

ACADEMIC YEAR	2020/2021
FACULTY	Faculty of Social Studies
FIELD OF STUDY/MAJOR	Psychology uniform Master's cycle
SYLLABI:	

Course title	Term	ECTS	Course description/Objectives	Course-related educational outcomes	Language the course is taught in
Study visits	3,4	1	Students are enabled to confront theory with practice at the institutions being the scope of interest for therapy, sociotherapy and psychotherapy. They are familiarized with the work and structure of these institutions as well as relating rules and regulations. Students become familiar with the working methods of therapy, sociotherapy and psychotherapy, as well as specificity of impact of self-help groups in addiction treatment. Students are motivated towards taking up professional assistance activities.	Students describe the organization of social structures functioning in penitentiary and multifunctional educational care centre; they know legal basis for the activity of these institutions. Students can communicate with the convicted serving the prison sentence, adjusting their language to the communication capabilities of the interlocutor. Students can plan intervention strategies for the addicted, applying their knowledge about self-help groups, such as Alcoholics Anonymous (AA, Al-Anon). Students are convinced of the sense, value and need of taking corrective, psycho- and sociotherapeutic action in penitentiary, multifunctional educational care centre and towards the addicted; in their work they stick to the rules of professional ethics	Polish
Bibliographical scientific sources	3,4	1	The aim of the course is developing students' ability to use scientific sources of knowledge. During the course students become familiarized with characteristics of scientific articles of various kinds, such as original research papers, preview/review articles and meta-analyses. Students will be capable of using scientific databases, such as EBSCO or	Students know the most important bibliographies and sources of information. They know and understand the notions and issues related to contemporary information systems and resources as well as information searching and assessment. Students can search for information in various sources, both electronic and traditional,	Polish

			Google Scholar. They will be given an opportunity to practise the skills while supervised by the course instructor. They will become familiarized with the basics and rules for citation according to APA standards.	assess its quality and usefulness from the user's perspective. Students can skillfully apply information technologies in their work. Students appreciate the need for permanent self-development and learning and are aware of the significance of information in contemporary world.	
Negotiations and mediation	7,8	4	The main objective of the course is to familiarize students with techniques and methods of negotiating and mediating, methods of influencing people and their psychological connotations. During the course students will learn to apply the theory concerning methods and rules of negotiation and mediation in ethical conflict resolution.	Students can classify and characterise various styles, methods and techniques of negotiation and mediation as well as recognizing major communication barriers in interpersonal relationships. Students know the methods of manipulation and accompanying emotional and motivational factors. Students can practically apply the rules, methods and techniques of negotiation and mediation. They can plan and implement negotiation strategies adequate to the situation diagnosed. Thanks to the communication and interpersonal skills developed, students can conform to their interlocutor in the way adequate to a particular case. Students are ready to communicate and initiate relationships, applying their knowledge about negotiation and mediation. During negotiation and mediation students show respect and empathy towards other people.	Polish
Legal and organizational basis for school operating	7	1	Students become familiarized with basic issues concerning the structure and operating of schools and other educational facilities, the tasks of particular groups of school workers and their resulting responsibilities, legal acts concerning education and competencies of Teachers' Board, School Board, students' council and school management. Students can search for legal acts and ordinances and analyze/interpret them also in the context of oncoming changes. They can reasonably apply the theory in educational practice for the child's benefit and their own satisfaction and personal development.	Students know how to plan their professional development and professional advancement, they can prepare a formal plan of their professional development. Students can identify and describe basic problems related to organization and functioning of school and other educational facilities; they recognize and differentiate between responsibilities of particular school bodies. Students can analyze, frame and control the realization of their plans of professional development, using Teachers' Charter as a source of their rights and duties to verify their status and insert corrections. Students	Polish

				select, plan and perform relevant teacher's tasks in accordance with the ordinances of Ministry of Education. Students can prepare relevant substantive application documents concerning organizational and financial matters. Students shows their initiative and can work in a team and co-operate to elevate the quality of school work.	
General sociology	1	5	Students become familiarized with basic notions, problems and research methods in sociology. Students will be equipped with knowledge and skills indispensable for applying sociological perspective in viewing social reality and human relationships. During the course there will be characterised the issues of human's functioning in a society, social diversification, social and cultural changes and problems affecting contemporary societies. The course aims at broadening students' social competencies.	Students know the rudiments of general sociology, key processes and phenomena related to man's functioning in a society. They know about the relationship between social activities and forming societies, human's influence on human relationships as well as social and cultural changes affecting contemporary societies. Students are familiar with culture creators and see the importance of cultural artifacts for the development of a society. Students can identify the origins, analyse and describe social phenomena and processes with regard to their contexts. Students can constructively discuss social phenomena, changes, organizations and institutions, providing substantive arguments and respecting the interlocutors' standpoint. Students recognize social aspects which facilitate their better understanding of the complexity of factors determining human behaviour. Students are sensitive to stereotypes and biased views, they respect the rights of ethnic minorities.	Polish
Biomedical bases of human behaviour	1	2	The aim of the course is to expand students' interest in health-related issues from the perspective of auxology, familiarizing them with disease processes and conduct disorders. As further psychologists, students will be able to take action aimed at improving their own and their clients'/patients' health as well as contributing to health-improving activities in the local community. During the course students will receive theoretical and practical background to be able to provide an initial diagnosis in terms of	Students know basic auxology terms, have basic knowledge concerning qualitative and quantitative aspects of human growth, have structured and organized knowledge about human development throughout their life-cycle. They know the characteristics of adolescence, metaplasia and kataplasia periods. Students can recognize and describe health hazards in each of the development periods, considering the influence of nervous system on somatics.	Polish

			recognizing disease-causing factors and aid people in various health-hazard situations in co-operation with medical institutions.	Students know and apply basic methods of providing pedagogical and psychological support of human development in medical aspect. Students can practically assess the process of child's growth and identify a degree of development of some systems of the organism; they can anticipate and observe factors disturbing the regular progressive development. Students can plan health-promoting and prophylactic activities to prevent developmental disorders. Students are aware of moral and ethical dimension of developmental research and consider health as value and asset of an individual in the whole society. Students are aware of the fundamental role of auxology in a professional approach to a human in psychological and educational aspects, especially in progressive period. Students are aware of the necessity of health-improvement, they are open to people's biological needs, holistically. Students demonstrate readiness to take health-promoting activities in schools and local communities and can co-operate with institutions to achieve these goals.	
Psychiatry	5	4	The aim of the course is to familiarize students with the basics of differential diagnosis of mental diseases and disorders, neurotic disorders and drug addictions.	Students know and understand causes, symptoms and diagnostic and therapeutical procedures in most common mental disorders (acute and chronic). They can carry out psychiatric examination, initiate and sustain contact with the patient, act in compliance with the rules of professional ethics.	Polish
Psychological assistance for children and adolescents	6	4	Students are familiarized with major forms of psychological assistance to children and adolescents (psychoeducation, counselling, emergency response, psychotherapy) as well as the specificity of providing assistance to the minors (individual, group and family assistance, co-operation with institutions). During the course students develop skills for initiating and	Students can list major forms of psychological assistance to children and youth, provide example applications of individual, group and family assistance, and the institutions the psychologist co-operates with. They can describe basic ethical dilemmas in psychological assistance, analyse the needs of children and	Polish

			maintaining contact with children and adolescents, effective communication and establishing specific aid relationship.	youth in the contact with aid-providing adults, apply their knowledge about forms of psychological assistance in planning aid in a particular case. Students can use their knowledge of ethical dilemmas to solve a problem in the essay assigned. Students can communicate freely with other group members while performing and discussing tasks; during the conversation, they establish a supportive and trust-based contact showing sensitivity to both recipient's and their own needs.	
Ethics	1	3	The course aims at raising students' sensitivity to ethical problems related to psychologist's job and developing the ability to solve these problems. Students are presented basic ethical issues and ways of formulating and arguing moral norms; they are introduced to the principles of contemporary ethical debates. Students will be equipped with basic tools for resolving ethical dilemmas related to their profession and for acting ethically within the area of their professional activity.	Students have relevant knowledge about methodological status of ethics and ethical problems related to their profession. They can apply their knowledge to justify ethical statements. Students can describe the conditions of moral responsibility and basic elements of the structure of human acting; they can provide moral assessment of an example act on the basis of known ethical standpoints. Student can analyse and resolve ethical dilemmas, participate in debates justifying their moral beliefs and showing respect to principles of ethics and sensitivity to other person's mental state.	Polish
Psychology of a disabled person	7	6	Students are familiarized with classification, etiology, psychological and social aspects of functioning of the disabled. Students are presented methods of diagnosing and therapeutic procedures applied to people with disabilities.	Students know and can classify disabilities, know the etiology of developmental disorders as well as diagnostic tools and therapeutic methods to be used. They know psychological and social aspects of functioning of people with disabilities, can recognize their needs and plan therapeutic procedures adequately. Performing diagnostic and therapeutic tasks students take into consideration ethical principles and needs of the disabled.	Polish
Psychological support in crises	7	4	Students become familiar with various kinds of plights that an individual may occur in throughout their life as well as kinds of psychological support designed for a particular plight. Beside basic	Students can define psychological support, know its types and the mechanisms of providing it. They know basic considerations of providing psychological support. Students can recognise	Polish

			knowledge about psychological support, students become equipped with skills to provide support adequate to the emergency.	the individuals that require psychological support and diagnose the causes of their plight. They can establish contact with the person in need of support and are aware of their influence on the person during the process of providing the support.	
Psychology of a person with somatic illness	8	5	Students become familiar with psychological context of illness, develop the ability to recognize psychological factors that contribute to the development of somatic illnesses. Students learn to provide psychological diagnosis and therapeutic procedures with people with a somatic illness.	Students have knowledge about somatic illnesses occurring at various stages of life as well as considerations for their development. Students know basic ways of psychological diagnosing of people with somatic illnesses of various kinds and course, and know the methods of psychological therapy of such people. Students understand the core of counselling and intervention in cases of various disease prognoses. Students can provide psychological diagnosis and interpret its results relative to people with somatic illnesses. They can establish appropriate contact with somatically sick people in the diagnostic and therapeutic situation, acting ethically and considering the patients' rights.	Polish
Psychology of all-encompassing developmental disorders	8	5	Students become familiarized with psychological problems encountered by a person with all-encompassing developmental disorders, with special focus on the autism spectrum disorders. Students become familiarized with characteristics of cognitive, language and social development as well as diagnosis and therapy-related issues.	Students can list diagnostic criteria for all-encompassing developmental disorders. They can describe the development of a person with all-encompassing developmental disorders. Student interpret on their own the behaviours of people with all-encompassing developmental disorders and they can plan the course of diagnosis being aware of the complexity of considerations that determine the functioning of people with all-encompassing developmental disorders.	Polish
Cognitive behavioral therapy	9	6	Students become familiarized with basic assumptions of cognitive behavioral therapy and the underlying theoretical models. Students are shown various possibilities CBT techniques can be applied in treatment of mental disorders.	Students describe basic assumptions and models of cognitive behavioral therapy, its specificity, the course of therapy and basic tasks of the therapist working in this vein. Students can analyse disturbed behaviour and suggest relevant therapeutic procedures adequate to the case;	Polish

				they can plan therapeutic measures based on cognitive behavioral techniques. Students can form relationships with others respecting patient's rights in cognitive behavioral therapy.	
Therapeutic contact	9	4	Students learn how to establish contact in a therapeutic relationship. Students develop their psychotherapeutic skill, become familiar with various phenomena that occur in psychotherapy, and learn the methods of dealing with them.	Students know the methods of establishing therapeutic relationship and identify the phenomena occurring during the therapy. Students can establish and maintain therapeutic contact, interpret patient's behaviour and verbal responses. Students are oriented towards further therapeutic development.	Polish
Developmental disorders of children and adolescents.	7	6	Students become familiarized with developmental disorders that may occur in children and adolescents. There will be shown symptomatology of the disorders in the context of etiologic factors.	Students know developmental norms pertaining to children and adolescents, classification and categories of developmental disorders; they can present etiologic concepts, mechanisms and consequences of developmental disorders. On the basis of the symptoms, students can differentiate developmental disorders in children and adolescents. Students can identify factors determining the emergence of developmental disorders. Students are aware of the complexity of etiology of developmental disorders discussed.	Polish
Stimulating child's development for educational maturity	8	5	Students are familiarized with issues of educational readiness of a child, in particular, with child's developmental norms, educational maturity model, diagnoses and supportive measures aimed at preparing a child to the student's role.	Students know the educational maturity indicators in all the spheres indispensable for the student's role; Students know diagnostic methods for educational maturity and methods of work that stimulate child's development; Students can apply diagnostic methods and procedures for identifying child's level of educational maturity; Students can perform education maturity diagnosis with testing techniques of their choice and plan their work with a child; students are aware of difficulties they may encounter carrying out the education maturity diagnosis.	Polish
Students' special educational needs	8	5	Students are familiarized with the issue of special educational needs of pupils; they are presented the core of diagnosing and supporting actions taking into	Students know legal aspects regulating psycho-pedagogical aid to a pupil with special educational needs; they know the classification of	Polish

			account pupils' individual developmental and educational needs and psychophysical capabilities; students become familiar with considerations and models of work with pupils that take into account multi-specialized assessment of their functioning.	special needs and can diagnose them; Students know what methods of work to choose while working with a pupil with special educational needs, they know efficiency considerations of educational processes. Students can select relevant methods for diagnosing pupils' special educational needs. Students can select and adjust methods of work to the needs and abilities of pupils with special educational needs. Students co-operate with other specialists and parents/caretakers to optimize the support process.	
Psychology of music in education	8	5	The aim of the course is familiarizing students with the specificity of music psychology, its usefulness in therapy and developing students ability to select the music for diagnosing, educational and therapeutic processes.	Students know the scope of music psychology, its basic theories and research method. Students have knowledge indispensable for designing activities to support individual's development through educational and therapeutic influence with the use of accurately selected pieces of music, they can design and carry out the activities, also in co-operation with psychologists and musicians. Students can explain music phenomena from a psychological perspective.	Polish
Supporting development of children and adolescents	9	6	The aim of the course is to familiarize students with developmental norms as well as developmental dysfunctions in children and adolescents, pointing out the significance of diagnostic and supporting activities in various educational environments. Students will develop a model of work with children and adolescents considering multi-specialized assessment of their functioning.	Students know developmental norms and classification of developmental disorders in children and adolescents; know methods, techniques and tools for diagnosing developmental disorders in children and adolescents; they know what supporting activities to select in various educational environments Students can diagnose the development of children and adolescents and assess its norm; they can plan and carry out development supporting activities when developmental disorders occur. Students can select methods, techniques and diagnostic tools and carry out a diagnosis; they can co-operate with other specialists and parents/caretakers in order to develop the most effective model of diagnosis	Polish

				and therapy in the case of developmental disorders	
Psychology of moral development	9	5	Students become familiarized with specificity, main theories and research concerning moral development in the course of life as well as its assessment. They will develop skills for moral thinking and moral education.	Students know basic norms of moral development, recognize its stages in themselves and others. Students describe the relationships between morals and various system of values. Students can interpret human behaviour in terms of morality and its development, they can present their viewpoints and discuss moral dilemmas. Students are aware of moral significance of their work, and they act ethically.	Polish
Drama in developing social skills	9	4	The aim of the course is familiarizing students with assumptions and drama methods in developing social skills, such as communication, assertiveness and problem solving.	Students know basic drama assumptions as a way of learning through role-playing and the usefulness of drama in developing social skills; they can describe basic drama techniques. Students apply relevant drama techniques for resolving conflicts and developing communication skills. Students design lesson plans for drama classes, communicate effectively with group members while practising drama techniques showing sensitiveness to their possible difficulties with getting into and out of characters.	Polish
Aiding human development in the course of life	10	4	The aim of the course is familiarizing students with norms/regularities and selected methods of supporting human development in all age groups.	Students know psychological theories and conceptions concerning human development with regard to individual differences; they have knowledge regarding diagnosing developmental disorders and methods of providing psychological assistance in terms of supporting development at various stages of life. Students can diagnose developmental disorders at all stages of human development, design development supporting actions and carry out stimulation and early intervention actions in all age groups. Students can work in teams carrying out diagnostic and therapeutic tasks; they are oriented towards constant professional self-development.	Polish

Methodology of work of a school psychologist	10	8	The aim of the course is to familiarize students with principles and methods of work of a school psychologist regarding individual contact, working with groups of pupils and whole classes. There will be discussed issues of psychological assistance for parents and caretakers, the role of a psychologist in psychoeducation, diagnosing and co-operating with a local community (including other educational institutions). There will be discussed ethical issues concerning psychologist's work with parents and pupils at various educational stages.	Students know the specificity of a school psychologist's work and the resulting responsibilities with regard to professional ethics. Students know methods and forms of psychologist's work with an individual pupil, groups and parents. Students can select relevant methods and techniques of work with children and adolescents at various educational stages; they can plan their diagnostic and therapeutic activity, provide psychological assistance and take psychoeducational and health-promoting actions. Students are aware of the considerations and ethical aspects of their diagnostic and therapeutic activity.	Polish
Psychology of creativity in education	10	6	The aim of the course is to provide students with basic psychological knowledge concerning creative activity, background for developing creative skills in children and adolescents and practical application of this knowledge in educational processes.	Students have knowledge concerning background of child's creativity and programmes to support it. Students know methods of supporting creativity in kindergarten and school. They can use diagnostic creativity-testing devices, suggest their own ways to support creativity in children and adolescents being aware of ethical aspects of their activity.	Polish
Didactics with elements of special needs instruction	7	3	The aim of the course is to familiarize students with basic theoretical issues concerning education and to help them in critical understanding phenomena and regularities occurring in contemporary school reality. The instructor will point out the components of educational process and ways of applying the theory in analysing problems that may occur while working with pupils with special educational needs. The course shows education as a process whose components are interrelated on theoretical and practical grounds.	Students know theoretical bases of education and regularities occurring in the process of learning. They identify didactic problems and selects relevant arguments for describing and explaining them with reference to the subject literature. Students can apply theory in educational practice, suggest practical solutions and carry out classes. Students select relevant methods to organize their pupils' self-study. Students recognize ethical aspects of assessment, can hierarchize educational values and accurately identify individual educational needs of pupils with learning difficulties.	Polish
Psychotherapy	7	5	The aim of the course is to familiarize students with various currents in psychotherapy as well as methods and techniques of psychotherapeutic	Students know kinds of mental disorders and contemporary approaches to them as well as factors determining effective psychotherapy.	Polish

			influence. Students are presented the principles of relevant selection of methods and factors determining effective psychotherapy.	They know principles of selecting methods and techniques in psychotherapy. Students can interpret the results of diagnosis and plan the process of psychotherapy, building appropriate therapist-patient relationship and considering ethical aspects of their work at each stage of the diagnosis and psychotherapy processes.	
Introduction to pedagogy	4	3	The aim of the course is to introduce basic terminology and criteria for differentiating between learning and other forms of social activity, the content of the Convention of the Rights of the Child, the issues in pedagogy and its subdisciplines, basic assumptions of selected currents in pedagogy, the bases of teacher's work.	Students can define basic notions in pedagogy, know basic terminology, know and critically understand theories and approaches in pedagogy. Students can identify, interpret and apply relevant articles in the Convention of the Rights of the Child. Students know and can practically apply the principles of effective interpersonal and social communication, its regularities and distortions; they know the specificity of educational environments and processes occurring within. Students exhibit ethical sensitivity, thoughtfulness and prosocial attitude.	Polish
Selected issues in sociotherapy	8	5	The aim of the course is to familiarize students with basic notions of socio-therapy understood as a form of psychological assistance and developing their competence in terms of diagnosing problems, planning, designing and carrying out remedial socio-therapeutical activities.	Students can define basic notions in socio-therapy and explain differences between psychotherapy, interpersonal training and socio-therapy, can select, design and carry out relevant activities for a group to achieve corrective, calming and emotion-decompressing effects, demonstrating flexibility in modifying their actions according to the group's needs. Students are sensitive to mental and physical suffering of others, show their creativity in taking actions that are to support achieving the group's goal..	Polish
Voice emission and hygiene	7	2	The aim of the course is to teach students how to use their voice in professional work according to the rules of hygiene of voice emission to prevent occupational diseases	Students know how to use their speech organ safely in professional work. They develop correct habits with regard to breathing, voice emission, voice reinforcement, correct articulation and accentuation. Students are aware of the role of the voice in their professional work so they	Polish

				constantly develop healthy habits and take health-promoting actions in this regard.	
Career counselling	7	3	The aim of the course is to provide students with basic knowledge concerning stages of professional development, the role of school career counselling, the standards of job market, basic notions and tools in career counselling.	Students know the system of career counselling and methods of vocational orientation testing, they can interpret the behaviour of a tested person according to the psychological theories, they can plan and carry out the diagnostic process. Students are aware of the ethical aspects of their professional activity	Polish
First aid	1	2	The aim of the course is to teach student how to recognize emergencies and health/life hazards, how to call for emergency services and take relevant actions to minimize the negative effects of accidents as well as taking basic rescue actions.	Students recognize and define various emergencies, describe, properly organize and carry out basic life-saving operations. Students are aware of the ethical aspects of their behaviour while performing life-saving operations.	Polish
Crisis intervention	9	5	The aim of the course is to familiarize students with basic terminology and legal regulations pertaining to psychological crisis in a broad sense and providing them with theoretical knowledge about psychological crisis and crisis intervention as well as developing their skills to assist the victims of traumatic events (loss, violence, sexual abuse, etc.)	Students can define and classify various types of psychological crises, know the models and adequate methods of crisis intervention. They can assess the course and intensity of the crisis and assess the client's behaviour. While talking to the client, they apply the rules of active listening. Students can design the plan of work with a person in crisis. Students respect their clients and act ethically.	Polish
Work placement	7,8	8	The aim of the course is familiarizing students with psychologist's responsibilities and specificity of their work in educational establishments.	Students know theoretical assumptions and principles of creating psychometric tools for diagnosing cognitive processes, emotions, motivation and behaviour. They know pivotal symptoms of the most common mental disorders in children and adolescents and the competencies of a diagnostician. They can describe the stages of diagnostic process and available forms of assistance. Students can carry out observation of children and adolescents during their activities and interpret their behaviour in the light of the theory of individual differences and psychology of emotion and motivation. They can carry out a fragment of a diagnostic process	Polish

				with the tools applied to diagnose cognitive, emotional or social development. On the basis of the psychologist-child talk observed or a short interview carried out, students can identify child's strengths and difficulties and suggest assistance guidelines. Students appreciate the need for life-long learning and volunteering for the local community and observe the ethical standards in their contacts with clients.	
Work placement	3,4,5,6	12	The aim of the course is to increase students' knowledge and develop skills regarding their specialization, familiarize them with the activity of work placement-providing entity in various aspects and the rules of functioning of the educational institutions and specificity of psychologist's work.	Students have knowledge about organization and functioning of educational institutions and their documentation. They can analyse social phenomena occurring in the institutions observed, Students can define given emotional problem, point out its causes and assess effects. During the practice students demonstrate commitment and creativity, hierarchize tasks and effectively co-operate with their supervisor.	Polish
Intellectual property rights	2	1	The aim of the course is presenting regulations regarding intellectual property and raising students' awareness of the core and economic significance of intangible assets, principles of their trading based on copyright and industrial property rights.	Students have knowledge regarding the status of a natural person endowed with copyrights and related rights; know copyrights in terms of property rights and the rights of an individual; know the regulations regarding employee works protection and publication of students' works. students know and understand basic notions and principles within industrial property rights, copyrights and related rights that pertain to students' development and professional work. Students understand, analyse and infer about practical problems regarding copyright and related rights significant for effective functioning of legal and social structures based on knowledge and innovation transfer. Students can gather knowledge on their own, analyse source documents and link theory with practice by referring their knowledge to particular cases. Students can co-operate and work in a group adopting various roles, participate in projects	Polish

				respecting the norms of intellectual property rights. Students increase their knowledge through self-development and institutionalized forms of education.	
Physical education	4	0	The aim of the course is to increase students' awareness regarding health care, healthy lifestyle and physical activity, developing moral and social attitudes based on sports values.	Students have knowledge regarding development and functioning of human body, physical and mental development of a man, their goal-oriented functioning in a team in various roles. Students can analyse and assess their individual and group activity pointing to the areas that need improvement. Students can work in a team, cooperate respecting others, prepare and realize various projects (sports and other) with regard to legal, financial and social considerations. Students understand the need for life-long learning.	Polish
Information technology	3	2	The aim of the course is to prepare students to effectively use IT at work and on a daily basis. Students will learn information and communication techniques, text editing/mediation, spreadsheets, managerial and presentation programs, preparing for ECDL Start and ECDL Core certificates.	Students can describe and explain basic theoretical issues regarding IT (computer hardware and software, Internet, safety rules). Students can prepare and edit text documents, prepare hard copies, work with spreadsheets, performs operations and illustrates them graphically as charts, prepare presentations with the use of animations. Students understand the need for life-long learning and self-development with regard to IT.	Polish
Occupational health and safety	1	0	The aim of the course is to familiarize students with OHS university regulations, especially with regard to first aid and fire safety.	Students know theoretical issues regarding first aid and fire safety, suggest solutions to OHS-related problems, know OHS rules at educational facilities. Students can provide first aid to victims of accidents, can apply and abide by the fire safety rules on a daily basis. Students promote the right attitude to OHS at the university.	Polish
Lbrary training	1	0	The aim of the course is to familiarize students with basic library terminology and the functioning of the university library as well as using alphabetical and	Students can search for books in various catalogues and bases, find required literature and make on-line orders	Polish

			subject catalogues, databases, ordering books and using bibliographical bases.		
Philosophy	1	3	The aim of the course is to present the history of philosophy from its origins to the end of 19th century and anti-positivist breakthrough; students learn basic notions, terminology and problems in philosophy, become familiar with analytical tools and research method in philosophy	Students can describe the views of the key philosophers discussed during the course and explain basic philosophical terminology. Students can use subject literature to search for relevant information, they can point out similarities and differences concerning the theory of being, epistemology and normative ethics between various philosophical trends. Students are convinced of the necessity of applying the knowledge concerning philosophy of nature in their cognitive advance and are aware of the value of ethical environment for their moral development.	Polish
Logic	2	2	The aim of the course is to provide students with knowledge regarding basic logical notions, history of logic, basic logical theorems, rules of discussion, heuristic argument and public speech, most common logical errors and logical paradoxes. During the course students develop skills pertaining to the issues discussed.	Students have knowledge regarding basic logical notions, history of logic, basic logical theorems, the principles of discussion, heuristic argument and public speech, the catalogue of most common logical errors and logical paradoxes. They can present their arguments in a discussion with inductive and deductive reasoning. Students can define the notions, conduct logical reasoning, verify data, prescind, see analogies, and speak clearly and illustratively. Students reason critically, oppose dogmatism, work as a team.	Polish
Introduction to psychology	1	6	The aim of the course is to provide students with basic knowledge of psychology as empirical science, its tools and key theoretical conceptions illustrated with selected empirical research. Students become familiarized with basic notions related to cognitive, emotional-motivational, personality and individual differences issues.	Students know the scope of psychology, its methodology and conceptual framework. They know the background and tenor of psychological processes at various levels of their description. Students know the tenor of learning process, the laws of memory work, basic theories of emotion and motivation and the main conceptions of personality and temperament. Students can assess and analyse the sources containing descriptions of empirical results and psychological theories; they can explain human behaviour in terms of individual differences,	Polish

				cognitive processes and motivation. Students are aware of ethical aspects of their profession, consider the complexity of factors affecting human behaviour (biological, psychological, situational). Students can hold a substantive discussion, respecting the opinions of others.	
Social psychology	3	6	The aim of the course is to familiarize students with terminology specific to social psychology and with the regularities characterizing its state-of-the-art. There will be discussed classical theories, conceptions and experiments as well as the influence of various social situations on cognitive, emotional-motivational and decision-making processes in an individual.	Students define key concepts regarding social psychology, know, can reconstruct and describe the results of classic experiments, understand the impact of social phenomena on cognitive-motivational mechanisms. On the basis of their knowledge of psychological mechanisms, students can analyse social phenomena and group behaviour. Students are aware of the limitations resulting from applying particular diagnostic methods in social psychology. Students co-operate within a group adopting various roles.	Polish
Psychopathology	5	5	The aim of the course is to deepen and systematize students' knowledge in psychopathology with emphasis on etiology, mechanisms, dynamics and therapies of mental disorders and illnesses. Students develop skills in recognizing, diagnosing and describing mental disorders and proposing a therapy.	Students have in-depth knowledge regarding mental health and understand the essence of occurring disorders. They have in-depth knowledge regarding the history of psychology, disorders and changing approaches in their understanding, explaining and description. Students know the classes of mental disorders, methods of their diagnosing and psychiatric methods of treatment. Students can discriminate between disorder symptoms and norm and use the names of the disorders adequately. Students can relate the symptoms to the behavioural disorder syndrome and point out their possible etiology. They are aware of moral dilemmas and burden connected with diagnosing as well as the complexity of factors determining behaviour disorders, demonstrate openness, respect and unbiased attitude towards patients with psychiatric diagnoses	Polish

<p>Psychology of individual differences</p>	<p>4</p>	<p>5</p>	<p>The aim of the course is to provide students with knowledge about sources, mechanisms and determinants of individual differences. Become familiarized with basic conceptions of temperament, personality (supplementing the content of the Contemporary personality theories course), intelligence, creativity and cognitive styles. Students are presented selected methods of measurement and principles of diagnosing differential variables.</p>	<p>Students view the behaviour of an individual from the perspective of differential variables, also considering the role of environmental factors (social and cultural); they can describe the theories of temperament, personality, intelligence, creativity and cognitive styles, the context of their emergence as well as differences between them. Students know basic methods of diagnosing differential variables, are aware of their theoretical background as well as limitations on application and interpretation of their results. Students can explain mechanisms, similarities and differences between the behaviours observed with reference to differential variables, can select and apply relevant methods of measurement of individual differences and interpret the results. Students can adjust the methods of communication and work with another person to their differential profile. Students understand and are open to different needs and abilities of individuals resulting from individual differences, they are aware of their own profile of differential variables and resulting specificity of their functioning, especially in the context of social interactions.</p>	<p>Polish</p>
<p>Psychological diagnosis</p>	<p>5,6</p>	<p>8</p>	<p>The aim of the course is providing knowledge and developing competencies regarding selection and conducting research and adjudication procedure in psychological diagnostics with emphasis on ethical aspects of psychologist's profession.</p>	<p>Students know and apply ethical standards in their work. They know the aims, areas, methods, techniques and tools of psychological diagnosis, recognizing their determining factors. They know the tools for research and adjudication procedure considering the developmental stage of the subject. Students can use their knowledge to select relevant diagnostic tools, applying selected methods. Students can conduct a research procedure, analyse qualitative and quantitative data and interpret them. Students have the sense of professional identity and responsibility,</p>	<p>Polish</p>

				professional ethics; they are aware of their qualifications and motivated to self-development.	
Art therapy	10	5	The aim of the course is to strengthen and develop students' creative potential and familiarize them with methodological bases of art therapy in education and the use of art techniques in therapies with emphasis on strengthening one's self-acceptance, co-operation and team work skills.	Students have basic knowledge about art therapy, its function, techniques and forms of work useful in the therapy of various dysfunctions. Students can use the language of art naturally and inspire to the activity that develops creativity aiding the therapeutic process. students demonstrate sensitivity, empathy and respect the autonomy of the person undergoing the therapy.	Polish
Diagnosis and rehabilitation in Neuropsychology	10	6	The aim of the course is to present theory and methodological problems regarding neuropsychological diagnosis and rehabilitation. Students become familiarized with the history, key theories and models of neuropsychological rehabilitation with emphasis on the role of neurological, cognitive, motivational and psychosocial factors in various kinds of neuropsychological rehabilitation. Students are instructed about procedures of neuropsychological diagnosis and rehabilitation applied in various disorders.	Students know the basics of neurobiology and basic diagnostic approaches and types of diagnosis in neuropsychology. They can classify neuropsychological disorders, know the bases of their diagnosing and rehabilitation. Students can point out diagnostic and rehabilitation procedures implemented for various disorders. Students respect individual differences, are open to co-operation with various rehabilitation specialists and act ethically.	Polish
Therapeutic techniques for children and adolescents	10	5	The aim of the course is to familiarize students with theoretical and practical aspects and mechanisms of therapeutic techniques applied in work with children and adolescents. Students are taught to adjust a therapeutic technique to a particular neuropsychological disorder, such as social maladjustment.	Students have systematized knowledge about determinants of disorders in children and adolescents, methods of psychological assistance, especially therapeutic techniques applied in children and adolescents. They recognize emotional problems in children and adolescents and propose relevant therapeutic method. Students can identify stages of development in children and adolescents, stage-related developmental disorders and they can propose the forms of assistance. Students are aware of their limitations so they are ready to consult other specialists with regard to the therapy.	Polish

Existential psychology	10	4	The aim of the course is to familiarize students with basic issues in existential psychology, its most important representatives and their views, key theoretical conceptions, theorems, problems and trends with regard to the-state-of-the art and historical context.	Students identify and understand the conceptions of emotion and motivation in existential psychology; they can describe and explain psychological problems with reference to the assumptions of existential psychology, outline and discuss its theoretical and practical assumptions. Students represent an active attitude to the improvement of people's well-being.	Polish
Family Ethics	10	5	The aim of the course is to provide students with knowledge regarding family ethics understood as a collection of rules and values to be realized in family life. The course includes normative ethics (obligations) and descriptive ethics (psychology and sociology of morality with regard to everyday family life phenomena).	Students have knowledge regarding philosophy, anthropology and pedagogy, basics of psychology and sociology; know the norms and family values within the framework of European culture. Students know major currents in ethics which they can associate with values and norms of the family ethics. Students can formulate relevant problems, think logically, use adequate philosophical and logic terminology, interpret human behaviour with regard to personality theories. They can formulate and solve on their own ethical problems concerning family life. Students can interpret human behaviour in the context of stages of moral development, they can hold discussions and perform oral presentations concerning family ethics. Students appreciate the need for constant moral advance and the significance of family for individual and social development. Students are sensitive to the problems of family life, avoid stereotypical thinking, are open to communication, discussion and co-operation.	Polish
Work Psychology in Organization and Management	7	4	The aim of the course is to familiarize students with functioning of a person in the work environment in psychological aspects, explain general management processes within an organization and determinants of its functioning; to provide students with knowledge about personality profiles of managers and employees from the perspective of personality	Students have knowledge regarding behavioural mechanisms in an organization and can describe them with regard to the work psychology; they have systematized knowledge about planning a career path, describe aspects of HR processes in the context of organizational behaviour analysis. Students can assess the competencies of a job	Polish

			theories; to describe pathologies within an organization.	candidate and employee using psychological tools, and develop a training developing their psychosocial skills. students can recognize behavioural pathologies in an organization and symptoms of organizational crisis; they can propose preventive solutions. Students can adopt various roles in a teamwork, formulate goals and motivate team members to work. Students show sensitivity and respect to organization members and act ethically.	
Positive Psychology	9	5	The aim of the course is to familiarize students with most important theories and research regarding positive psychology and to prepare them to critically analyse selected conceptions within positive psychology.	Students know basic assumptions, methods and purposes of positive psychology. They know and understand the ideas of mental health, functionality, harmony, well-being and happiness as presented within positive psychology frameworks. Students can describe and explain psychological problems in terms of positive psychology. They can design procedures aiming to improve individual and social life. Students assist other people in dealing with problems.	Polish
Work with a group	9	5	The aim of the course is to familiarize students with the specificity of working with a group with regard to the processes occurring within a group, social forecasting, effective methods of work and supportive actions. Students develop their competencies regarding creating a group and working with it.	Students know processes occurring in a group and contemporary methods of psychotherapy. They can describe the principles of establishing contact and social relationships. students know social considerations for emotional expression, they understand social processes occurring in a group and mechanisms of functioning in a group. students demonstrate their social skills and emotional intelligence, they can establish appropriate interpersonal relationships, resolve difficult situations in a group and external conflicts. Students are able to function within any group, can built their image in a group, discern existing problems.	Polish
Psychology of Addictions	8	6	During the course students become familiarized with the notion of addiction, kinds of addictions and their mechanisms. They are provided knowledge about causes, kinds and harmful effects of alcohol-,	Students define the notion of addiction, identify kinds of addictions and describe alcohol-, nicotine- and drug addiction. They have broad knowledge regarding psychology of addictions,	Polish

			nicotine- and drug addiction as well as new kinds of addictions occurring contemporarily and develop diagnostic and therapeutic skills in this regard.	know contemporary theories of addictions. Students can analyse the problems of addicted people, identify their causes, apply adequate solution methods with the use of psychological knowledge, can forecast the effects of the planned measures. Students prepare for their work in a responsible way, conduct diagnoses professionally and apply adequate therapies taking into consideration the good of their patients and the principles of professional ethics.	
Psychology of Social Maladjustment	7	6	The aim of the course is to introduce basic issues in social maladjustment with emphasis on personality disorders, to describe the role of developmental, school, family and social factors in the genesis of social maladjustment as well as the effects of social maladjustment in the minors.	Students can define personality disorders as causes of maladjustment and social problems, can describe psychopathic and antisocial personalities. Students can recognize the problems of minors, identifying negative effect of the environment on them, plan and take aiding actions according to their competencies and with the use of psychological knowledge. Students are aware of the complexity of the problems that minors encounter as well as the fragility of minors' psyche, therefore they act ethically, foreseeing possible consequences of their actions. Working with the maladjusted, students are ready to take up individual and collective professional challenges.	Polish
Narrative psychology in psychological therapy and practice	5	4	The aim of the course is to provide students with knowledge about possibilities and limitations of adopting a narrative perspective in psychology, to familiarize them with key conceptions in narrative psychology and the use of narrative methods in empirical psychological research. Students are taught to create and carry out projects of applying narrative theories and methodologies in psychological practice: education, health promotion, existentially-oriented counselling and as an aiding tool in psychotherapy.	Students know the conceptions of narrative psychology and their role in empirical and applied psychology as well as the use of narrative methods in empirical research methodology; they know the narrative model of mental health and can interpret selected psychological phenomena from its perspective. Students are familiar with the latest conceptions of personality (personality polyphony model and dialogical self); they can design their research plan in the narrative vein, with the use of quantitative and qualitative methods, and on this basis prepare an academic article; they can conduct an autobiographical	Polish

				narrative interview at the level of designing autobiographical questionnaire, archiving the records and interpreting the narrative material obtained. Students can professionally apply selected notions and metaphors within narrative psychology while designing tools for practical influence (educational, prophylactic, therapeutic), have in-depth understanding of the other person, develop their empathy, establish and maintain contact and conversation about difficult issues. Students recognize and appreciate the relationship between narrative mode of information processing and human functioning in the contemporary world; effectively use their knowledge regarding narrative functioning of a human for deepening their own autobiographical reflection supporting their self-improvement. Students effectively work in teams, communicate in a mature way, ethically and respecting the autonomy of others.	
Cross-cultural Psychology	5	4	The aim of the course is familiarizing students with basic notions and issues in cross-cultural psychology.	Referring to contemporary research in cross-cultural psychology, students point out cultural considerations of cognitive processes, emotion, motivation and social behaviour of a person. Students adjust their mode of communication to the interlocutor's cultural background; they are sensitive to their cultural norms and values; students are ready to work with a multi-cultural group.	Polish
The Basics of Neuropsychology	5	3	The aim of the course is to familiarize students with the issues of: brain-mind relationship, neurobiological and neuropsychological bases of cognitive processes, neurobiological and neuropsychological disorders in children and adults, principles and methods of therapy and neurobiological rehabilitation, neurobiological diagnosis. Case study.	Students have knowledge regarding brain-related mental processes and mental developmental disorders. Students know neuropsychological methods in psychotherapy. Students can establish contact with the charge and other participants of the diagnostic and therapeutic process. Students can diagnose neuropsychological disorders and apply knowledge regarding neuropsychology in their	Polish

				therapeutical practice. Students act ethically and are responsible for their charges.	
Stress mechanisms and management	6	2	The aim of the course is to familiarize students with key theories and research in stress, its causes, mechanisms, effects and styles, strategies and techniques of managing it. Students gather knowledge and develop skills and competencies regarding diagnosing level of stress, stress-prevention and promoting healthy life style in schools, institutions and organizations.	Students have knowledge regarding theory and research in stress and are aware of biological, personality and socio-cultural determinants of stress reactions (their occurrence, proceeding and effects). Students can describe how stress is related to individual traits, emotions and cognitive processes on the one hand, and organizational and institutional considerations on the other hand. Students recognize the relationships between stress and physical and mental health, know various methods of dealing with stress. Students understand the phenomenon of stress and can combine biological, psychological, sociological and cultural knowledge in their practice. They can apply the stress category for describing and explaining personal problems and interpersonal conflicts. Students discern between socio-cultural and personal stressors, distinguish symptoms of stress reactions from symptoms of mental disorders. Students can establish contact with a stress-experiencing person and assist them in terms of designing and implementing procedures of dealing with stress. Students are aware of their own susceptibility to stress, their styles and strategies of managing it, develop their skills in this regard to help others and recognize the complexity of stressors occurring. Students can deal with organizational stress, take actions to reduce organizational, institutional and socio-cultural stressors.	Polish
Clinical Psychology of Adults	6	4	The aim of the course is to provide students with state-of-the-art knowledge regarding biological, psychological and social factors and developmental processes playing the role in etiology of depression and other affective disorders in children, adolescents and adults, and persisting of their symptoms.	Students know symptoms and causes of mental disorders in adults; they can diagnose the disorders and select relevant therapeutic methods, design adequate therapeutical procedures. Students respect their patients.	Polish

Clinical Psychology of Children and Adolescents	5	4	<p>The aim of the course is to provide students with knowledge about disruptions of development evincing themselves in mental disfunctions and all-encompassing developmental disorders. Students become familiar with basic criteria of clinical diagnostics regarding most common disorders (mental impairment, autism, Asperger's syndrome, child and adolescent depression (including suicidal problems), ADHD, anxiety disorder of various etiologies, etc.) Students develop the observation skills and learn to co-operate with specialists to trigger aiding mechanisms.</p>	<p>Students view mental disorders from the perspective of developmental psychology, considering the role of socio-cultural factors. They describe specific problems of children with developmental disorders. Students know the assumptions and practical applications of selected currents of psychotherapy, emergency response, psychoeducation, counselling, revalidation and therapy. Students can recognize a difficult situation of a child with a developmental disorder, analyse it and select relevant methods of aid. Students can identify basic classes of disorders and explain their causes. Students are aware of the necessity of co-operating with a child's caretaker and other specialists in child and family care. Students have the need of constant and responsible professional self-development.</p>	Polish
Psychological Assistance for Adults	6	5	<p>The aim of the course is familiarizing students with selected theoretical assumptions regarding therapeutic work with an individual as well as therapy and mediation with married couples and families in conflicts.</p>	<p>Students have knowledge regarding psychotic disorders and diagnosing their symptoms as well as selected aspects of therapy and rehabilitation in affective disorders. Students can diagnose disorders and apply adequate therapies. Students understand the need for co-operation and constant self-development</p>	Polish
Social Communication	1	3	<p>The aim of the course is familiarizing students with the course of communication process with regard to the elements of verbal and non-verbal communication and factors impeding and facilitating communication.</p>	<p>Students know terminology communication, identify and describe forms of verbal and non-verbal communication and differences between them. Students have knowledge about the process of communication, its stages and participants, describe models of communication and points out communication barriers. Students can recognize and apply elements of verbal and non-verbal communication and communication tools adequately to the situation and interlocutor. Students can identify communication barriers and factors inhibiting and facilitating communication. Students are aware of their competencies, are</p>	Polish

				development-oriented, open to communication and co-operation.	
Emotional education	5	2	The aim of the course is to provide students with knowledge regarding influence of the socio-emotional context on the achievement of an individual expressing themselves in the adopted roles as well as motivating students to personal advancement and raising their sensitivity to emotional needs of other people (children, adolescents, adults).	Students have knowledge regarding their own development, emotional processes and emotion regulation techniques, understand the relationship between emotional state and behaviour of an individual. Students can develop their professional devices for regulating emotion in children, adolescents and adults. Students are aware of their emotions, are sensitive to emotional needs of others, deal with stress effectively.	Polish
Health Psychology	3	3	The issues discussed during the course pertain to two areas of interest for health psychology, that is, health promotion and psychology of a person with a somatic illness. The course aims at deepening students' knowledge regarding health issues, raising interests oriented towards increasing individual and social resources aiding health improvement and helping others.	Students know selected conceptions of health and illness, psychological models of normal and disturbed functioning of an individual and social group, norms and regularities of functioning of an individual at subsequent stages of mental development also with regard to typical problems and possible disorders. Students know the relationship between physical and mental health throughout human life and their relationship with broader socio-cultural context. Students can present achievements of health psychology and its implications for psychology as a whole, broaden their knowledge regarding health psychology, integrate it with other branches of science and use it to describe and explain particular cases. Students interpret human behaviour from the perspective of health psychology, describe and explain the role of health psychology in all-encompassing diagnosis and psychological assistance with regard to socio-cultural considerations. Students consider the effect of mental sphere on health, can provide psychological assistance, discern psychological problems related to the process of recovery and plan actions to minimize/eliminate them. Students monitor and improve their	Polish

				psychophysical health being aware of its effect on the quality of their professional work. Students are aware of the multitude of health-determining factors and can use them to take educational, organizational and other actions improving individual and socio-cultural quality of life. By designing health prophylaxis, students inspire others to develop in this sphere.	
Memory and Learning	3	4	The course aims at inspiring students to constant self-improvement of their intellectual potential, gathering knowledge and motivating them towards applying the techniques for developing attention and memory, active self-discovery in the intellectual sphere and recognizing determinants of their self-development (learning).	Students define memory and learning process; use terminology adequately, know stages of memory and ways of reinforcing them, know how to develop their own intellectual potential and how to create the environment for effective learning. Students participate in discussions, listen attentively and express their views clearly, confront their social skills with others, develop their skills with regard to memory training.	Polish
Contemporary Personality Theories	4	4	The course aims at familiarizing students with basic issues in contemporary personality psychology as well as analysing and discussing theoretical conceptions that explain the issues. The course also aims at specifying the notions and discussing selected theoretical issues and theorems within the research area of personality psychology. During the course students are presented key problems and theoretical orientations of contemporary personality psychology in terms of their historical and current significance and with reference to solutions proposed by particular researchers.	Students know pivotal achievements within various currents in psychology of personality and their significance for later conceptions and approaches. Students know the sources and socio-cultural context for contemporary psychological paradigms. Students describe the genesis of considering various determinants of development and functioning in psychological conceptions of personality. Students can describe and critically analyse contemporary conceptions of personality, evaluate their contribution into contemporary psychology and relate them to the current state of knowledge. Students have the sense of professional identity supported by their understanding of the main contemporary theories of personality, appreciate their significance for the development of contemporary psychology.	Polish
Classic Personality Theories	3	4	The course aims at familiarizing students with basic issues in personality psychology as well as analysing and discussing theoretical conceptions that explain the issues. The emphasis is on specifying the	Students know and understand the main ideas, notions and conceptions in the psychology of personality, have knowledge regarding harmonious development of personality in	Polish

			<p>notions and discussing selected theoretical issues and theorems within the research area of personality psychology. During the course students are presented key problems and theoretical orientations of personality psychology in terms of their historical and current significance and with reference to solutions proposed by particular researchers.</p>	<p>accordance with classical personality theories. Students know and understand the concepts of unawareness, emotion and motivation within the psychology of personality. Students can describe the genesis and socio-cultural context of the development of former and contemporary research approaches in the psychology of personality, describe and critically analyse former psychological conceptions, evaluate their contribution into contemporary psychology and relate them to the current state of knowledge. Students develop their personality strengths and use them to improve the quality of life of various social groups. Students deal with problems, assist other people, develop themselves and support other people's development with the use of psychological knowledge.</p>	
<p>Adult Development Psychology</p>	<p>4</p>	<p>6</p>	<p>The aim of the course is to provide students with knowledge about developmental changes that occur in adulthood. During the course students become familiarized with basic conceptions of human development in the course of life, research methods in developmental psychology with emphasis on the methodological difficulties that may occur in research on the development of an adult person. Students become prepared to search for and use the subject literature on their own.</p>	<p>Students know basic conceptions of human development through the life-cycle, understand the significance of crises for the development, know developmental changes at various stages of adulthood (in cognitive, emotional, social, moral and personality spheres), describe possibilities and limitations of various research methods regarding the development of an adult person. Students can search for and use subject literature (including databases of scientific journals), can critically synthesize the knowledge obtained from subject literature concerning selected areas of human development. Students have basic skills for diagnosing developmental crises in adults (mid-life crisis in particular). Students can describe the specificity of developmental crises and other development-related phenomena in a clear way understandable for people with no psychological knowledge, respect and appreciate the experience of their older clients, are aware of the</p>	<p>Polish</p>

				developmental possibilities and their role in career planning.	
Children and Adolescents Development Psychology	3	6	The aim of the course is to provide students with psychological knowledge, based on educational outcomes, concerning development of children and adolescents with special emphasis on basic developmental spheres (emotional, social, cognitive, moral, physical), and basic psychological theories.	Students know basic concepts regarding developmental psychology of pre-natal, childhood and adolescence periods, mechanisms of human development through the life-cycle; they describe and contrast classic and contemporary conceptions of development of children and adolescents. Students can interpret developmental regularities in subsequent periods of human life, from pre-natal period to adolescence. Students identify and analyse situations crucial for children and adolescents with regard to risk factors and factors facilitating development they can use their professional knowledge for planning research into development and use methods adequate to the developmental level of the examined. Students appreciate the significance of theoretical knowledge for explaining empirical aspects of development, are sensitive to ethical aspects of research into development of children and adolescents.	Polish
Creativity Psychology	3	2	The aim of the course is to familiarize students with the gist of creativity, creative processes and methods of developing creative thinking and creative work.	Students understand the gist of creative processes, know the characteristics of a creative person and theories of creativity. Students can identify and interpret creative behaviour. Students are aware of the complexity of factors affecting human behaviour.	Polish
Statistical Analysis in Social Research	1	4	The aim of the course is to equip students with tools for statistical analysis of the results of empirical measurements with a full spectrum of basic methods of data analysis: from methods of verifying simple statistical models - regression and variance analysis, through methods of developing and verifying complex models with regard to random effect and relationships between many variables, to methods of factor analysis and Bayesian inference. The course	Students have in-depth knowledge of research methods in psychology, use statistical methods for the analysis of research results; know methods of analysis of the observed values of random variables, know how to use one- and multidimensional measurements of individual changes, know methods of measurement of mental characteristics, principles of construing psychological tests and principles of identifying	Polish

			<p>introduces both theoretical bases for the methods discussed and particular tools for their application. Students become prepared to assess the research problem, select appropriate research method and analyse the collected results.</p>	<p>psychometric properties of tests. Students can formulate and operationalise hypotheses and select appropriate research plan for a given problem, they can carry out research using quantitative and qualitative methods. Students can present in a written form the research results in accordance with editorial standards for psychological articles. Students can create simple research tools and check their parameters using psychometric and statistical methods. Arguing their conclusions, students rely on research results, separate reporting results from their interpretation; students work effectively in a research team, know their responsibilities related to various roles in a team. Students respect copyrights and provide citations correctly.</p>	
<p>Psychology of Emotion and Motivation</p>	<p>2</p>	<p>6</p>	<p>The aim of the course is to provide students with knowledge about the genesis, mechanisms and functions of emotional and motivational processes as well as raising their awareness of the possibilities of developing their own regulatory skills regarding the phenomena discussed. Students become familiarized with basic theoretical and methodological research perspectives on emotion and motivation, and the possibilities of applying this knowledge in their professional work.</p>	<p>Students have knowledge regarding psychology of emotion and motivation and research methodology, diagnostic methods, know definitions and basic theories; they have knowledge about applied research methods in historical and contemporary perspective as well as biological mechanisms of arousing emotions and motivation and the effect of these processes on cognitive functioning of an individual. Students explain concepts and paradigms in psychology of emotion and motivation in historical and contemporary contexts. Explaining human behaviour students adopt interdisciplinary approach, combining psychology of emotion and motivation with other disciplines. Students can select and apply relevant tools for diagnosing emotional-motivational phenomena and design educational and prophylactic actions. During a discussion, students can monitor theirs and other participants' emotional-motivational states, adjusting their statements to enhance the effectiveness of common actions. Interpreting</p>	<p>Polish</p>

				various situations and resolving socio-emotional problems, students take into account various factors determining human behaviour.	
Cognitive Psychology	2	6	<p>The aim of the course is to provide students with basic knowledge about the psychology of cognitive processes. Students become familiarized with basic mind models described in the subject literature. There will be presented the theories of basic cognitive processes (perception, consciousness, attention, cognitive control) and conceptions regarding complex cognitive processes (information processing, thinking, decision making and problem solving). Students become familiarized with classic and contemporary results of empirical research regarding the problems discussed and analyse the source texts. Students are also presented selected experimental methods used in cognitive psychology and provided an opportunity to analyse and interpret the results of research conducted within research paradigms discussed.</p>	<p>Students know classic and contemporary models and conceptions in cognitive psychology, know research trends and key research paradigms, know links of cognitive psychology with other sciences (cognitive studies, neurobiology, philosophy). Students can critically analyse the subject literature, use the terminology adequately, can formulate research problem and suggest its solution with reference to their knowledge of cognitive psychology, considering ethical and moral aspects of research. Students can provide substantive argumentation in a discussion, respecting the interlocutor; students are aware of the limitations in formulating conclusions about human functioning with reference to experimental research results within cognitive psychology.</p>	Polish
Brain mechanisms for mental faculties	2	5	<p>The course is a continuation of Introduction to Biopsychology. During the course students become familiarized with location and brain mechanisms of complex mental functions, such as language, attention or memory. Students become familiarized with neural correlates of selected aspects of emotional and social functioning, mental disorders and addictions. There will be discussed the issue of brain asymmetry.</p>	<p>Students can describe complex mental functions from the perspective of biological mechanisms; can identify neural substrates for selected cognitive and emotional processes and mental disorders. Students can explain complex aspects of functioning of an individual from the perspective of biopsychology; apply biopsychological knowledge to resolve problems within areas such as cognitive psychology, psychology of emotion, psychology of disorders. Students are aware of complex considerations for behaviour and mental functioning of themselves and other people, appreciating the effect of various factors (biological, social, cultural). Students can effectively communicate with specialists in other branches of bioscience with regard to selected issues of mental functions.</p>	Polish

<p>Introduction to Biopsychology</p>	<p>1</p>	<p>5</p>	<p>The aim of the course is to provide students with basic knowledge about biological bases of psychology. Students will learn about the structure and functioning of the nervous system in the micro- and macroscale and become familiarized with basic methods of diagnosing the structure and functions of the nervous system.</p>	<p>Students describe human behaviour with regard to biological and medical science. They can describe the structure and functions of human nervous system (on a cell level and structure level) and know cerebral background of basic mental processes. Students know basic methods of diagnosing the structures and functions of a nervous system, are aware of their advantages, disadvantages and application limitations. Students correctly identify and consider while describing behaviour the effect of biological factors on psychological functioning of an individual. Students understand the terminology common for neurosciences and use it adequately. Students are aware of complex considerations for behaviour and mental functioning of themselves and other people, appreciating the effect of various factors (biological, social, cultural). Students are ready to take up professional challenges in a multidisciplinary research team.</p>	<p>Polish</p>
<p>Methodology of Social Science</p>	<p>1</p>	<p>6</p>	<p>The aim of the course is familiarizing students with scientific methods of exploring the world with particular emphasis on empirical method. Students become familiar with philosophical and logical bases of scientific cognition, social context of discovering and presenting the results of scientific research, theoretical bases of measuring and describing the phenomena being the subject of interest for the science.</p>	<p>Students have knowledge about the scope of psychology, research methods, critical evaluation and communication of the research results, they know research tools and underlying theoretical assumptions. Students know major epistemological conceptions and philosophical background of empirical research. Students have knowledge about research methods in psychology, know how to plan and conduct empirical research and analyse the results with the use of statistical methods. Students can infer, reason and argument according to the laws of logic, can discern and identify logical errors in argumentation. Students can formulate research problems and hypotheses using conceptual framework of empirical sciences, can operationalise the hypotheses and select a</p>	<p>Polish</p>

				<p>research plan relevant to a given problem. Students can use various sources to search for and analyse information, can comprehend empirical scientific texts and use the databases of scientific literature. In their scientific activity, students abide by the ethical norms required in a scientific community. Students are aware of the possibilities and limitations of the research methods applied, appreciate empirical verification as a source of scientific knowledge and value good practices in empirical research.</p>	
History of Psychology	2	2	<p>The aim of the course is to familiarize students with the genesis and socio-cultural context of former and contemporary approaches in psychological research, point out the significance of philosophical assumptions, present the diversity of views on the subject of psychology, research approaches and areas of interest from historical perspective.</p>	<p>Student recognize the role of philosophy in developing psychology as science. They point out ontological, epistemic and methodological assumptions underlying different approaches in psychology. They recognize the significance of former approaches in psychology for emerging later conceptions and approaches. They know the sources, socio-cultural context and the process of developing contemporary psychological paradigms. Students can relate approaches in psychology to their specific problems, methods and ways of formulating conclusions. They understand sources, nature and consequences of the multitude of approaches in psychology and describe their key achievements. They recognize limitations resulting from adopting particular approaches. Students can describe the genesis and socio-cultural context for development of former and contemporary research approaches in psychology. They can present and critically analyse former psychological conceptions, assess their contribution to contemporary psychology and relate them to the state of the art. They can describe the genesis of considering in psychological conceptions various factors determining human development and functioning.</p>	Polish

				Students consider in their research and psychological practice the whole complexity and diversity of behavioural background (situational, biological, dispositional, cognitive, social and cultural, developmental). Students appreciate the significance of older philosophical and psychological conceptions for the development of contemporary psychology. They have the sense of professional identity rooted in their understanding of the history of psychology interrelated with the history of other sciences.	
MA seminar	7,8	10	The aim of the course is to enable students to identify the areas of interest for their scientific research, help identify the topic of their MA theses, formulate their aims, research problems, work plan, conduct source query and provide students with relevant knowledge for preparing theoretical part of their theses.	Students have knowledge about relationships between psychology and other sciences, especially on practical ground. Students know principles and research methods indispensable for preparing and conducting empirical research, they know copyright and legal considerations of scientific research activity. Students can formulate aims, hypotheses and research problems, design research plan, collect, select and critically approach to source material, formulate original conclusions. Students are aware of the importance of ethical aspects of scientific research, respect copyrights in their research work.	Polish
MA seminar	9,1	10	The aim of the course is to provide students with relevant knowledge that enables successful accomplishment of students' MA theses in accordance with the university requirements and standards, with regard to the supervisor's guidelines and to anti-plagiarism laws.	Students have and apply relevant knowledge concerning research method in psychology and social sciences, know theoretical and practical relationships between psychology and other sciences, know practical application of psychological diagnosis and statistical methods. Students can present their own opinions and judgments in a substantive discussion, they provide arguments taken from their own and other scholars' research. Students can select, develop and apply research tools and apply adequate methods in their research. Students are aware of the importance of ethical aspects of	Polish

				scientific research, are responsible for their research results and know their own limitations.	
German	1,2	3	The aim of the course is to develop students' language skills in all respects with special emphasis on communication, provide students with vocabulary and grammar structures enabling effective communication on a daily and professional basis and teach the vocabulary structures related to psychology.	Students understand and use vocabulary and grammar structures for effective communication on a daily basis. They effectively communicate in spoken and written forms. They know and understand the vocabulary related to their speciality, which allows them to effectively deal with simple and more complex texts. Students demonstrate appreciation and positive attitude towards other cultures and language users.	Polish
German	3,4	7	The aim of the course is to develop students' language skills in all respects with special emphasis on communication, provide students with vocabulary and grammar structures enabling effective communication on a daily and professional basis and teach the vocabulary structures related to psychology.	Students understand and use vocabulary and grammar structures for effective communication on a daily basis. They effectively communicate in spoken and written forms. They know and understand the vocabulary related to their speciality, which allows them to effectively deal with simple and more complex texts. Students demonstrate appreciation and positive attitude towards other cultures and language users.	Polish
German	6	4	The aim of the course is to develop students' language skills in all respects with special emphasis on communication, provide students with vocabulary and grammar structures enabling effective communication on a daily and professional basis and teach the vocabulary structures related to psychology.	Students understand and use vocabulary and grammar structures for effective communication on a daily basis. They effectively communicate in spoken and written forms. They know and understand the vocabulary related to their speciality, which allows them to effectively deal with simple and more complex texts. Students demonstrate appreciation and positive attitude towards other cultures and language users.	Polish
English	2	3	The aim of the course is to develop students' language skills in all respects with special emphasis on communication, provide students with vocabulary and grammar structures enabling effective communication on a daily and professional basis and teach the vocabulary structures related to psychology.	Students understand and use vocabulary and grammar structures for effective communication on a daily basis. They effectively communicate in spoken and written forms. They know and understand the vocabulary related to their speciality, which allows them to effectively deal with simple and more complex texts. Students	Polish

				demonstrate appreciation and positive attitude towards other cultures and language users.	
English	3,4	8	The aim of the course is to develop students' language skills in all respects with special emphasis on communication, provide students with vocabulary and grammar structures enabling effective communication on a daily and professional basis and teach the vocabulary structures related to psychology.	Students understand and use vocabulary and grammar structures for effective communication on a daily basis. They effectively communicate in spoken and written forms. They know and understand the vocabulary related to their speciality, which allows them to effectively deal with simple and more complex texts. Students demonstrate appreciation and positive attitude towards other cultures and language users.	Polish
English	5	4	The aim of the course is to develop students' language skills in all respects with special emphasis on communication, provide students with vocabulary and grammar structures enabling effective communication on a daily and professional basis and teach the vocabulary structures related to psychology.	Students understand and use vocabulary and grammar structures for effective communication on a daily basis. They effectively communicate in spoken and written forms. They know and understand the vocabulary related to their speciality, which allows them to effectively deal with simple and more complex texts. Students demonstrate appreciation and positive attitude towards other cultures and language users.	Polish
Psychometrics	6	5	The aim of the course is familiarizing students with theoretical assumptions and practice of applying psychological testing, teaching them to construe and adapt research tools, conduct tests, diagnose problems and interpret test results according to psychometric standards and with the observance of ethical standards.	Students know theoretical and practical aspects of applying psychometric tests, creating, adapting tests and interpreting test results. Students can construe and adapt diagnostic tools, analyse and interpret test results according to psychometric standards. Students are aware of limitations and hazards related to psychometric testing; they observe ethical standards and provide for the patient's well-being.	Polish