

Title:	Aggressive behavior in childhood and adolescence
Lecture hours:	15
Study period: (summer/winter)	Winter or summer
Number of credits:	4 ECTS
Assessment methods:	discussion, essay, mini-study
Language of instruction:	English
Prerequisites:	English B1, interest in the subject
Course content:	<ul style="list-style-type: none"> - Aggression: the dark and the bright side, - Introducing the key issues related to the aggression and aggressiveness; - Selected conditions of the tendency for aggressive behaviour in adolescence; - Model of development of tendency to aggressiveness.
Learning outcomes:	
Name of lecturer:	dr hab. Hanna Liberska, Ass. Prof.
Email address:	liberska@ukw.edu.pl

Title:	<i>Cognitive Behavioral Therapy (CBT) – the Main Assumptions and Applications</i>
Lecture hours:	15
Study period: (summer/winter)	Summer and Winter
Number of credits:	4 ECTS
Assessment methods:	Exam
Language of instruction:	English
Prerequisites:	Basic English language skills and interest in cognitive-behavioral therapy
Course content:	The personality theories that influenced CBT; The concept of automatic negative thoughts and their interactions with emotions, body sensations and behavior; The concept of cognitive bias; The conceptualization of depression in CBT; CBT goal setting; Cognitive and behavioral therapeutic techniques.
Learning outcomes:	Students will learn basic assumptions and applications of cognitive-behavioural therapy. They will get familiar with conceptualisation of problem in CBT. They will also gain the knowledge about cognitive and behavioral therapeutic techniques.
Name of lecturer:	Monika Wiłkość-Dębczyńska, PhD Assoc. Prof.
Contact (email address):	monikawilkosc@gmail.com
Literature:	Westbrook, D., Kennerley, H., Kirk, J. (2007). <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> ; Greenberger, D., Padesky, C, A. (2016). <i>Mind Over Mood: Change How You Feel by Changing the Way You Think</i> . Burns, D., D. (2008). <i>Feeling Good: The New Mood Therapy Revised and Updated</i> .

Title:	<i>Introduction to Clinical Psychology</i>
Lecture hours:	15
Study period: (summer/winter)	Winter and summer
Number of credits:	4
Assessment methods:	Presentations and discussion
Language of instruction:	English
Prerequisites:	Basic English language skills and interest in clinical psychology
Course content:	<p>1. Understanding of term of norm and pathology, classification systems of mental health</p> <p>2. Specificity of selected problems of mental health (pathogenesis, clinical picture, diagnostic issues, method of treatment)</p> <ul style="list-style-type: none"> - affective disorders, - anxiety and stress disorders, - psychotic disorders and schizophrenia, - personality disorders, - psychosomatic disorders/syndromes and - mechanisms of developing of psychosomatic disease.
Learning outcomes:	<p>Students will have a knowledge about mental health disorders – theirs biological, environmental and psychological determinants and cultural specificity. They can recognize psychopathological phenomena and use a mental health classifications. Students will know methods of diagnosis, preventions and treatment. They develop the abilities establishing clinical contact based on an observation and an interview. Life-driven examples will allow them to transfers their knowledge into practical skills and attitudes.</p>
Name of lecturer:	Michalina Soltys, PhD
Contact (email address):	michalina.soltys@ukw.edu.pl
Literature:	<p>American Psychiatric Association (2013). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i>. Washington, London : American Psychiatric Publishing</p> <p>Nietzel, M. T., Bernstein, D. A., Milich, R. (1998). <i>Introduction of clinical psychology</i>. Upper Saddle River : Prentice-Hall.</p> <p>Salmon, P. (2000). <i>Psychology of medicine and surgery: a guide for psychologists, counsellors, nurses and coctors</i>. Chichester : J. Wiley & Sons.</p> <p>Sirri, L., Fava, G. A. (2013). Diagnostic criteria for psychosomatic research and somatic symptoms disorders. <i>International Review of Psychiatry</i>, 25(1), 19-30.</p> <p>On-line resources and multimedia materials</p>

Title:	<i>Cross-Cultural Psychology</i>
Lecture hours:	30
Study period: (summer/winter)	Winter and summer
Number of credits:	4
Assessment methods:	Exam
Language of instruction:	English
Prerequisites:	Basic English language skills and interest in cross-cultural psychology
Course content:	<ol style="list-style-type: none"> 1. Basics of cross-cultural psychology 2. Specificity of different cultures (e.g. comparison between Polish culture and other cultures of students' interest); 3. Similarities and differences in behavior across cultures. 4. Acculturation processes (e.g., immigrants and international students)
Learning outcomes:	Students will know dimensions underlying cross-cultural differences and steps which should be taken to carry out cross-cultural research. They will also understand why cultures differ and how the same behaviour may be interpreted differently across cultures. Life-driven examples will allow them to transfers their knowledge into practical skills and attitudes.
Name of lecturer:	tbd
Contact (email address):	tbd
Literature:	<ul style="list-style-type: none"> • http://www.ac.wvu.edu/~culture/readings.htm • Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2007). <i>Cross-cultural psychology</i>. Cambridge: Cambridge University Press. • Boski, P., van de Vijver, F., & Chodyncka, A. M. (2002). <i>New directions in cross-cultural psychology</i>. Warszawa: Wyd. PAN. • On-line resources

Title:	Perception and attention
Lecture hours:	15 hours

Study period: (summer/winter)	Summer
Number of credits:	2
Assessment methods:	Multimedia presentation, a written test, active participation in classes
Language of instruction:	English
Prerequisites:	English level B1
Course content:	Perception – attention – conscience: an relationship among them. Basic experiments in perception and attention. Perception and attention in social cognition. Neuroimaging of cognitive processes. Methods for testing perception and attention.
Learning outcomes:	By the end of the course: 1. Students will have learnt basic terminology regarding cognitive processes of perception and attention, basic psychological theory of perception. 2. Students will have learnt to characterise basic attention functions and to differentiate between automatic and controlled processes. 3. Students will be able to compare and contrast the discussed theories on perception and attention. 4. Students will be equipped with tools to apply theoretical knowledge of perception and attention in practice. 5. Students will have practiced to actively research materials on perception and attention in order to select reliable sources of information. 6. Students will have synthetically processed information presented in texts of science and popular science nature. 7. Students will be equipped with knowledge and tools in order to present a scientific idea of their own, to plan and conduct a research experiment within the area of cognitive psychology. 8. Students will be able to provide everyday examples to the discussed psychological theories of cognitive perception and attention.
Name of lecturer:	Monika Deja
Contact (email address):	deja.monika@gmail.com
Literature:	Abundis-Gutiérrez, A., Checa, P., Castellanos, C., Rueda, M. R. (2014). Electrophysiological correlates of attention networks in childhood and early adulthood. <i>Neuropsychologia</i> , 57, 78-92. Broadbent, D. E. (1957). A mechanical model for human attention and immediate memory. <i>Psychological Review</i> , 64(3), 205-215. Cohen R. A. (2014). <i>The Neuropsychology of Attention</i> . 2 nd Edition. Springer Colombo, J. (2001). The development of visual attention in infancy. <i>Annual Review of Psychology</i> , 52, 337-367. Colombo, J., Freeseaman, L. J., Coldren, J. T., Frick, J. E. (1995). Individual Differences in Infant Fixation Duration: Dominance of Global Versus local Stimulus Properties. <i>Cognitive Development</i> , 10(2), 271-285. Driver, J. (2001). A selective review of selective attention research from the past.

	<p><i>British Journal of Psychology</i>, 92, 53-78.</p> <p>Ellis, H. C., Hunt, R. R. (1993). <i>Fundamentals of cognitive psychology</i>. Madison: Brown & Benchmark</p> <p>Garon, N., Bryson, S. E., Smith, I. M. (2008). Executive function in preschoolers: a review using an integrative framework. <i>Psychological Bulletin</i>, 134(1), 31-60.</p> <p>Handel, S. (2019). <i>Perceptual Organization. An Integrated Multisensory Approach</i>. Palgrave Macmillan</p> <p>Healy, A. F. (2004). <i>Experimental cognitive psychology and its applications</i>. Washington, American Psychological Association.</p> <p>Hugdahl, K. (2003). <i>Experimental Methods in Neuropsychology</i>. Springer Science+Business Media, LLC</p> <p>Kahneman, D. (1973). <i>Attention and effort</i>. Englewood Cliffs, New Jersey: Prentice-Hall.</p> <p>Koch, C., Tsuchiya, N. (2007). Attention and consciousness: two distinct brain processes. <i>Trends in Cognitive Sciences</i>, 11(1), 16-22.</p> <p>Kolb, B., Whishaw, I. (2003). <i>Fundamentals of human neuropsychology</i>. New York: Worth Publishers.</p> <p>Pomerantz, J. (Ed.) (2007), <i>Neurobiology of perception and communication: From synapse to society</i>. London, UK: Cambridge University Press.</p> <p>Solso, R. L. (1998). <i>Cognitive psychology</i>. Boston: Allyn and Bacon.</p> <p>Sternberg, R. J. (1996). <i>Cognitive psychology</i>. Fort Worth: Harcourt Brace College Publishers.</p>
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Title:	Prenatal and Perinatal Psychology – From Theory to Practice
Lecture hours:	15
Study period: (summer/winter)	Summer
Number of credits:	4
Assessment methods:	Oral or written exam in the area of course contents
Language of instruction:	English
Prerequisites:	English B1, interest in the subject
<ul style="list-style-type: none"> • Course content: 	<ul style="list-style-type: none"> • Pre- and perinatal psychology as a field of theoretical psychology (subject and definitions of reproductive psychology, reproductive psychology and other related fields of psychology, normative vs clinical approach in reproductive psychology, bio-psycho-social model of procreation) • Psychological aspects of family functioning in the prenatal, perinatal and postnatal periods (pregnancy and childbirth from women’s and men’s perspectives, areas of psychological changes, psychosocial determinants)

	<p>of functioning during pregnancy and birth, loss of pregnancy and other procreational failures)</p> <ul style="list-style-type: none"> • Basis of theoretical and applied research in the area of procreation psychology (principles and research methods used in procreation psychology) • Selected forms of psychological help in the field of reproductive psychology (psychoeducation, psychological counseling, crisis intervention, psychotherapy)
Learning outcomes:	<p>Student has basic knowledge of selected methods and description tools in the case of psychological problems associated with procreation processes, as well as planning and conducting empirical research in this problem area.</p> <p>Student knows the basic ethical and legal principles of scientific research and the basis of professional psychological practice in context of reproductive processes.</p> <p>Student is able to adapt the recommendations and prohibitions of psychological ethics into practice and scientific research in the field of psychology of procreation.</p> <p>Student is able to use some psychological techniques to build the contact with the subjects and communicate in a way understandable to clients.</p> <p>Student demonstrates an ethical attitude in diagnostic and support proceedings in the area of procreation psychology.</p> <p>Student is aware of necessity of own long-term working on scientific and practical backgrounds of his/her psychological work.</p>
Name of lecturer:	Magdalena Miotk-Mrozowska PhD
Contact (email address):	mmiotk@ukw.edu.pl
Literature:	<p>Raphael-Leff, J. (2012). Psychological Processes of Childbearing. Great Britain: Anna Freud Centre.</p> <p>Raphael-Leff, J. (2001). Spilt Milk: Perinatal Loss and Breakdown. Psychoanalytic Ideas. Great Britain: Routledge.</p>

Title:	Problem of Adaptation of Minorities
Lecture hours:	15
Study period: (summer/winter)	Winter or summer
Number of credits:	4 ECTS
Assessment methods:	discussion, essay, mini-study
Language of instruction:	English

Prerequisites:	English B1, interest in the subject
Course content:	<ul style="list-style-type: none"> - Introducing the key issues related to the functioning of minorities in contemporary world; - Concepts of “acculturation” and “adaptation”; - The risks for the development of children, adolescents and young adults; - The feeling of exclusion: risks and profits for social development and adjustment
Learning outcomes:	
Name of lecturer:	dr hab. Hanna Liberska, Assoc. Prof.
Email address:	liberska@ukw.edu.pl

Title:	Psychology of ageing
Lecture hours:	30
Study period: (summer/winter)	Winter or summer
Number of credits:	4
Assessment methods:	Presentation (designing an exercise), discussions and participation in problem solving processes.
Language of instruction:	English

Prerequisites:	Interest in global silver revolution and ageing itself
<ul style="list-style-type: none"> Course content: 	<ul style="list-style-type: none"> Basic understanding of the theories of aging Deepening awareness of dementia (Alzheimer disease) Developing knowledge of the policies and services instituted at local, state, national and transnational (EU) levels to address the needs of ageing population Understanding gerioethical issues in searching for the better quality of ageing
Learning outcomes:	<p>Students will identify and develop understanding of basic biological, psychological and social features of ageing. to provide foundational knowledge regarding. They will discuss how age-related changes in individual functioning influence the quality of life.</p> <p>The course presents global challenges like ageism in health care and social aid sectors, social and individual costs of dementia and Alzheimer disease. Students are to explore how to address the needs of an ageing person in different countries.</p>
Name of lecturer:	Aleksandra Błachnio, PhD
Contact (email address):	alblach@ukw.edu.pl
Literature:	<p>E-materials from Ebsco</p> <p>Błachnio, A., Maliszewski, W. (2014). Active Ageing in a Global Culture. Do We Live in an Age-friendly Environment? <i>Kultura i Edukacja</i>, 5 (105), 24-35.</p> <p>Błachnio, A. (2013). Subjective perception of the life-course in old age and in youth. <i>Polish Journal of Social Science</i>, 7, 103-111.</p> <p>Błachnio, A., Buliński, L. (2013), Prejudices and elderly patients' personality - the problem of quality of care and quality of life in geriatric medicine, <i>Medical Science Monitor</i>, 19, 674-680.</p>

Title:	Relationship and Contract in Psychotherapy
Lecture hours:	15
Study period: (summer/winter)	Summer
Number of credits:	4
Assessment methods:	Oral or written exam in the area of course contents.
Language of instruction:	English

Prerequisites:	English B1, interest in the subject
Course content:	<ul style="list-style-type: none"> • Basis of psychotherapy models • Techniques and tools in building relation with the clients • Basic rules of psychotherapeutic contract • Ethics in psychotherapy • Practical aspects of psychotherapeutic work
Learning outcomes:	<p>Student has basic knowledge about mental health and its disorders, selected methods of diagnosis and design psychological intervention in the context of theoretical models of psychotherapy.</p> <p>Student is able to apply theoretical knowledge about psychotherapy structures into practice.</p> <p>Student demonstrates an ethical attitude in diagnostic and psychotherapeutic practice.</p>
Name of lecturer:	Magdalena Miotk-Mrozowska PhD.
Contact (email address):	mmiotk@ukw.edu.pl
Literature:	<p>Finlay, L. (2015). Relational Integrative Psychotherapy: Engaging Process and Theory in Practice. Wiley-Blacwell.</p> <p>McGoldrick, M., Randy, G., Sueli, P. (2008). Genograms: Assessment and Intervention. New York: W.W. Norton&Company, Inc.</p> <p>Moursund, J.P. and Erskine, R.G. (2004). Integrative Psychotherapy: the Art and Science of Relationship. Victoria, Australia: Thomson/Brooks Cole.</p>

Title:	<i>The basics of statistics</i>
Number of hours:	15
Study period: (summer/winter)	Winter / academic year 2021/2022
Number of credits:	3
Assessment methods:	<p>Participation in all classes (working with the STATISTICA package)</p> <p>Completing academic assignments (conducting data analyses and preparing their interpretation)</p> <p>A short multiple-choice test</p>

Language of instruction:	English
Prerequisites:	Basic English language skills and interest in statistics
Course content:	<p>1. Introduction - Does statistics lie? The critical review of examples.</p> <p>2. The basic statistical terms: dependent and independent variables, dependent and independent data, population, sample, parameter, estimator, the levels of measurement (nominal, ordinal, interval, ratio), the probability level, relationship/correlation, parametric and nonparametric tests.</p> <p>3. Using the STATISTICA package: data management (data coding, setting up and organizing data sets, sampling large sets)</p> <p>4. Descriptive statistics: data presentation, frequency tables, the measures of central tendency (mean, median, mode), the measures of dispersion, (range, coefficient of variation, variance, standard deviation) asymmetry and concentration (skewness and kurtosis), testing a normal distribution</p> <p>5. Measures of bivariate correlation (Pearson's and Spearman's coefficients) and chi-square test with effect size measures (ϕ, V Cramer and C contingency)</p> <p>6. Inductive statistics: tests of the significance of parameter differences (for independent data), the rules for choosing correct tests (chi-square test, Mann-Whitney U test, t-test, Kruskal-Wallis test). Conducting analyses with the above tests using the STATISTICA package.</p>
Learning outcomes:	Students will have acquired basic knowledge of statistical terminology and assumptions concerning data analysis (the levels of measurement, the normal distribution, the homogeneity of variance). Students will know methods of analysing the relationships between two variables (chi-square test, Spearman's rank correlation coefficient, Pearson's correlation coefficient) and they will be able to apply them. They will be able to use tests of difference for independent data (t-test, U Mann-Whitney test, ANOVA and Kruskal-Wallis test). They will have developed the ability of understanding research results presented in scientific articles and preparing statistical interpretation of the data. Life-driven examples will allow them to transfer their knowledge to practical skills.
Name of lecturer:	Michalina Soltys, PhD
Contact (email address):	michalina.soltys@ukw.edu.pl
Literature:	<p>- Hart, A. (2001). Mann-Whitney test is not just a test of medians: differences in spread can be important. <i>BMJ</i>, 323(7309), 391-393. doi:10.1136/bmj.323.7309.391</p> <p>- McHugh, M. L. (2013). The Chi-square test of independence. <i>Biochemia Medica</i>, 143-149. doi:10.11613/bm.2013.018</p> <p>- Masserli, F.H.(2012). Chocolate consumption, cognitive function, and Nobel</p>

	<p>Laureates. <i>The New England Journal of Medicine</i> 367(16), 1562-1564, doi:10.1056/nejmon1211064</p> <p>-Marusteri, M.& Bacarea, V.(2010). Comparing groups for statistical differences: how to choose the right statistical test? <i>Biochemia medica</i>, 20(1), 15-32.</p> <p>- Meltzoff, J. & Cooper, H. (2018). <i>Critical Thinking. About Research. Psychology and Related Fields (2nd edition)</i>. Washington, DC: American Psychological Association.</p> <p>- Rowntree D. (1991). <i>Statistics without tears: a primer for no-mathematicians</i>. London: Panguen Books.</p> <p>- Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation Coefficients. <i>Anesthesia & Analgesia</i>, 126(5), 1763–1768. doi:10.1213/ane.0000000000002864</p> <p>On-line resources and multimedia materials</p>
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