



## Institute of Psychology

### Winter semester:

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

|   |    |
|---|----|
| <a href="#">Computer games - impact on psychological functioning and well-being</a> | 20 |
| <a href="#">Social media - impact on psychological functioning and well-being</a>   |    |
| <a href="#">Adults' counselling</a>   |    |
| <a href="#">Art Therapy</a>   |    |

### Summer semester:

#### Module I „General Psychology”

|   |    |
|---|----|
| <a href="#">Social Psychology</a>               | 20 |
| <a href="#">Developmental Psychology</a>        |    |
| <a href="#">Psychology of Emotion</a>           |    |
| <a href="#">Introduction to Neuropsychology</a> |    |



Course card

|                             |  |      |          |
|-----------------------------|--|------|----------|
| Course title                | <b>Computer games - impact on psychological functioning and well-being</b> |      |          |
| Semester<br>(winter/summer) | <b>Winter semester</b>   | ECTS | <b>5</b> |
| Lecturer(s)                 | <b>Karolina Czernecka, PhD</b>   |      |          |
| Department                  | <b>Institute of Psychology</b>   |      |          |

Course objectives (learning outcomes)

The main objective of the course is to 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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| Comments |  |
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Course content (topic list)

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

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

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| Per request. |
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### Course card

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|--------------|--|--|--|
| Course title | <b>Social media - impact on psychological functioning and well-being</b> |  |  |
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|                             |                        |      |          |
|-----------------------------|------------------------|------|----------|
| Semester<br>(winter/summer) | <b>Winter semester</b> | ECTS | <b>5</b> |
|-----------------------------|------------------------|------|----------|

|             |                                |  |
|-------------|--------------------------------|--|
| Lecturer(s) | <b>Karolina Czernecka, PhD</b> |  |
|-------------|--------------------------------|--|

|            |                                |  |
|------------|--------------------------------|--|
| Department | <b>Institute of Psychology</b> |  |
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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 | Oral exam | Written assignment (essay) | Student's presentation | Discussion participation | Group project | Individual project | Laboratory tasks | Field classes | Classes in schools | Didactic games | E-learning |
|-------|--------------|-----------|----------------------------|------------------------|--------------------------|---------------|--------------------|------------------|---------------|--------------------|----------------|------------|
|       | X            |           |                            |                        | X                        |               |                    |                  |               |                    |                |            |

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

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| <ol style="list-style-type: none"> <li>9. Traditional media vs social media: definition &amp; characteristic. Short history of modern social networking sites.</li> <li>10. Motivations behind social networking sites usage and specific behaviors exhibited online (e.g. challenges, selfies etc.).</li> <li>11. Individual differences of users and their impact on social networking sites usage and on-line behavior.</li> <li>12. Authenticity, self- presentation and manipulation in on-line presence.</li> <li>13. Fake news, misinformation and sharing behavior.</li> <li>14. "Doom scrolling": social networking sites, well-being and mental health.</li> <li>15. The dark side of social networking sites: trolling, cyberbullying and on-line risk-taking.</li> <li>16. Clinical aspects of social networking sites usage: FoMO, addiction and therapeutic approaches.</li> </ol> |
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Compulsory reading

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

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| Per request. |
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### Course card

|                             |  |       |   |
|-----------------------------|--|-------|---|
| Course title                | <b>Adults' counselling</b>                                       |       |   |
| Semester<br>(winter/summer) | Winter   | ECTS* | 5 |
| Lecturer(s)                 | Agnieszka Fudali-Czyż, PhD<br>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             |                    |                  |               |                    |                |              |

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|---------------------|--|
| Assessment criteria | <ol style="list-style-type: none"> <li>1. Attendance and discussion during the classes based on the obligatory literature</li> <li>2. Group project regarding practical usage of acquired knowledge about psychological interventions</li> </ol> |
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| Comments |  |
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Course content (topic list)

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

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

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



Course card

|                             |                          |       |   |
|-----------------------------|--------------------------|-------|---|
| Course title                | <b>Art Therapy</b>       |       |   |
| Semester<br>(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:

| 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 test | Other |
|------------|----------------|--------------------|---------------|------------------|--------------------|---------------|--------------------------|------------------------|----------------------------|-----------|--------------|-------|
|            |                |                    |               |                  |                    |               | X                        |                        | X                          |           | X            |       |

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

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| <ol style="list-style-type: none"> <li>1. Introduction to Art therapy. Development of art therapy theory and practice.</li> <li>2. Dimensions of art therapy: person, work, therapy.</li> <li>3. Review of selected trends in art therapy.</li> <li>4. The specificity of art therapy.</li> <li>5. Art therapy and health in a holistic sense.</li> <li>6. The context of creativity in art therapy.</li> <li>7. Exercises of creative activity and their possible application in art therapy.</li> <li>8. Art therapist - towards the definition of a professional figure.</li> <li>9. Essay assessment and final test.</li> </ol> |
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| <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: <a href="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">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</a></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</p> |
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(Ed.), *Working with children in art therapy* (pp. 7–22). London: Tavistock/Routledge.

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

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

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

#### Recommended reading

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

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

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



Course card

|                             |                          |      |   |
|-----------------------------|--------------------------|------|---|
| Course title                | <b>Social Psychology</b> |      |   |
| Semester<br>(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            |       |

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

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

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

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



Course card

|                             |                                 |      |   |
|-----------------------------|---------------------------------|------|---|
| Course title                | <b>Developmental Psychology</b> |      |   |
| Semester<br>(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 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 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:

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.<br>Positive assessment of an individual project on developmental psychology. |
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| Comments |  |
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Course content (topic list)

1. Developmental psychology - terms, constructs, concepts.
2. Cognitive development: Piaget's theory and Vygotsky's Sociocultural Viewpoint.
3. Social development: Erikson's theory.
4. Development of Language and Communication Skills.
5. Emotional Development and Attachment.
6. Moral Development – Laurence Kohlberg's theory.
7. Parenting Styles, Attitudes, Intergenerational transmission.

Compulsory reading

1. Marta Lally, Suzanne Valentine-French (2019), *Lifespan Development: A Psychological Perspective*. Second Edition, CC. (chapters selected)
2. David Shaffer, Katherine Kipp (2010), *Developmental Psychology Childhood and Adolescence*, Cengage Learning (chapters selected)
3. Laura Berk (2007). *Development through the life span* (4th ed.). Boston: Allyn and Bacon (chapters selected)
4. Helen Bee (1998), *Lifespan Development*, 2<sup>nd</sup> Edition, Prentice Hall, (chapters selected)
5. Jean Piaget, Barbel Inhelder (1969), *The Psychology of the child*, Basic Books, New York.

Recommended reading

*Five selected articles about developmental psychology*



Course card

|                             |                               |      |   |
|-----------------------------|-------------------------------|------|---|
| Course title                | <b>Psychology of emotions</b> |      |   |
| Semester<br>(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:

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.<br>Positive assessment of the individual project (essay or presentation) on one selected emotion, its relation to other aspects of human development. |
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| Comments |  |
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Course content (topic list)

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| <ol style="list-style-type: none"> <li>8. Dimensions of emotions: observable emotional behaviors (such as facial expressions), arousal, verbal labels or explanations attached to emotional states.</li> <li>9. The development of positive emotions - Gratitude</li> <li>10. The development of negative emotions and behaviors - Anger and aggression</li> <li>11. The development of positive emotions - Empathy</li> <li>12. The development of difficult emotions - Fear and anxiety</li> <li>13. The development of positive emotions - Happiness and joy</li> <li>14. Theories of Sadness and depression</li> <li>15. The development of difficult interpersonal emotions - Jealousy and envy.</li> </ol> |
|--|

Compulsory reading

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

Recommended reading: *Selected articles about psychology of emotions*





Course card

|                             |  |      |          |
|-----------------------------|--|------|----------|
| Course title                | <b>Introduction to Neuropsychology</b> |      |          |
| Semester<br>(winter/summer) | <b>Summer semester</b>                 | ECTS | <b>5</b> |
| Lecturer(s)                 | <b>Karolina Czernecka, PhD</b>         |      |          |
| Department                  | <b>Institute of Psychology</b>         |      |          |

Course objectives (learning outcomes)

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

Prerequisites

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|-------------------|---|
| 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:

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| <ul style="list-style-type: none"> <li>9. Lecture</li> <li>10. Group discussion</li> <li>11. Text analysis</li> <li>12. Multimedia (interviews, documents, lectures, available on-line for viewing)</li> </ul> |
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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            |       |

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

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

Compulsory reading

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| Selected chapters from:<br>Pinel, J.P.J., Barnes, S. J. (2018). <i>Biopsychology. 10th edition.</i> Pearson. |
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Recommended reading: Per request.