concepts
8. Cognitive development: Piaget’s theory and Vygotsky’s Sociocultural Viewpoint
9. Social development: Erikson’s theory
10. Development of Language and Communication Skills
11. Emotional Development and Attachment
12. Moral Development – Laurence Kohlberg’s theory
13. Parenting Styles, Attitudes, intergenerational transmission

Compulsory reading

David Shaffer, Katherine Kipp, 2010., Developmental Psychology Childhood and Adolescence, Cengage Learning (fragments)

Recommended reading

Five selected articles about psychology of child development
# Course Card

## Course Title

**Introduction to Neuropsychology**

## Semester (winter/summer)

| Semester | Summer semester | ECTS | 5 |

## Lecturer(s)

Karolina Czernecka, PhD

## Department

Department 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) as well as selected tools and methods used in scientific research and diagnostic process. Second part of the course will be focused on basic psychological functions, such as language, sensory or motor processes, 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 neuropsychological rehabilitation will also be presented where applies.

## Prerequisites

<table>
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<tr>
<th>Knowledge</th>
<th>Basic knowledge about human nervous system and understanding of elementary psychological terms and processes (introductory level) – recommended.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
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<tr>
<td>Courses completed</td>
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## Course Organization

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>W (Lecture)</th>
<th>Group type</th>
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<tr>
<td></td>
<td>A (large group)</td>
<td>K (small group)</td>
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<tr>
<td>Contact hours</td>
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</table>

## Teaching Methods

1. Lecture
2. Group discussion
3. Diagnostic/rehabilitation methods presentation
Assessment methods

<table>
<thead>
<tr>
<th>Assessment methods</th>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Tasks</th>
<th>Laboratory tasks</th>
<th>Individual project</th>
<th>Group project</th>
<th>Discussion participation</th>
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</table>

Assessment criteria
Knowledge test (assigned reading and lecture content)

Comments
-

Course content (topic list)


4. **Research methods in neuropsychology.** Case studies. Lesions, ablations. EEG and evoked potentials. Neuroimaging: CT, fMRI, PET.


11. **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:

Recommended reading

Cambridge University Press.
<table>
<thead>
<tr>
<th>Course card</th>
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<tbody>
<tr>
<td><strong>Course title</strong></td>
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<tr>
<td><strong>Semester (winter/summer)</strong></td>
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<tr>
<td><strong>Lecturer(s)</strong></td>
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<tr>
<td><strong>Department</strong></td>
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</table>

**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 an examples of emotion as an independent variable, an intervening variable and a dependent variable.

**Prerequisites**

| Knowledge | basic knowledge of general psychology |
| Skills | |
| Courses completed | |

**Course organization**

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<tr>
<td>Contact hours</td>
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</table>

**Teaching methods:**

19. Group discussion  
20. Workshop  
21. Presentation
Assessment methods:

<table>
<thead>
<tr>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
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</table>

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

Comments

Course content (topic list)

14. What is emotion?
15. Dimensions of emotions: observable emotional behaviors (such as facial expressions), arousal, verbal labels or explanations attached to emotional states
16. Faces and emotions
17. The language of emotions: Internal, Observed behavior, Function of emotion
18. Theories of emotions
19. The development of emotions (such as: jealousy, love, envy, shame, anger, empathy, gratitude)

Compulsory reading


Recommended reading

Selected articles about psychology of emotions
Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Pedagogical Psychology</th>
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<td>Summer semester</td>
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<td>ECTS*</td>
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<tr>
<td>Lecturer(s)</td>
<td>Urszula Tokarska, PhD</td>
</tr>
<tr>
<td>Department</td>
<td>Department of Psychology</td>
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</tbody>
</table>

Course objectives (learning outcomes)

- gaining the knowledge and deeper understanding about the applied pedagogical psychology field
- improving selected skills useful in the future professional activity
- improving selected skills useful on the self-improvement level
- increasing the motivation for ongoing learning inside the subject

Prerequisites:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>the general knowledge about the human development</th>
<th>the basic orientation in human &amp; social sciences</th>
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<td>motivation for self-activity</td>
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Course organization

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<tr>
<td>Contact hours</td>
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</table>

Teaching methods:

The subject will be elaborated in the form of lecture and the elements of the workshop, which includes:

1. the analysis of selected texts;
2. creating the scenarios useful in the practical applications of the topic;
3. group discussions about the main issues;
4. individual presentations;
5. non-verbal activities.

Assessment methods:
Assessment criteria

* active participation (the topic oriented discussions);
* the individual presentation in the group as the audience;
* writing the essay around some chosen aspects of the topics.

Comments

Course content (topic list):

1. **The narrative approach in the educational & therapeutic process.**
   * The possibilities of using the narrative methods to activate and support a narrative way of understanding self and the world, self-reflection and autobiographic awareness of future teachers (the self-improvement level);
   * The strategies of constructing and professional using of narrative tools of supporting human development on different stages of the life course (the education and therapeutic methods level).

2. **“Love as the story” – how to understand and improve selected psychological aspects of love relationships and family life.**
   * Narrative approach to the psychological processes inside the family life.
   * The systemic approach in psychotherapy as the theoretical context of investigating and supporting deep relations between spouses, parents and children, siblings and grandparents.
   * The concept of Robert Sternberg of “love as the story” as the starting point for constructing effective tools useful for investigating and transforming family life.

3. **Effective & creative strategies of dealing with some life problems ourselves.**
   This part of teaching programme had been prepared for participants individual use (dealing with some real life problems ourselves) and for their future professional use as teachers & educationists who plane to work with children and teenagers. It is based on C. S. Pearson concept of archetypal scenarios of “twelve” psychological ways of effective dealing with small and big problems in children’s and adult’s life.

4. **“The Applied Psychology of Time”.**
   * Balanced Time Perspective (BTP, Zimbardo & Boyd) idea in understanding the strategies of individual wellness achieving. Selected obstacles and possibilities inhered in different types of time perspective representing and conducting.

Compulsory reading:


**Recommended reading:**


**Course card**

<table>
<thead>
<tr>
<th>Course title</th>
<th>Fairy Tales in Therapy and Education</th>
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<tbody>
<tr>
<td><strong>Semester</strong></td>
<td>Summer semester</td>
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<td>Urszula Tokarska, PhD</td>
</tr>
<tr>
<td><strong>Department</strong></td>
<td>Department of Psychology</td>
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</tbody>
</table>

**Course objectives (learning outcomes)**

- gaining the knowledge and deeper understanding about the topic
- improving selected skills useful in the future professional activity
- improving selected skills useful in the future private life (as parents)
- increasing the motivation for ongoing learning inside the subject

**Prerequisites:**

<table>
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<tr>
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**Course organization**

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<tr>
<td>Contact hours</td>
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</table>

**Teaching methods:**

The subject will be elaborated in the form of lecture and the elements of the workshop, which includes:

6. the analysis of selected texts;
7. creating the scenarios useful in the practical applications of the topic;
8. group discussions about the main issues;
9. individual presentations;
10. non-verbal activities.
### Assessment methods:

<table>
<thead>
<tr>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Laboratory tasks</th>
<th>Individual project</th>
<th>Group project</th>
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<th>Student's presentation</th>
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</table>

### Assessment criteria

- active participation (the topic oriented discussions);
- the individual presentation in the group as the audience;
- writing the essay around some chosen aspects of the topics.

### Comments

- 

### Course content (topic list)

1. The cross-culture narrative patterns in human life.
2. The possibilities of therapeutic (written & movie), educational & corrective influences based on narrative text’s (selected stories, for example *fairy tales*).
3. The fields of applications of therapeutic, relaxation and educational stories: some children problems and behavioral disturbances, early emotional education, developmental crisis and existential dilemmas.
4. The art of selection the correct and effective texts, the art of reading and telling stories, constructing and telling stories ourselves.
5. Selected forms or non-verbal work with stories (plastic art, psychodrama, visualization).
6. The author’s (Tokarska) 6 step model of psychological & pedagogical strategies of professional working with stories.
7. Creating individual scenarios based on selected narratives useful in educational process.

### Compulsory reading:


**Recommended reading:**

Course card

Course title | Narrative Gerontology

Semester (winter/summer) | Summer semester | ECTS | 5

Lecturer(s) | Urszula Tokarska, PhD

Department | Department of Psychology

Course objectives (learning outcomes)

- gaining the knowledge and deeper understanding about the relatively new approach to the process of supporting a human development in the last period of life cycle;
- improving selected skills useful in the future professional activity;
- improving selected skills useful on the personal level (intergenerational communication);
- increasing the motivation for ongoing learning inside the subject.

Prerequisites:

<table>
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<tr>
<th>Knowledge</th>
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<tbody>
<tr>
<td></td>
<td>the basic orientation in human &amp; social sciences</td>
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<td>Skills</td>
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<td></td>
<td>motivation for self-activity</td>
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<tr>
<td></td>
<td>the interest in elderly’ rights, developmental rules &amp; problem’s solving</td>
</tr>
<tr>
<td>Courses completed</td>
<td>no required</td>
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</table>

Course organization

<table>
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<th>Form of classes</th>
<th>W (Lecture)</th>
<th>A (large group)</th>
<th>K (small group)</th>
<th>L (Lab)</th>
<th>S (Seminar)</th>
<th>P (Project)</th>
<th>E (Exam)</th>
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</table>

Teaching methods:
The subject will be elaborated in the form of a lecture combined with some elements of the workshop, which includes:

11. the analysis of selected texts from the topic (the rich latest references offered!);
12. completing the autobiographical narrative interviews with Seniors elaborated via common analysis and interpretation;
13. creating the detailed scenarios of supporting elderly`s development;
14. group discussions about the main issues;
15. individual presentations;
16. non-verbal activities (*The Game of Life` active and reflective participation).

Assessment methods:

<table>
<thead>
<tr>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Laboratory</th>
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Assessment criteria

* active participation (the topic oriented discussions);
* the individual presentation in the group as the audience;
* completing the autobiographical interview with the elderly
* writing the essay around some chosen aspects of the topics.

Course content (topic list):

2. **What is narrative gerontology?**
   - “The 3 psychologies marriage”: some significant interconnections between life-span psychology, existential psychology and narrative approach in social sciences.
   - Integration & wisdom OR chaos & despair - the main factors of “late happiness”.
   - Gerotranscendence possibilities wasted? (developmental dimension).
   - Life as the story to be told and re-told till the end of life (narrative point of view).
   - The meaningful “summing up of biography” v/s the danger of empty and/ or distorted life review process (existential approach).
   - The Elderly` world: how old people could be understood by young one?

3. **The narrative gerontology in practice**
   - The possibilities and limits of using selected narrative methods to activate and support a narrative way of understanding self and the world, self-reflection and autobiographic awareness in Elderly. “The beneficial life stories indicators” in deep education practices.
   - Selected strategies of constructing and professional use of narrative tools for supporting elderly` development.
   - Fairy tales, movies and other stories as effective tools for workshops, trainings and reminiscence groups designed for Elderly (the art of selection appropriate stories and composing effective detailed, ready for use, scenarios).

4. **The intergenerational life-wisdom transmission**
   - Narrative approach to the psychological processes inside the family life.
   - The theoretical, clinical and empirical contexts of investigating and supporting deep relations between representatives of different generations.

**Compulsory Reading:**


**Recommended Reading:**


Course card

Course title | The Psychology of Wisdom

Semester (winter/summer) | Summer semester  
ECTS* | 5

Lecturer(s) | Urszula Tokarska, PhD

Department | Department of Psychology

Course objectives (learning outcomes)

- increasing the knowledge about the psychological concepts of wisdom;
- enhanced awareness of the practical importance of wisdom (in education and social life);
- developing critical thinking about psychological theories of wisdom;
- gaining the skills to design and implement the training of wisdom.

Prerequisites

| Knowledge | the basic knowledge of the human development psychology
| Skills | critical thinking, motivation for self-activity
| Courses completed | no required

Course organization

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Teaching methods:

- the analysis of selected texts;
- case studies;
- group discussions about the main issues;
- an essay;
- training of wisdom.
Assessment methods:

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Tasks</th>
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<td>preparation of the essay containing critical analysis of a selected theory of wisdom.</td>
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Comments -

Course content (topic list):

I. Wisdom in philosophy
1.1. wisdom as virtuous life in harmony with the transcendentals (truth, goodness and beauty);
1.2. wisdom as the discovery of absolute truth;
1.3. wisdom as scientific explication of the laws governing the world.

II. Models of wisdom
2.1. The Berlin Wisdom Paradigm
   - extensive declarative knowledge regarding life pragmatics,
   - extensive procedural knowledge regarding life pragmatics,
   - life-span contextualism,
   - value relativism and tolerance,
   - awareness and management of uncertainty of knowledge,
   - measurement of wisdom,
   - the role of wisdom in well-being keeping.

2.2. The balance theory of wisdom (R. Sternberg)
   - reflective thinking, which includes metacognition, emotional control, monitoring of one’s own mental state and the mental states of other people, an awareness of one’s values, effective control of conflicting interests (the conflict: me vs others), an ability to gain insight into the subtleties of a given situation and to use this insight to develop effective strategies for solving conflicts;
   - dialogical thinking, which involves the use of multiple frames of reference while solving problems in order to capture many points of view and perspectives;
   - dialectical thinking, which emphasizes dynamic integration of opposing perspectives;
   - methods of wisdom developing.

III. Training of wisdom in practice
   - training goals,
   - structure,
   - exercises.

IV. Why school should teach for wisdom?
   - relationship between wisdom and flow effect,
   - education for wisdom every day - exercise designing.
Compulsory reading:


Recommended reading: