

**KAZIMIERZ WIELKI UNIVERSITY**  
**FACULTY OF PEDAGOGY AND PSYCHOLOGY**



**Education Offer and Study Program**  
**for**  
**Psychology**

**INSTITUTE OF PSYCHOLOGY**

[http://www.ukw.edu.pl/jednostka/instytut\\_psychologii](http://www.ukw.edu.pl/jednostka/instytut_psychologii)

**Bydgoszcz, 2014**

**Table of Contents**

<b>1</b>	<b>Introduction.....</b>	<b>3</b>
<b>2</b>	<b>Poland, Bydgoszcz, Kazimierz Wielki University.....</b>	<b>4</b>
<b>3</b>	<b>Study Structure and Graduate Profile .....</b>	<b>6</b>
	<b>Professional training .....</b>	<b>6</b>
	<b>Specializations.....</b>	<b>6</b>
	<b>Graduate Profile .....</b>	<b>6</b>
<b>4</b>	<b>Teaching methods and the atmosphere of studies.....</b>	<b>7</b>
<b>5</b>	<b>International Student Exchange Program .....</b>	<b>9</b>
<b>6</b>	<b>Programs of Studies .....</b>	<b>9</b>
<b>7</b>	<b>Syllabuses.....</b>	<b>13</b>
	Philosophy with Logics .....	15
	Biological foundations of behavior .....	17
	History of psychology .....	20
	Introduction to Psychology.....	22
	Methodology.....	24
	Statistics basics .....	26
	Statistics advanced.....	28
	Ethics in psychology.....	30
	Cognitive processes .....	32
	Emotions and motivation.....	35
	Personality .....	38
	Psychology of individual differences .....	41
	Human Development.....	43
	Social psychology.....	46
	Psychometrics.....	50
	Psychological diagnosis.....	52
	Psychological intervention .....	55
	Psychopathology.....	58

# 1 Introduction

Faculty of Pedagogy and Psychology—which is a part of the Kazimierz Wielki University in Bydgoszcz—offers students from all over the world an International Psychology Studies Program with courses in English towards Master of Arts (MA).

Institute of Psychology, a part of the Faculty of Pedagogy and Psychology has received a positive evaluation of the National Accrediting Commission for graduate studies in psychology.

An internationally oriented University staff (with teaching and research experience from foreign universities) provides general courses in psychology. Special courses cover hot topics of research frontiers of contemporary psychology, including theoretical modern theories, basic and applied psychology, as well as technology-related practical projects involving state-of-the-art equipment. We perform research in neuroscience and psychophysiology.

Special programs are offered in areas of clinical psychology, applied social psychology and developmental support. Established interdisciplinary collaborations of our staff with other Polish and foreign universities assure that masters theses are of high scientific relevance. An international exchange student program is also offered.

Master of Arts degrees provide training for entry level careers in mental health, schools and private industry. Today it is possible to get a license to practice in certain fields of applied psychology.

The Master of Arts in Psychology program can serve as your gateway into the human services field or as the first step into a doctorate program. You may gain a theoretical and practical understanding of the principles of psychology within the framework of a strong clinical emphasis. Courses present various aspects of the art and science of psychology as it is applied to the understanding of human behavior.

Courses in English for 5-years MA studies start October 1st, 2014. Grading and acceptance of credits from foreign universities is based on international standards as defined by the European Credit Transfer System (ECTS).

We invite you to continue reading to learn about more details.

You are also welcome to visit our website: [http://www.ukw.edu.pl/jednostka/instytut\\_psychologii](http://www.ukw.edu.pl/jednostka/instytut_psychologii)

## 2 Poland, Bydgoszcz, Kazimierz Wielki University

**Poland** (Polish: *Polska*), officially the **Republic of Poland** (Polish: *Rzeczpospolita Polska*), is a country in Central Europe.

The total area of Poland is 312,679 square kilometres (120,726 sq mi), making it the 69th largest country in the world and the 9th largest in Europe. Poland has a population of over 38 million people, which makes it the 34th most populous country in the world and the sixth most populous member of the European Union, being its most populous post-communist member.

Today Poland's tertiary education institutions; traditional universities (found in its major cities), as well as technical, medical, and economic institutions, employ around 61,000 researchers and members of staff. There are around 300 research and development institutes, with about 10,000 researchers.

You may find more if you visit websites:

<http://www.poland.pl/>

<http://en.wikipedia.org/wiki/Poland>

**Bydgoszcz** [*ˈbɨdgɔʂɨʦ*] is a city located in northern Poland, on the Brda and Vistula rivers. With a city population of 358,029 (June 2009), and an urban agglomeration with more than 460,000 inhabitants, Bydgoszcz is the 8th-largest city in Poland.

Bydgoszcz is the seat of Casimir the Great University, University of Technology and Life Sciences and a conservatory, as well as a Collegium Medicum of Nicolaus Copernicus University in Toruń. Bydgoszcz hosts the Filharmonia Pomorska concert hall, the Opera Nova opera house, and the Bydgoszcz Ignacy Jan Paderewski Airport. Due to its location between the Vistula and Odra rivers, and the water course of the Bydgoszcz Canal, the city forms part of a water system connected via the Noteć, Warta, Odra, and Elbe with the Rhine and Rotterdam.

Websites:

<http://en.wikipedia.org/wiki/Bydgoszcz>

<http://www.bydgoszcz.eu/>

[http://www.youtube.com/watch?v=Y0gi\\_qn33aw](http://www.youtube.com/watch?v=Y0gi_qn33aw)

**Kazimierz Wielki University in Bydgoszcz** is a dynamically developing school of higher education, today the largest in the city and the second largest in the Kujawsko-Pomorskie Province, both as for number of professors, number of majors and educational forms offered and the number of students and graduates.

Over the last few years our University has offered education to about 5 thousand newly admitted students annually. Only 1/3 of all students live in Bydgoszcz, with its population of about 400 thousand, and over 1/3 of students come from outside the Kujawsko-Pomorskie Province. Kazimierz Wielki University has a greater and greater impact on the region and the surrounding provinces.

Websites:

*[http://www.ukw.edu.pl/strona/english/english\\_version](http://www.ukw.edu.pl/strona/english/english_version)*

*[http://www.ukw.edu.pl/strona/english/faculty\\_of\\_pedagogy\\_psychology](http://www.ukw.edu.pl/strona/english/faculty_of_pedagogy_psychology)*

### **3 Study Structure and Graduate Profile**

#### **Study Structure**

The program of 5 years M.A. studies has a three-track structure, one offering a specialisation in Clinical Psychology, another in Applied Social Psychology, and the third in Developmental Support. You are required to take eight basic courses, 10 majors plus one required elective in your area of specialisation and elective seminars and laboratories. All students are required to undertake language and sport faculties (totalling 480 hours) and a research-based master dissertation of around 20,000-25,000 words.

The first three years of studies prepare you for choosing your specialization.

There is a possibility for B. A. graduates in psychology to have individually prepared study structure for finishing with Master degree in two-three years.

Students with M.A. may also continue studies for Ph. D. in psychology at the Institute of Psychology.

#### **Professional training**

Students have also to pass and undergo professional training: after VI semester (third year) - 50 hours, after VIII semester (fourth year) - 75 hours. Professional training will be arranged by students individually in the countries of origin under a supervision of a psychologist.

Students will be able to gain experience and learn how to apply their knowledge in practice.

#### **Specializations**

The major aim of our specializations (Clinical Psychology, Applied Social Psychology, and Developmental Support) is to provide students with a theoretical background for research in chosen ones and to provide students with skills relevant to work in different areas of psychology. Particular emphasis is placed on the interplay between theory and practice.

#### **Graduate Profile**

After completing the studies, a graduate receives Master's degree (Master of Arts in Psychology).

A master's degree in psychology is a graduate level-degree that generally involves two to three years of study beyond the undergraduate degree. The MA Program is structured as a terminal degree open to qualified students with diverse backgrounds who wish to develop or improve their academic and work qualifications in psychology. This graduate psychology degree is a professional degree which provides training in the application of psychological principles and knowledge to a broad range of work settings and career tracks. This applied psychology curriculum is designed to service the following types of students:

- Those seeking a master's qualification for entry into a professional practice.
- Those interested in psychology as a means of continuing career development.
- Those intending to pursue graduate study in psychology at a doctoral level.

While having a master's degree means you'll find more job opportunities than you will at the bachelor's level, job options are still limited if you are interested in entering the field of professional psychology. A terminal master's program, however, does open the door to entry level jobs in fields such as mental health, industrial-organizational psychology and forensic psychology. Other sectors of employment include colleges, universities, private business and government.

## 4 Teaching methods and the atmosphere of studies

Teaching is conducted in the form of lectures, exercises, laboratories and seminars, with an emphasis on **practical applications of knowledge** (which is particularly important from the point of view of students' future career). We use contemporary training aids to enhance the teaching process; the aids include, among others, **multimedia presentations and computer simulations**. Appropriate conditions for learning as well as **individual contact** of teachers with each student is provided by the small number of students in teaching groups—laboratory groups do not exceed 15 people, seminar groups—10 people.

Organization of education process combined with relatively small number of students provide a **friendly atmosphere** in the classroom and builds a good relationship between students and lecturers. This in turn allows us to accomplish **our teaching philosophy**, that aims at encouraging students to join in carrying out the high-quality research. This is achieved through students' participation in specialized student laboratories and in student research groups, as well as through individual contact with the staff of Institute of Psychology.

The lecturers are available to students also beyond the scheduled classes hours—there are two additional hours of consultation per week, when lecturers are available to students. Students also have

the possibility of individual contact with lecturers at any other time (after an appointment), as well as via e-mail, phone or even sms.

It should be noted that our students, who had demonstrated an interest in research carried out at the Institute, have recently participated in a couple of international conferences presenting posters, and are co-authors of several scientific publications in prestigious peer-reviewed international journals.

## **5 International Student Exchange Program**

International Student Exchange Program, based on a bilateral exchange agreement, is aimed both at students of Kazimierz Wielki University in Bydgoszcz (regardless their nationality) seeking an experience of studying at a foreign university and at students from foreign universities who would like to grasp an opportunity to study at Kazimierz Wielki University in Bydgoszcz for a period of one or two semesters. The latter students have a possibility to participate in courses taught in English at Kazimierz Wielki University. An Exchange Student receives a student ID Card ensuring the full student status and all student rights.

This program is also a good opportunity for students who have already participated in the Erasmus program. After a full year of Erasmus program, students can prolongate their stay and study as an Exchange Student. As an Exchange Student at Kazimierz Wielki University one can experience an exciting world of science and, at the same time, enjoy a unique chance of experiencing a new culture, places, and people, expanding ideas, enriching life, making new friends, and gaining new perspectives.

## **6 Programs of Studies**

STUDY PLAN VALID FOR ACADEMIC YEAR 2014/2015

## STUDY PLAN No. ....

KAZIMIERZ WIELKI UNIVERSITY

Faculty: Pedagogy and Psychology

Major: PSYCHOLOGY

Level of studies: GRADUATE (Master's degree)

System of studies: STATIONARY ( FULL TIME)

## STUDY PLAN VALID FOR ACADEMIC YEAR 2012/2013

Lp.	Subject name	NO. of ECTS points	Total no. of hours	Distribution of ECTS points										
				First year	Second year	Third year	Fourth year	Fifth year						
Number of ECTS points in a semester				I	II	III	IV	V	VI	VII	VIII	IX	X	
Number of ECTS points in a year				30	30	30	30	30	30	30	30	30	30	
<b>BASIC SUBJECTS</b>														
1.	Philosophy with logics	6	45	6										
2.	Biological foundations of behavior	6	45	6										
3.	History of psychology	5	30		5									
4.	Introduction of psychology	5	30		5									
5.	Methodology of psychological research	5	30				5							
6.	Statistics Basic	3	30			3								
7.	Statistics Advanced	3	30					3						
8.	Ethics in psychology	5	30											5
	<b>Total:</b>	38	270	17	8	3		3						5
<b>MAJOR SUBJECTS</b>														
1.	Cognitive processes	7	60		7									
2.	Emotions and motivations	7	60		7									
3.	Personality	7	60			7								
4.	Psychology of individual differences	7	60				7							
5.	Human Development	7	60					7						
6.	Social psychology	7	60						4	3				
7.	Psychometrics	7	60								5	2		
8.	Psychological diagnosis	7	60							4	3			
9.	Psychological interventions	7	60								4	3		
10.	Psychopathology	7	60								5	2		
	<b>Total:</b>	70	600	14		14	7	21	14					
<b>GENERAL EDUCATION SUBJECTS</b>														
1.	Theoretical seminars	60	300	3				3	11	6			9	3
2.	Research laboratories	40	300	4	2	2	4			10	6		8	2
3.	Languages' facilities	16	240	4	4	4	4							
4.	Sports' facilities	8	240	2	2	2	2							
5.	MA seminars	20	180									3	3	5
	<b>Total:</b>	144	1260	13	8	11	21	6	16	17	22	10	20	

SUBJECTS FOR SPECIALIZATION												
1	Clinical psychology		300									
2	Applied social psychology		300									
3	Developmental support		300									
	Total	40	300						10	10	10	10
PROFESSIONAL TRAINING												
1.	Professional training	3	50								3	
2.	Professional training	5	75									5
	Total	8	125								3	5
	Total			30	30	30	30	30	30	30	30	30



## 7 Syllabuses

SUBJECTS FOR SPECIALIZATION												
1	Clinical psychology		300									
2	Applied social psychology		300									
3	Developmental support		300									
	Total:	40	300				10	10	10	10	10	10
	Total:			30	30	30	30	30	30	30	30	30
PROFESSIONAL TRAINING												
1.	Professional training	3	50								3	
2.	Professional training	5	75									5
	Total:	8	125								3	5

# MA PSYCHOLOGICAL STUDIES IN ENGLISH Program

<b>A. Obligatory basic</b>	<b>270h</b>
1. Philosophy with logics	45h
2. Biological foundations of behavior	45h
3. History of psychology	30h
4. Introduction to psychology	30h
5. Methodology	30h
6. Statistics basics	30h
7. Statistics advanced	30h
8. Ethics in psychology	30h
<b>B. Obligatory directive</b>	<b>600h</b>
1. Cognitive processes	60h
2. Emotions and motivation	60h
3. Personality	60h
4. Psychology of individual differences	60h
5. Human development	60h
6. Social psychology	60h
7. Psychometrics	60h
8. Psychological diagnosis	60h
9. Psychological intervention	60h
10. Psychopathology	60h
<b>C. Elective</b>	<b>1260h</b>
1. Theoretical seminars	300h
2. Research laboratories	300h
3. Languages' faculties	240h
4. Sports' faculties	240h
5. MA seminars	180h
<b>D. Elective modules of vocational specialization</b>	<b>300h</b>
1. Clinical psychology	
2. Applied social psychology	
3. Developmental support	
<hr/>	
<b>In sum</b>	<b>2430h</b>

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Philosophy with Logics</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	1	1
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr Roman Godlewski	
<b>Number of teaching hours</b>	45	
<b>Number of ECTS points</b>	6	
<b>Course form</b>	Lecture	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	None	
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. understands the idea of philosophical research and has basic knowledge concerning the main philosophical questions; has basic knowledge of logical concepts.</li> <li>2. is able to critical reflect upon and discuss general and detailed problems of philosophy; is able to carry out some basic logical operations (skills);</li> <li>3. has the consciousness of the level of her/his knowledge and skills, and the susceptibility to the problems of philosophy and logic (competency).</li> </ol>	
<b>Teaching program</b>	What is philosophy? Philosophical perspective. Philosophy as research concerning the world, being and mind in general and detailed questions as well (like cognition, morals, religion or politics) performed by autonomous human reason. What is logic? Basic concepts of propositional and predicate calculus.	
<b>Teaching methods</b>	Interactive lecture: the lecturer often asks questions to the audience during the course; the questions are aimed at mobilizing the students to actively assimilate the content; the questions, moreover, help the lecturer to monitor the level of understanding of the lecture content by the students. The students also write essays which will be critically analyzed.	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 European Credit Transfer System	
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Ajdukiewicz, K. (1974) <i>Pragmatic Logic</i> transl. by O. Wojtasiewicz, Polish Scientific Publ. Warsaw</li> <li>2. Ayer, Alfred J. (1982) <i>Philosophy in the twentieth century</i> London : Unwin Paperbacks</li> <li>3. Joad, C. E. M. (ed.) (1958) <i>Philosophy and ethics : a course of selected reading by authorities</i> London : International University Society</li> </ol>	
<b>Additional bibliography (Internet portals included)</b>	1. <a href="http://plato.stanford.edu/">http://plato.stanford.edu/</a>	
..... date	..... subject instructor's/coordinator's signature	

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Philosophy with Logics</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	45h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr Roman Godlewski
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. What is philosophy? Research, art, wisdom and theology</li> <li>2. What is more important: the truth or the sense of life?</li> <li>3. Is there any real picture of the world?</li> <li>4. Is there any truth?</li> <li>5. Human mind as a material cybernetic knowing being</li> <li>6. Logical and cognitive concepts as aspects of the structure of the mind.</li> <li>7. Time, space, objects, predicates, numbers, modalities, causality, sensual data, emotions, beliefs, reality and truth as transcendental concepts</li> <li>8. Do we know what we do and for what purpose?</li> <li>9. What knowledge is necessary to a biological being to pursue the biological purpose?</li> <li>10. May fictional beliefs be useful from biological point of view?</li> <li>11. Role of fiction for motivation and for reduction of fear. Picture of oneself, religion, stereotypes.</li> <li>12. Why gods, souls, heavens, objective morals ets. may not exist?</li> <li>13. Logical conjunctures and quantifiers</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Ajdukiewicz, K. (1974) <i>Pragmatic Logic</i> transl. by O. Wojtasiewicz, Polish Scientific Publ. Warsaw</li> <li>2. Ayer, Alfred J. (1982) <i>Philosophy in the twentieth century</i> London : Unwin Paperbacks</li> <li>3. Joad, C. E. M. (ed.) (1958) <i>Philosophy and ethics : a course of selected reading by authorities</i> London : International University Society</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	1. <a href="http://plato.stanford.edu/">http://plato.stanford.edu/</a>
<p>.....</p> <p>date</p>	<p>.....</p> <p>course form instructor's signature</p>
<p>.....</p> <p>date</p>	<p>.....</p> <p>subject coordinator's signature</p>

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Biological foundations of behavior</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	1	1
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Hanna Liberska	
<b>Number of teaching hours</b>	45	
<b>Number of ECTS points</b>	6	
<b>Course form</b>	Lecture	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	Non	
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. understands the basic biological foundation of human behavior (knowledge);</li> <li>2. is able to explain the biological mechanism which regulate human behavior (skills);</li> <li>3. has the consciousness of the level of her/his knowledge and skills, and their usefulness for explaining the human behavior (competency).</li> </ol>	
<b>Teaching program</b>	<p>The main aim of that course is: to provide an overview of the major biological foundations of human behavior.</p> <p>Another of aim is to introduce the net of basic notions explaining the link between biological structures and biological processes and psychological structures and psychological processes</p>	
<b>Teaching methods</b>	<p>Interactive lecture: the lecturer often asks questions to the audience during the course; the questions are aimed at mobilizing the students to actively assimilate the content; the questions, moreover, help the lecturer to monitor the level of understanding of the lecture content by the students.</p> <p>The students also write essays on biological foundations of behavior - which will be critically analyzed.</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of sa written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0</p> <p>European Credit Transfer System</p>	
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Plomin R., DeFries J.C., McClearn G.E., McGuffin G.P.(2001). <i>Behavioral Genetics</i> . New York: Worth Publishers.</li> <li>2. Kalat J. (2004). <i>Biological Psychology</i>. Wadsworth</li> </ol>	
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Wilson E.O. (2000). <i>Sociobiology: the new synthesis</i>. Cambridge, Mass. ; London : Harvard University Press, cop. (XXV edition .)</li> <li>2. Wilson E.O.(1979). <i>On human nature</i>. Harvard University Press.</li> </ol>	
..... date	..... subject instructor's/coordinator's signature	

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Biological foundations of behavior</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	20h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Hanna Liberska
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. The place of the biological psychology in the explanation and modification of behavior</li> <li>2. Biological frame of human behavior: DNA, genes, biosynthesis, proteins and enzymes, hormones, etc.</li> <li>3. The nervous system: nerve cells and nerve impulses, synapses</li> <li>4. The basic anatomy of the nervous system.</li> <li>5. Sensory systems: vision, audition, vestibular sensation, pain, taste, olfaction.</li> <li>6. The function of brain: control behavior: movement control and biology of learning, biology of emotions, stress and rhythms of wakefulness and sleep.</li> <li>7. Nature or nurture: new perspective</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Plomin R., DeFries J.C., McClearn G.E., McGuffin G.P.(2001). <i>Behavioral Genetics</i>. New York: Worth Publishers.</li> <li>2. Kalat J. (2004). <i>Biological Psychology</i>. Wadsworth</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>3. Wilson E.O. (2000). <i>Sociobiology: the new synthesis</i>. Cambridge, Mass; London : Harvard University Press, cop.</li> <li>4. Wilson E.O.(1979). <i>On human nature</i>. Harvard University Press.</li> </ol>
<p>..... date</p> <p>..... date</p>	<p>..... course form instructor's signature</p> <p>..... subject coordinator's signature</p>

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Biological foundations of behavior</b>
<b>Course form</b>	Seminary
<b>Number of teaching hours</b>	25h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Hanna Liberska
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. Ethology and human behavior. The evolution of human behavior.</li> <li>2. Ecology and human behavior: genotype – environment correlation. Genetic contribution to explanation the developmental changes.</li> <li>3. Pathology of human behavior drugs and so on.</li> <li>4. Neuropsychology as a scientific discipline</li> <li>5. The classification of main disorders related to brain damage (i.e. aphasia, agnosia, amnesia, apraxia).</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Plomin R., DeFries J.C., McClearn G.E., <u>McGuffin</u> G.P.(2001). <i>Behavioral Genetics</i> . New York: Worth Publishers.</li> <li>2. Kalat J. (2004). <i>Biological Psychology</i>. Wadsworth</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Wilson E.O. (2000). <i>Sociobiology: the new synthesis</i>. Cambridge, Mass; London : Harvard University Press, cop.</li> <li>2. Wilson E.O.(1979). <i>On human nature</i>. Harvard University Press.</li> </ol>
<p>.....</p> <p>date</p>	<p>.....</p> <p>course form instructor's signature</p>
<p>.....</p> <p>date</p>	<p>.....</p> <p>subject coordinator's signature</p>

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>History of psychology</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	1	2
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Paweł Izdebski	
<b>Number of teaching hours</b>	30	
<b>Number of ECTS points</b>	5	
<b>Course form</b>	Lecture	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	Credits with a course: Introduction to Psychology	
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. understands the basic theories of psychology (knowledge);</li> <li>2. is able to critical reflect upon and discuss about the history of psychology, solves practical problems related the historical understanding of psychology (skills);</li> <li>3. has the consciousness of the level of her/his knowledge and skills, and the susceptibility to the problems of the history of psychology (competency).</li> </ol>	
<b>Teaching program</b>	<p>This course has two main goals. The first is to provide an overview of many of the major theoretical frameworks in psychology as well as its antecedents as a scientific field The second one is to understand the research methodologies that accompany each paradigm. Students will learn not only what these diverse approaches propose, but will gain the skills necessary to be critical evaluators of psychological theory and research.</p>	
<b>Teaching methods</b>	<p>Interactive lecture: the lecturer often asks questions to the audience during the course; the questions are aimed at mobilizing the students to actively assimilate the content; the questions, moreover, help the lecturer to monitor the level of understanding of the lecture content by the students. The students also write essays which will be critically analyzed.</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of sa written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 European Credit Transfer System</p>	
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Demorest, A. (2005). <i>Psychology's grand theorists: How personal experiences shaped professional ideas</i>. Mahwah, NJ: Lawrence Earlbaum Associates.</li> <li>2. Hergenhahn, B.R. (2009). <i>An introduction to the history of psychology</i> (6th ed.). Belmont, CA: Thomson Wadsworth.</li> <li>3. Brennan J. F. (1994). <i>History and systems of psychology</i>. London: Prentice Hall.</li> </ol>	
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Wertheimer, M. (2000). <i>A brief history of psychology</i> (4<sup>th</sup> Edition). Belmont, CA: Wadsworth.</li> <li>2. <a href="http://pages.slu.edu/faculty/josephme/resguides/psyhist.html">http://pages.slu.edu/faculty/josephme/resguides/psyhist.html</a></li> <li>3. <a href="http://psychclassics.yorku.ca/">http://psychclassics.yorku.ca/</a></li> </ol>	
..... date	..... subject instructor's/coordinator's signature	

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>History of psychology</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	30h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Paweł Izdebski
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. Why study history? Contextualizing the history of psychology.</li> <li>2. Role of a paradigm and historiography.</li> <li>3. Philosophical roots of psychology .</li> <li>4. The transformation from philosophy to psychology.</li> <li>5. Physiological roots and medical models of psychology.</li> <li>6. Positivism and post-positivism.</li> <li>7. Gestalt psychology and psychoanalysis.</li> <li>8. Structuralism, behaviorism and functionalism.</li> <li>9. Cognitivism.</li> <li>10. Industrial/applied psychology.</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Demorest, A. (2005). <i>Psychology's grand theorists: How personal experiences shaped professional ideas</i>. Mahwah, NJ: Lawrence Earlbaum Associates.</li> <li>2. Hergenhahn, B.R. (2009). <i>An introduction to the history of psychology</i> (6th ed.). Belmont, CA: Thomson Wadsworth.</li> <li>3. Brennan J. F. (1994). <i>History and systems of psychology</i>. London: Prentice Hall.</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Wertheimer, M. (2000). <i>A brief history of psychology</i> (4<sup>th</sup> Edition). Belmont, CA: Wadsworth.</li> <li>2. <a href="http://pages.slu.edu/faculty/josephme/resguides/psyhist.html">http://pages.slu.edu/faculty/josephme/resguides/psyhist.html</a></li> <li>3. <a href="http://psychclassics.yorku.ca/">http://psychclassics.yorku.ca/</a></li> </ol>
<p>.....</p> <p>date</p>	<p>.....</p> <p>course form instructor's signature</p>
<p>.....</p> <p>date</p>	<p>.....</p> <p>subject coordinator's signature</p>

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Introduction to Psychology</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	1	1
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	<b>Prof. dr hab. Janusz Trempała Dr Magdalena Grabowska</b>	
<b>Number of teaching hours</b>	30h	
<b>Number of ECTS points</b>	5	
<b>Course form</b>	Lecture	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	Without of prerequisites	
<b>Subject guidelines and goals (education effects)</b>	<p>At the end of the course student:</p> <ol style="list-style-type: none"> <li>1. understands the basic psychological concepts of human being and behavior (knowledge);</li> <li>2. is able to critical reflection and discussion about human being and behavior, and solves practical problems related to human functioning and development (skills);</li> <li>3. has the consciousness of the level of own knowledge and skills, and the susceptibility to the problems of everyday functioning and developmental needs of people (competency).</li> </ol>	
<b>Teaching program</b>	This course provides a comprehensive overview of the scientific study of human behavior and development. It explores topics such as nervous system, senses and perception, memory, learning, decision-making, emotion and motivation, personality, morality and religion. We will look at how these aspects of the mind develop in the life-span, and how they differ peoples' behavior.	
<b>Teaching methods</b>	Interactive and multimedia presentation: the lecturer presents the state of arts and asks questions to the audience during the course, monitoring the level of the speech understanding by the students .	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0 (F); 51%-60% 3.0 (E); 61%-65% 3.5 (D); 66%-75% 4.0 (C); 76%-80% 4.5 (B); 81%-100% 5.0 (A) <b>European Credit Transfer System</b>	
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Hayes, N. (1998). <i>Foundations of Psychology. An introductory text</i>. Surrey, UK: Nelson House</li> <li>2. Kagan, J. &amp; Segal, J. (1995). <i>Psychology. An Introduction</i>. Forth Worth: The Harcourt Press.</li> </ol>	
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Coch, D., Fischer, K.W. &amp; Dawson, G. (2007, Eds.). <i>Human behavior; learning, and the developing brain</i>. New York, London: The Guilford Press.</li> <li>2. Healy, A.F. (2005). <i>Experimental cognitive psychology and its applications</i>. Washington: American Psychological Association.</li> </ol>	
..... date	..... subject instructor's/coordinator's signature	

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Introduction to Psychology</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	30h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Prof. dr hab. Janusz Trempała
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. The history and scope of psychology: philosophical foundations of psychology as a empirical science; approaches to understanding human behavior (introspection, behaviorism, psychoanalysis, cognitive and humanistic perspectives, and genetic perspective); defining psychology and its boundaries.</li> <li>2. The methods in psychology: observation; interview and case studies; questionnaires and tests in assessing traits and behaviors; experimental and correlation approaches; approaches focused on variables (functions) and focused on person (groups); quantitative and qualitative research; the new-realistic perspective in psychological research (relational approach).</li> <li>3. Biological bases of behavior: neuroscience (the structure and functions of the nervous system, the brain as a functional system); behavioral genetics (the role of genes and co-actions with environmental factors).</li> <li>4. Cognition: sensation (vision, audition, others senses); perception (forms, patterns, depth and distance); learning (classical, operant, cognitive, contemporary views); memory (models, remembering and forgetting); thinking and language (formation and structure); intelligence in problems resolving (nature and measure).</li> <li>5. Emotion and motivation: theories of emotions (physiological, behavioral and cognitive perspectives); theories of motivation (theories of instincts, drive-reduction, and cognitive theories); expression of emotions; human motivations.</li> <li>6. Personality: theories of personality (trait, psychodynamic, cognitive-social learning, humanistic theories); personality as a dynamic system of self-regulation; stress and coping.</li> <li>7. Abnormal behavior: definitions; origins of abnormal behavior; anxiety and related disorders, affective and personality disorders; cognitive disorders and deterioration; risky behavior; psychotherapy and other treatment approaches.</li> <li>8. The life-span changes in human development: the concept of successful human development; normative tendencies in development of children, adolescents and adults (in cognitive, emotional and social functioning); unique trajectories of changes in human development.</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Bee, H. (1996). <i>Lifespan Development</i>. New York: HarperCollins College Publishers.</li> <li>2. Lerner M.R. (2006, Ed.). <i>Manual of Child Psychology. Vol. 1. Theoretical Models of Human Development</i>. Hoboken, New Jersey: John Wiley &amp; Sons, Inc.</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Pulkkinen, L. &amp; Caspi A. (2002, Eds.). <i>Paths to Successful Development. Personality in the Life Course</i>. Cambridge, England: Cambridge University Press.</li> <li>2. Schaie, K.W. &amp; Willis, S.L. (2002). <i>Adult Development and Aging</i>. New Jersey: Prentice Hall.</li> <li>3. Trempała J. (2007). Methodological dilemmas in the use of time as a variable in developmental psychology. <i>Polish Psychological Bulletin</i>, 38, 117-125.</li> </ol>
<p>..... date</p> <p>..... date</p>	<p>..... course form instructor's signature</p> <p>..... subject coordinator's signature</p>

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Methodology</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	2	3
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Bogdan Pietrulewicz, Ph.D. Professor	
<b>Number of teaching hours</b>	30	
<b>Number of ECTS points</b>	5	
<b>Course form</b>	Lecture	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>		
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. understands methodological tools in psychological research (knowledge);</li> <li>2. is able to expose new project in psychology (skills);</li> <li>3. has the consciousness of the level of her/his knowledge and skills, and the susceptibility to the problems of the methodology of psychology (competency).</li> </ol>	
<b>Teaching program</b>	<p>This course introduces students to an array of methodological tools psychologists use in their research from the basics of scientific inquiry, ethical rules, and controlled observation to correlational, experimental and applied approach to research. Students learn research methods within the context of classic and last contemporary studies from diverse areas of psychology. All material includes new American Psychological Standards in research.</p>	
<b>Teaching methods</b>	<p>Interactive lecture: the lecturer often asks questions to the audience during the course; the questions are aimed at mobilizing the students to actively assimilate the content; the questions, moreover, help the lecturer to monitor the level of understanding of the lecture content by the students. The students also write essays which will be critically analyzed.</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of a written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0  <b>European Credit Transfer System</b></p>	
<b>Basic bibliography</b>	<p>Shaughnessy, J., Zechmeister, E. and Zechmeister, J. (2011). <i>Research methods in psychology</i> (11<sup>th</sup> Edition). London: McGraw-Hill.</p>	
<b>Additional bibliography (Internet portals included)</b>	<p>American Psychological Association. <i>Publication manual - Fifth edition</i>. Washington DC: Author.</p>	
<p>.....  date</p>	<p>.....  subject instructor's/coordinator's signature</p>	

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Methodology</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	30h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Bogdan Pietrulewicz, Ph.D Professor
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. The Scientific Method</li> <li>2. Ethical Issues in the Conduct of Psychological Research</li> <li>3. Descriptive Methods</li> <li>4. Observation</li> <li>5. Survey Research</li> <li>6. Experimental Methods</li> <li>7. Independent Groups Designs</li> <li>8. Repeated Measures Designs</li> <li>9. Complex Designs</li> <li>10. Applied Research</li> <li>11. Single-Case Designs, and Small-n Research</li> <li>12. Quasi-Experimental Designs and Program Evaluation</li> <li>13. Analyzing and Reporting Research</li> <li>14. Describing Data, Confidence Intervals, Correlation</li> <li>15. Data Analysis and Interpretation</li> <li>16. Tests of Statistical Significance and the Analysis Story</li> <li>17. Communication in Psychology</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	Shaughnessy, J., Zechmeister, E. and Zechmeister, J. (2011). <i>Research methods in psychology</i> (11 <sup>th</sup> Edition). London: McGraw-Hill.
<b>Additional bibliography (Internet portals included)</b>	American Psychological Association. <i>Publication manual - Fifth edition</i> . Washington DC: Author.
..... date	..... course form instructor's signature
..... date	..... subject coordinator's signature

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Statistics basics</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	1	2
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Bogdan Pietrulewicz, Ph.D. Professor	
<b>Number of teaching hours</b>	30	
<b>Number of ECTS points</b>	3	
<b>Course form</b>	Laboratory	
<b>Rigour</b>	Graded pass	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	-	
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. understands the basic statistics in psychology (knowledge);</li> <li>2. is able to making decision to select appropriate statistical tests to evaluate the significance of data obtained from psychological research (skills);</li> <li>3. is introduced to modern statistical basic packages (competency).</li> </ol>	
<b>Teaching program</b>	This course shows psychology students comprehensive introduction to the use of statistical methods in psychology. The approach is that theory is always presented together with practical examples.	
<b>Teaching methods</b>	Interactive lecture: the lecturer often asks questions to the audience during the course; the questions are aimed at mobilizing the students to actively assimilate the content; the questions, moreover, help the lecturer to monitor the level of understanding of the lecture content by the students. The students also write essays which will be critically analyzed.	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of sa written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0</p> <p><b>European Credit Transfer System</b></p>	
<b>Basic bibliography</b>	Greene. J. and D'Oliveira' M. <i>Learning to use statistical tests in psychology</i> (2 <sup>nd</sup> edition). Philadelphia, PA: McGraw-Hill.	
<b>Additional bibliography (Internet portals included)</b>	Shaughnessy, J., Zechmeister, E. and Zechmeister, J. (2011). <i>Research methods in psychology</i> (11 <sup>th</sup> Edition). London: McGraw-Hill.	
<p>.....</p> <p>date</p>	<p>.....</p> <p>subject instructor's/coordinator's signature</p>	

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Statistics basics</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	30h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	
	Bogdan Pietrulewicz, Ph.D. Professor
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. Introduction to statistical analysis</li> <li>2. Selecting a statistical test</li> <li>3. General method for non-parametric tests</li> <li>4. Non parametric tests (two conditions)</li> <li>5. Non parametric tests (three or more conditions)</li> <li>6. Parametric tests</li> <li>7. Correlations</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	Greene. J. and D'Oliveira' M. <i>Learning to use statistical tests in psychology</i> (2 <sup>nd</sup> edition). Philadelphia, PA: McGraw-Hill.
<b>Additional bibliography (Internet portals included)</b>	Shaughnessy, J., Zechmeister, E. and Zechmeister, J. (2011). <i>Research methods in psychology</i> (11 <sup>th</sup> Edition). London: McGraw-Hill.
..... date	..... course form instructor's signature
..... date	..... subject coordinator's signature

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Statistics advanced</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	3	1
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Bogdan Pietrulewicz, Ph.D. Professor	
<b>Number of teaching hours</b>	30	
<b>Number of ECTS points</b>	3	
<b>Course form</b>	Laboratorz	
<b>Rigour</b>	Graded pass	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	-	
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. understands the advanced statistics in psychology (knowledge);</li> <li>2. is able to making decision to select appropriate statistical methods to evaluate the data obtained from psychological research (skills);</li> <li>3. is introduced to modern statistical advanced packages (competency).</li> </ol>	
<b>Teaching program</b>	This course shows psychology students comprehensive solution to the use of statistical advanced methods in psychology. The approach is that theory is always presented together with practical examples.	
<b>Teaching methods</b>	Interactive lecture: the lecturer often asks questions to the audience during the course; the questions are aimed at mobilizing the students to actively assimilate the content; the questions, moreover, help the lecturer to monitor the level of understanding of the lecture content by the students. The students also write essays which will be critically analyzed.	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of sa written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0</p> <p><b>European Credit Transfer System</b></p>	
<b>Basic bibliography</b>	Greene. J. and D'Oliveira,M. (2006). <i>Learning to use statistical tests in psychology</i> (2 <sup>nd</sup> edition). Philadelphia, PA: McGraw-Hill.	
<b>Additional bibliography (Internet portals included)</b>	Shaughnessy, J., Zechmeister, E. and Zechmeister, J. (2011). <i>Research methods in psychology</i> (11 <sup>th</sup> Edition). London: McGraw-Hill.	
<p>.....</p> <p>date</p>	<p>.....</p> <p>subject instructor's/coordinator's signature</p>	

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Statistics advanced</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	30h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Bogdan Pietrulewicz, Ph.D. Professor
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. Numerical advanced methods for describing quantitative data</li> <li>2. Probability: main concepts</li> <li>3. Sampling and sampling distribution</li> <li>4. Hypothesis testing</li> <li>5. Simple linear regression and correlation</li> <li>6. Multiple regression and model building</li> <li>7. Analysis of variance</li> <li>8. Categorical data analysis</li> <li>9. Factor analysis</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	Sincich, T. (2007). <i>Statistics by example</i> . New York, NY: Macmillan Publishing Company.
<b>Additional bibliography (Internet portals included)</b>	Shaughnessy, J., Zechmeister, E. and Zechmeister, J. (2011). <i>Research methods in psychology</i> (11 <sup>th</sup> Edition). London: McGraw-Hill.
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<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Ethics in psychology</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	5	9
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	dr Aleksandra Błachnio	
<b>Number of teaching hours</b>	30	
<b>Number of ECTS points</b>	5	
<b>Course form</b>	Lecture	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	None	
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. develops the awareness of ethical standards;</li> <li>2. is able to critical reflect upon and discuss about the ethics and personal values in a diagnose and in the counseling process;</li> <li>3. has the consciousness of the boundaries of clients' rights and psychologists' responsibility; of the difficulty of maintaining boundaries in dual relationship.</li> </ol>	
<b>Teaching program</b>	<p>This course has two main goals. The first is to provide a knowledge of the ethics codes related to the field of psychology as well as to present the overview of many problems of professional practice. The second one is to teach how to deal with a variety of specific problem situations. Students will learn not only discover their ethical postures, but will gain the skills necessary to be critical evaluators of their professional identity and their fulfillment of professional responsibility.</p>	
<b>Teaching methods</b>	<p>Interactive lecture: the lecturer often asks questions to the audience in order to mobilize the students to actively assimilate the content; moreover the students are encouraged to take more experiential involvement of the lectures through: case discussion, role-plays of an ethically challenging situations, etc.</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of sa written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 European Credit Transfer System</p>	
<b>Basic bibliography</b>	<p>Ethical Principles of Psychologists and Code of Conduct; 2010 Amendments. <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a> (available online)</p>	
<b>Additional bibliography (Internet portals included)</b>	<p>Goodwin, G.P., Darley, J.M. (2008) The psychology of meta-ethics: exploring objectivism. <i>Cognition</i>, 106, 1339-1366</p> <p>Plante, T.G. (2007) Integrating Spirituality and Psychotherapy: Ethical Issues and Principles to Consider. <i>Journal of Clinical Psychology</i>, 63(9), 891-902</p>	
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<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Ethics in psychology</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	30h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	dr Aleksandra Błachnio
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. Ethics and ethical reasoning.</li> <li>2. APA Ethics Code and its variations in the chosen countries .</li> <li>3. The problem of relativism in professional practice.</li> <li>4. The conditions of responsibility.</li> <li>5. The triangle: ethics, personal values and professional success.</li> <li>6. Ethics in research and educational field.</li> <li>7. Ethics in professional practice in social services.</li> <li>8. Ethics in media and in business.</li> <li>9. Chosen ethical dilemma – abortion, euthanasia, etc.</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	Ethical Principles of Psychologists and Code of Conduct; 2010 Amendments. <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a> (available online)
<b>Additional bibliography (Internet portals included)</b>	Goodwin, G.P., Darley, J.M. (2008) The psychology of meta-ethics: exploring objectivism. <i>Cognition</i> , 106, 1339-1366  Plante, T.G. (2007) Integrating Spirituality and Psychotherapy: Ethical Issues and Principles to Consider. <i>Journal of Clinical Psychology</i> , 63(9), 891-902
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<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Cognitive processes</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	1	2
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Paweł Izdebski, dr Ludmiła Zając-Lamparska	
<b>Number of teaching hours</b>	60	
<b>Number of ECTS points</b>	7	
<b>Course form</b>	Lecture	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	Credits with a course: Introduction to Psychology	
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. understands the theories of cognitive psychology and the functioning of cognitive processes (knowledge);</li> <li>2. is able to critical reflect upon and discuss about the theory of cognitive psychology, solves practical problems related the cognitive functioning of the human (skills);</li> <li>3. has the consciousness of the level of her/his knowledge and skills, and the susceptibility to the problems of the cognitive psychology (competency).</li> </ol>	
<b>Teaching program</b>	This course has two main goals. The first is to enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology. The second one is to develop insight into one's own and others' behavior and underlying cognitive processes.	
<b>Teaching methods</b>	Lecture, Interactive lecture, Multimedia presentations	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of sa written test: grades: 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 European Credit Transfer System	
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Healy, A. E. (ed.) (2001). <i>Experimental cognitive psychology and its applications</i>. Washington: APA.</li> <li>2. Sternberg, R. (1996). <i>Cognitive psychology</i>. Fort Worth: Harcourt Brace College Publishers.</li> </ol>	
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Coven, S., Ward, L. M., Enns, J. T. (1994). <i>Sensation and perception</i>. Fort Worth: Harcourt Brace College Publishers.</li> <li>2. Ellis, H. C., Hunt, B. R. (1993). <i>Fundamentals of cognitive psychology</i>. Madison: Brown and Benchmark.</li> <li>3. Regan, D. (2000). <i>Human perception of object early visual processing of spatial form defined by luminance, color, texture, motion, and binocular dicparity</i>. Sunderland: Sinaurer Associoates.</li> <li>4. Solso, R. L. (1998). <i>Cognitive psychology</i>. Boston: Allyn and Bacon.</li> <li>5. Wade, N. J., Swanston, M. (2001). <i>Visual perception: an introduction</i>. Hove: Psychology Press.</li> </ol>	
..... date	..... subject instructor's/coordinator's signature	

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Cognitive processes</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	30h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Paweł Izdebski, dr Ludmiła Zając-Lamparska
<b>Subject program - detailed description</b>	
<p>Perception:</p> <ul style="list-style-type: none"> <li>• basic concepts of perception;</li> <li>• sensory perception and psychophysics;</li> <li>• theoretical approaches to perception: Associationism, Gestalt, Bottom-Up (template matching, prototypes, feature analysis, ecological approach), Top-Down, Integrating theories</li> <li>• neurophysiology of visual perception, perception of shape, color and movement.</li> </ul> <p>Attention:</p> <ul style="list-style-type: none"> <li>• basic concepts of attention;</li> <li>• functions of attention: divided attention, selective attention, vigilance, signal detection and search;</li> <li>• physiological mechanisms of attention;</li> <li>• theories of attention process (Broadbent, Treisman, Deutsch &amp; Deutsch, Johnston, Kahneman, Allport).</li> </ul> <p>Perception, attention and awareness:</p> <ul style="list-style-type: none"> <li>• preattentive processing;</li> <li>• subliminal perception;</li> <li>• blindsight;</li> <li>• inattentive blindness;</li> <li>• unilateral neglect.</li> </ul> <p>Memory:</p> <ul style="list-style-type: none"> <li>• models and structures;</li> <li>• memory processes.</li> </ul> <p>Language:</p> <ul style="list-style-type: none"> <li>• general properties of language;</li> <li>• semantics;</li> <li>• syntax;</li> <li>• language in context.</li> </ul> <p>Thinking:</p> <ul style="list-style-type: none"> <li>• knowledge representations: images and propositions;</li> <li>• information processing.</li> </ul> <p>Learning</p> <ul style="list-style-type: none"> <li>• classical and operant conditioning</li> <li>• cognitive learning.</li> </ul>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Healy, A. E. (ed.) (2001). <i>Experimental cognitive psychology and its applications</i>. Washington: APA.</li> <li>2. Sternberg, R. (1996). <i>Cognitive psychology</i>. Fort Worth: Harcourt Brace College Publishers.</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Coven, S., Ward, L. M., Enns, J. T. (1994). <i>Sensation and perception</i>. Fort Worth: Harcourt Brace College Publishers.</li> <li>2. Ellis, H. C., Hunt, B. R. (1993). <i>Fundamentals of cognitive psychology</i>. Madison: Brown and Benchmark.</li> <li>3. Regan, D. (2000). <i>Human perception of object early visual processing of spatial form defined by luminance, color, texture, motion, and binocular</i></li> </ol>

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4. Solso, R. L. (1998). *Cognitive psychology*. Boston: Allyn and Bacon.
5. Wade, N. J., Swanston, M. (2001). *Visual perception: an introduction*. Hove: Psychology Press.

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<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Emotions and motivation</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	1	2
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	dr Aleksandra Błachnio	
<b>Number of teaching hours</b>	60h	
<b>Number of ECTS points</b>	7	
<b>Course form</b>	Lecture	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	No prefatory prerequisites	
<b>Subject guidelines and goals (education effects)</b>	<p>At the end of the course student:</p> <ol style="list-style-type: none"> <li>1. understands the basic concepts of human emotions and motivation;</li> <li>2. is able to critically analyze and discuss the natural order and components of emotional and motivational development, and solve practical problems related to individual emotional and motivational problems;</li> <li>3. is keenly aware of the level of own knowledge and skills, and the susceptibility to the problems of complexity and changeability of emotional and motivational nature of a man</li> </ol>	
<b>Teaching program</b>	<p>An indepth discussion of theory and research related to human emotions and motivation. The emphasis is on inquiries into what is the nature and mechanism of emotions as well as human motivation. The stress is put on the intercultural and interpersonal differences. Moreover well-argued cases for the dynamics of both emotional reaction and motivational process are presented. Regarding the issue of emotional development and different mechanisms of motivation, the role of dynamic interaction between person (P) and environment (E) is discussed in the frame of different approaches.</p>	
<b>Teaching methods</b>	<p>Interactive and multimedia presentation: the lecturer presents the state of arts and asks questions to the audience during the course, monitoring the level of the speech understanding by the students .</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0  <b>European Credit Transfer System</b></p>	
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Barry, B., Smithey Fulmer, I., Van Kleef, G.A. (1996). I Laughed, I Cried, I Settled: The Role of Emotion in Negotiation. In: M.J. Gelfand, J.M. Brett (eds.) <i>The Handbook of Negotiation and Culture</i>. p.71-94. Stanford, California: Stanford University Press.</li> </ol>	

	2. Błachnio, A.; Przepiórka, A. (2009, Ed.). <i>Closer to Emotions III</i> . Lublin: Wydawnictwo KUL.
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Zimbardo, Ph. (2007). <i>The Lucifer Effect. Understand How Good People Turn Evil</i>. New York: Random House.</li> <li>2. Kunzman, U. (2002). Approaches to a Good Life: the Emotional-Motivational Side to Wisdom. In: P.A. Linley, S. Joseph (eds.) <i>Positive Psychology in Practice</i>. p.504-520. New Jersey: John Wiley &amp; Sons, Inc.</li> </ol>
<p>..... date</p>	<p>..... subject instructor's/coordinator's signature</p>

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Emotions and motivation</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	30h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	dr Aleksandra Błachnio
<b>Subject program -detailed description</b>	
<p>1. Methodology of the research on human emotions and motivations.</p> <p>2. Nature of emotions: definition of emotions; classifications of emotions; theories of emotions (physiological, behavioral, cognitive perspectives, etc.); emotions in a life-span; intercultural and interpersonal differences in expressing and experiencing emotions.</p> <p>3. Mechanisms of motivations: basic controversies (“nature-nurture” and “reactivity-activity”); heredity and maturation; environment and acquisition of experience; theories of motivation (theories of instincts, drive-reduction, cognitive theories, theories of human needs, human behavior as function of total situation, holistic-interactional approach).</p> <p>4. Psychopathology of emotions and motivation.</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0
<b>Basic bibliography</b>	<p>Barry, B., Smithey Fulmer, I., Van Kleef, G.A. (1996). I Laughed, I Cried, I Settled: The Role of Emotion in Negotiation. In: M.J. Gelfand, J.M. Brett (eds.) <i>The Handbook of Negotiation and Culture</i>. p.71-94. Stanford, California: Stanford University Press.</p> <p>Błachnio, A.; Przepiórka, A. (2009, Ed.). <i>Closer to Emotions III</i>. Lublin: Wydawnictwo KUL.</p>
<b>Additional bibliography (Internet portals included)</b>	<p>Zimbardo, Ph. (2007). <i>The Lucifer Effect. Understand How Good People Turn Evil</i>. New York: Random House.</p> <p>Kunzman, U. (2002). Approaches to a Good Life: the Emotional-Motivational Side to Wisdom. In: P.A. Linley, S. Joseph (eds.) <i>Positive Psychology in Practice</i>. p.504-520. New Jersey: John Wiley &amp; Sons, Inc.</p>
<p>..... date</p>	<p>..... course form instructor's signature</p>
<p>..... date</p>	<p>..... subject coordinator's signature</p>

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Personality</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	2	3
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr Aleksandra Błachnio	
<b>Number of teaching hours</b>	60	
<b>Number of ECTS points</b>	7	
<b>Course form</b>	Lecture	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	Credits with courses: Introduction to Psychology, History of Psychology	
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. knows the major theories of personality and understands their supporting evidence;</li> <li>2. is able to critical evaluate the major theories of personality – their strengths and limitations, solves methodological problems related to the personality measures;</li> <li>3. has the consciousness of the level of her/his knowledge and skills, and the susceptibility to the problems of the psychology of personality.</li> </ol>	
<b>Teaching program</b>	<p>This course has two main goals. The first is to provide an overview of many major theories of personality that focus on (1) identifying personality; (2) identifying personality's parts; (3) describing personality's organization; and (4) diagnosing personality's development and pathology. The second one is to understand the research methodologies that accompany each paradigm. Students will learn not only what these diverse approaches propose, but will gain the skills necessary to be critical evaluators of different personality paradigms.</p>	
<b>Teaching methods</b>	<p>Interactive lecture: the lecturer often invites the audience to a discussion and/or a debate during the course; the topics are aimed at mobilizing the students to actively assimilate the content; the lecturer checks if the content is well understood by the students.</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of sa written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0  <b>European Credit Transfer System</b></p>	
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Buss, D.M., Cantor, N. (1989). <i>Personality Psychology. Recent Trends and Emerging Directions</i>. New York...: Springer-Verlag.</li> <li>2. Lubinski, D. (2000). <i>Scientific and Social Significance of Assessing</i></li> </ol>	

	<p>Individual Differences: “Sinking Shafts at a Few Critical Points” <i>Annual Review of Psychology</i>, 51, 405-444.</p> <p>3. Costa, P.T., McCrae, R.R. (2006). Age Changes in Personality and Their Origins: Comment on Roberts, Walton, and Viechtbauer (2006). <i>Psychological Bulletin</i>, 132(1), 26-28.</p>
<p><b>Additional bibliography (Internet portals included)</b></p>	<p>1. Hartman, E. (1991). <i>Boundaries in the Mind. A New Psychology of Personality</i>. New York: BasicBooks</p> <p>2. Mayer, J.D. (2005). A Tale of Two Visions: Can a New View of Personality Help Integrate Psychology? <i>American Psychologist</i>, 60(4), 294-307</p> <p>3. Blachnio, A. (2006), Human personality in the globalized culture of choice and change. In: M. Pačalska, B. D. MacQueen (eds.) <i>Root metaphors: selected essays on social thinking</i>, Wrocław: Continuo Publishing House</p>
<p>..... date</p>	<p>..... subject instructor's/coordinator's signature</p>

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Personality</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	60h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	dr Aleksandra Błachnio
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. Introduction to personality</li> <li>2. An overview of major theories of personality</li> <li>3. Volition – processes and individual differences</li> <li>4. Culture and self: implications for personality</li> <li>5. Stability and consistency of personality</li> <li>6. Self-author by K. Obuchowski</li> <li>7. NEO-FFI by P.T. Costa &amp; R.R. McCrae</li> <li>8. Personality disorders</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Buss, D.M., Cantor, N. (1989). <i>Personality Psychology. Recent Trends and Emerging Directions</i>. New York...: Springer-Verlag.</li> <li>2. Lubinski, D. (2000). Scientific and Social Significance of Assessing Individual Differences: “Sinking Shafts at a Few Critical Points” <i>Annual Review of Psychology</i>, 51, 405-444.</li> <li>3. Costa, P.T., McCrae, R.R. (2006). Age Changes in Personality and Their Origins: Comment on Roberts, Walton, and Viechtbauer (2006). <i>Psychological Bulletin</i>, 132(1), 26-28.</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Hartman, E. (1991). <i>Boundaries in the Mind. A New Psychology of Personality</i>. New York: BasicBooks</li> <li>2. Mayer, J.D. (2005). A Tale of Two Visions: Can a New View of Personality Help Integrate Psychology? <i>American Psychologist</i>, 60(4), 294-307</li> <li>3. Błachnio, A. (2006), Human personality in the globalized culture of choice and change. In: M. Pačalska, B. D. MacQueen (eds.) <i>Root metaphors: selected essays on social thinking</i>, Wrocław: Continuo Publishing House</li> </ol>
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<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Psychology of individual differences</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	2	3
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr. hab. Paweł Izdebski	
<b>Number of teaching hours</b>	60	
<b>Number of ECTS points</b>	7	
<b>Course form</b>	Lecture	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	Credits with a course: Introduction to Psychology	
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. understands the basic theories of psychology of individual differences (knowledge);</li> <li>2. is able to critical reflect upon and discuss about the psychology of individual differences, solves practical problems related the individual differences psychology (skills);</li> <li>3. has the consciousness of the level of her/his knowledge and skills, and the susceptibility to the problems of the psychology of individual differences (competency).</li> </ol>	
<b>Teaching program</b>	This course has two main goals. The first is to provide an overview of many of the major theoretical frameworks in psychology of individual differences as well as its antecedents as a scientific field. The second one is to understand the research methodologies that accompany each paradigm. Students will learn not only what these diverse approaches propose, but will gain the skills necessary to be critical evaluators of psychological theory and research.	
<b>Teaching methods</b>	Interactive lecture: the lecturer often asks questions to the audience during the course; the questions are aimed at mobilizing the students to actively assimilate the content; the questions, moreover, help the lecturer to monitor the level of understanding of the lecture content by the students. The students also write essays which will be critically analyzed.	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of sa written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 European Credit Transfer System	
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Matthews G., Deary I. J., Whiteman M. C. (2009). Personality traits. Cambridge: University Press.</li> <li>2. Hunt E. (2011). Human intelligence. Cambridge: University Press.</li> </ol>	
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. The psychology of individual differences. (2004). G. J. Boyle, D. H. Saklofske (eds). Sage Publications: London.</li> <li>2. Journal: Personality and Individual Differences</li> </ol>	
<p>..... date</p>	<p>..... subject instructor's/coordinator's signature</p>	

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Psychology of individual differences</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	60 h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Paweł Izdebski
<b>Subject program - detailed description</b>	
<p>1. The history of differential psychology. (Galton, Krestchmer, Spearman, Sheldon).</p> <p>2. Personality traits:</p> <ul style="list-style-type: none"> <li>- Traits and types.</li> <li>- The trait concept and personality theory.</li> <li>- Stable traits and transient traits.</li> <li>- Causes of personality traits (genes and environments, biological bases of traits, social causes of traits)</li> <li>- Consequences and applications of personality traits: (stress, health, abnormality, performance and information processing).</li> </ul> <p>3. Intelligence:</p> <ul style="list-style-type: none"> <li>- Definitions</li> <li>- Testing.</li> <li>- Theories (psychometric and cognitive approaches).</li> <li>- Genes and intelligence.</li> <li>- Environment and intelligence</li> <li>- What use is intelligence?</li> </ul> <p>4. The prospectus of individual differences psychology.</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	1. Matthews G., Deary I. J., Whiteman M. C. (2009). Personality traits. Cambridge: University Press. 2. Hunt E. (2011). Human intelligence. Cambridge: University Press.
<b>Additional bibliography (Internet portals included)</b>	1. The psychology of individual differences. (2004). G. J. Boyle, D. H. Saklofske (eds). Sage Publications: London. 2. Journal: Personality and Individual Differences
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..... date	..... subject coordinator's signature

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Human Development</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	2	4
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Prof. dr hab. Janusz Trempała	
<b>Number of teaching hours</b>	60h	
<b>Number of ECTS points</b>	7	
<b>Course form</b>	Lecture	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	Credits with a courses in History of Psychology, Introduction to Psychology, Biological Foundations of Behavior, and Statistics Basic	
<b>Subject guidelines and goals (education effects)</b>	<p>At the end of the course student:</p> <ol style="list-style-type: none"> <li>1. understands the basic concepts of human development (knowledge);</li> <li>2. is able to critical reflection and discussion about human development, and solves practical problems related to individual development (skills);</li> <li>3. has the consciousness of the level of own knowledge and skills, and the susceptibility to the problems of developing and aging individuals (competency).</li> </ol>	
<b>Teaching program</b>	<p>An indepth discussion of theory and research related to human development. The emphasis is on inquiries into what is the nature and mechanism of developmental changes from the perspective of life-span developmental psychology.</p> <p>The main thesis of considerations on the nature is that human development is not a monolithic process of only progressive changes. Regarding the issue of developmental mechanisms, the role of dynamic interaction between person (P) and environment (E) is discussed in the frame of different approaches.</p>	
<b>Teaching methods</b>	Interactive and multimedia presentation: the lecturer presents the state of arts and asks questions to the audience during the course, monitoring the level of the speech understanding by the students .	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0</p> <p><b>European Credit Transfer System</b></p>	
<b>Basic bibliography</b>	1. Bee, H. (1996). <i>Lifespan Development</i> . New York: HarperCollins College Publishers.	

	<p>2. Lerner M.R. (2006, Ed.). <i>Manual of Child Psychology. Vol. 1. Theoretical Models of Human Development</i>. Hoboken, New Jersey: John Wiley &amp; Sons, Inc.</p>
<p><b>Additional bibliography (Internet portals included)</b></p>	<p>1. Pulkkinen, L. &amp; Caspi A. (2002, Eds.). <i>Paths to Successful Development. Personality in the Life Course</i>. Cambridge, England: Cambridge University Press.</p> <p>2. Schaie, K.W. &amp; Willis, S.L. (2002). <i>Adult Development and Aging</i>. New Jersey: Prentice Hall.</p> <p>3. Trempała J. (2007). Methodological dilemmas in the use of time as a variable in developmental psychology. <i>Polish Psychological Bulletin</i>, 38, 117-125.</p>
<p>..... date</p>	<p>..... subject instructor's/coordinator's signature</p>

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Human Development</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	60h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Prof. dr hab. Janusz Trempała
<b>Subject program -detailed description</b>	
<ol style="list-style-type: none"> <li>1. Historical outline of the research on human development: philosophical foundations; changes in the social situation of child in Europe; beginnings of developmental psychology; restoration of research on development in the life-span.</li> <li>2. Nature of development: definition of development as a change in time; kinds of developmental changes; operationalizations of change; models of developmental changes (phasic, cyclic, sequential, linear, multidirective), time as a marker of developmental changes; relational approach in the study on human development.</li> <li>3. Mechanisms of developmental changes: basic controversies (“nature-nurture” and “reactivity-activity”); heredity and maturation; environment and acquisition of experience; interaction of genes and environments in the life span, models of developmental mechanisms (mechanistic, organismic, contextual), human development as function of total situation, holistic-interactional approach in the study of development</li> <li>4. New-realism in searching for General Model of Development (GMD).</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Bee, H. (1996). <i>Lifespan Development</i>. New York: HarperCollins College Publishers.</li> <li>2. Lerner M.R. (2006, Ed.). <i>Manual of Child Psychology. Vol. 1. Theoretical Models of Human Development</i>. Hoboken, New Jersey: John Wiley &amp; Sons, Inc.</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Pulkkinen, L. &amp; Caspi A. (2002, Eds.). <i>Paths to Successful Development. Personality in the Life Course</i>. Cambridge, England: Cambridge University Press.</li> <li>2. Schaie, K.W. &amp; Willis, S.L. (2002). <i>Adult Development and Aging</i>. New Jersey: Prentice Hall.</li> <li>3. Trempała J. (2007). Methodological dilemmas in the use of time as a variable in developmental psychology. <i>Polish Psychological Bulletin</i>, 38, 117-125.</li> </ol>
<p>..... date</p> <p>..... date</p>	<p>..... course form instructor's signature</p> <p>..... subject coordinator's signature</p>

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Social psychology</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	3	5
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Hanna Liberska	
<b>Number of teaching hours</b>	60	
<b>Number of ECTS points</b>	7	
<b>Course form</b>	Lecture, seminary	
<b>Rigour</b>	Examination, graded pass	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	Credits with a course: Introduction to Psychology	
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. understands the basic theories of social psychology (knowledge);</li> <li>2. is able to critical reflect upon and discuss about the main problems of social psychology, solves practical problems related the social human behavior (skills);</li> <li>3. has the consciousness of the level of her/his knowledge and skills, and the susceptibility to the problems of social psychology (competency).</li> </ol>	
<b>Teaching program</b>	<p>This course has three main goals:</p> <ul style="list-style-type: none"> <li>• the first is to provide the students an overview on the major theories about social behavior;</li> <li>• the second one is to learn the students the methods of social psychology; how to study social influence, social perception and social interaction</li> <li>• the third is to presents the most recent findings in the field and their critical evaluation.</li> </ul>	
<b>Teaching methods</b>	<p>✓ Interactive lecture: the lecturer often asks questions to the audience during the course; the questions are aimed at mobilizing the students to actively assimilate the content and the lecture is stimulating the students to ask after another possible explanations for the research findings and to find the social problems in real world.</p> <p>✓ Films; discussions</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of sa written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0</p> <p>European Credit Transfer System</p>	
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Aronson, E., Wilson, T. D., &amp; Akert, R. M. (2010). <i>Social Psychology</i> (7th ed.). Upper Saddle River, NJ: Prentice Hall.</li> </ol>	

	<ol style="list-style-type: none"> <li>2. Myers, D. G. (2010). <i>Social Psychology</i> (10th ed.). New York: McGraw-Hill</li> <li>3. Scabini John (1955). <i>Social Psychology</i>. New York – London: W.W.Norton</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Cialdini, R. B. (2008). <i>Influence: Science and Practice</i> (5th ed.). Englewood Cliffs, NJ: Prentice Hall.</li> <li>2. Zimbardo P. (2007). <i>The Lucifer Effect: Understanding How Good People Turn Evil</i>. New York: Random House</li> </ol>
<p>.....</p> <p>date</p> <p>.....</p> <p>subject instructor's/coordinator's signature</p>	

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Social psychology</b>
<b>Course form</b>	Lecture
<b>Number of teaching hours</b>	30h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Hanna Liberska
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. Why is subject of social psychology? (1h)</li> <li>2. The methods of social sociology (3h)</li> <li>3. Socialization and social influence (2h)</li> <li>4. Self, identity, personality (authoritarian personality, and others structures) (2)</li> <li>5. Stereotypes (1h)</li> <li>6. Attitudes (4h)</li> <li>7. Social perception and social cognition (2h)</li> <li>8. Social group: structure, interactions, cohesion, conformity (2h)</li> <li>9. Conflicts (1h)</li> <li>10. Helping and altruism (2h)_</li> <li>11. Aggression (2h)</li> <li>12. Self-presentation (2h)</li> <li>13. Interpersonal attractiveness (1h)</li> <li>14. Close relations (2h)</li> <li>15. Sex and gender (2h)</li> <li>16. Social psychology in life (1h)</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Aronson, E., Wilson, T. D., &amp; Akert, R. M. (2010). <i>Social Psychology</i> (7th ed.). Upper Saddle River, NJ: Prentice Hall.</li> <li>2. Myers, D. G. (2010). <i>Social Psychology</i> (10th ed.). New York: McGraw-Hill</li> <li>3. Scabini John (1955). <i>Social Psychology</i>. New York – London: W.W.Norton</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Cialdini, R. B. (2008). <i>Influence: Science and Practice</i> (5th ed.). Englewood Cliffs, NJ: Prentice Hall.</li> <li>2. Zimbardo P. (2007). <i>The Lucifer Effect: Understanding How Good People Turn Evil</i>. New York: Random House</li> <li>3. Pratkanis A., Aronson E. (2001). <i>Age of Propaganda: The Everyday Use and Abuse of Persuasion</i>. New York: W. H. Freeman.</li> </ol>
..... date	..... course form instructor's signature
..... date	..... subject coordinator's signature

## SUBJECT TEACHING PROGRAM

<b>Subject name</b>	<b>Social psychology</b>
<b>Course form</b>	Seminary
<b>Number of teaching hours</b>	30h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Mgr Katarzyna Łukowska
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. Methods in social psychology – practice (scale, experiments, questionnaire etc.) (4h)</li> <li>2. Social influence: classic findings in social psychology (3h): <ul style="list-style-type: none"> <li>✓ Conformity - Asch experiment</li> <li>✓ Risky shift</li> <li>✓ Obedience – Milligram experiment</li> <li>✓ Brutality – Zimbardo experiment</li> <li>✓ Students' experiments (2)</li> </ul> </li> <li>3. Some problems of groups (3): <ul style="list-style-type: none"> <li>✓ Social facilitation</li> <li>✓ Leadership</li> <li>✓ Social loafing</li> <li>✓ Group cohesiveness</li> <li>✓ Uniformity of attitudes</li> <li>✓ Groupthink</li> <li>✓ Students' experiments (2)</li> </ul> </li> <li>4. Strategic interaction and conflict intergroup (2): <ul style="list-style-type: none"> <li>✓ Bargaining</li> <li>✓ Non-zero sum conflicts</li> <li>✓ Tit for tat</li> <li>✓ Students' experiments (2)</li> </ul> </li> <li>5. Emotion: experience and expression (2): <ul style="list-style-type: none"> <li>✓ James Lang theory</li> <li>✓ Cognition-arousal theory</li> <li>✓ Facial expression and emotion</li> <li>✓ Students' experiments (2)</li> </ul> </li> <li>6. Communication in social life (3): <ul style="list-style-type: none"> <li>✓ Language and verbal communication</li> <li>✓ Nonverbal communication</li> <li>✓ Social structure and communication</li> <li>✓ Conversational analysis (2h)</li> </ul> </li> <li>7. Attitudes – empirical studies the attitude change (2h)</li> <li>8. Evaluation (1h)</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Aronson, E., Wilson, T. D., &amp; Akert, R. M. (2010). <i>Social Psychology</i> (7th ed.). Upper Saddle River, NJ: Prentice Hall.</li> <li>2. Myers, D. G. (2010). <i>Social Psychology</i> (10th ed.). New York: McGraw-Hill</li> <li>3. Scabini John (1955). <i>Social Psychology</i>. New York – London: W.W.Norton</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Cialdini, R. B. (2008). <i>Influence: Science and Practice</i> (5th ed.). Englewood Cliffs, NJ: Prentice Hall.</li> <li>2. Zimbardo P. (2007). <i>The Lucifer Effect: Understanding How Good People Turn Evil</i>. New York: Random House</li> <li>3. Pratkanis A., Aronson E. (2001). <i>Age of Propaganda: The Everyday Use and Abuse of Persuasion</i>. New York: W. H. Freeman.</li> </ol>
<p>.....</p> <p style="text-align: center;">date</p> <p>.....</p> <p style="text-align: center;">date</p>	<p>.....</p> <p style="text-align: center;">course form instructor's signature</p> <p>.....</p> <p style="text-align: center;">subject coordinator's signature</p>

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Psychometrics</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	3	5
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Paweł Izdebski	
<b>Number of teaching hours</b>	60	
<b>Number of ECTS points</b>	7	
<b>Course form</b>	Lecture, laboratory	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	Credits with a course: Introduction to Psychology, Statistics Basic and Advanced	
<b>Subject objectives and educational effects</b>	<p>At the end of the course a student:</p> <ol style="list-style-type: none"> <li>1. understands the basic concepts of psychometrics (knowledge);</li> <li>2. is able to construct a psychological test and write critical evaluation of the psychological tests (skills);</li> <li>3. has the consciousness of the level of her/his knowledge and skills, and the susceptibility to the problems of the psychometrics (competency).</li> </ol>	
<b>Teaching program</b>	This course has two main goals. The first is to provide knowledge about psychological tests, both its weaknesses and strengths. The second is to enable students to gain the skills necessary to be critical evaluators of psychological tests.	
<b>Teaching methods</b>	<p>Interactive lecture: the lecturer often asks questions to the audience during the course; the questions are aimed at mobilizing the students to actively assimilate the content; the questions, moreover, help the lecturer to monitor the level of understanding of the lecture content by the students. The students also write essays which will be critically analyzed.</p> <p>Laboratories: critical evaluation of the existing tests and constructing own psychometric method.</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of a written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0</p> <p>European Credit Transfer System</p>	
<b>Basic bibliography</b>	1. Kline P. (2000). The handbook of psychological testing. Routledge: London, New York.	
<b>Additional bibliography (Internet portals included)</b>		
..... date	..... subject instructor's/coordinator's signature	

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Psychometrics</b>
<b>Course form</b>	Lecture, laboratory
<b>Number of teaching hours</b>	30h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr hab. Paweł Izdebski
<b>Subject program - detailed description</b>	
<p>1. Psychometric theory and method:</p> <ul style="list-style-type: none"> <li>- Reliability.</li> <li>- Validity.</li> <li>- The classical model of test error.</li> <li>- Standardising the test.</li> <li>- Computerized and tailored testing,</li> <li>- Factor analysis, rotation of factors.</li> <li>- Test construction: the criterion-keyed method,</li> <li>- Test construction: factor analytic and item analytic method.</li> </ul> <p>2. The use and interpretation of tests.</p> <p>3. Psychological tests: evaluations.</p> <p>4. Ethics in psychological testing.</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
<b>Basic bibliography</b>	Kline P. (2000). The handbook of psychological testing. Routledge: London, New York.
<b>Additional bibliography (Internet portals included)</b>	
<p>..... date</p>	<p>..... course form instructor's signature</p>
<p>..... date</p>	<p>..... subject coordinator's signature</p>

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Psychological diagnosis</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	3	5
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Monika Wiłkość, PhD	
<b>Number of teaching hours</b>	60	
<b>Number of ECTS points</b>	7	
<b>Course form</b>	Lecture and seminars	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	-	
<b>Subject objectives and educational effects</b>	<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. know the definitions, phases, limitations and considerations of psychological diagnosis (knowledge);</li> <li>2. plan the process of psychological diagnosis upon case conceptualization (skills);</li> <li>3. conduct psychological diagnosis, including clinical observation, interviewing and testing (skills);</li> <li>4. administer and interpret the results of selected tests (skills);</li> <li>5. write a psychological report (skills);</li> <li>6. develop communication skills necessary in the process of psychological diagnosis (competency).</li> </ol>	
<b>Teaching program</b>	<p>The goal of this course is to provide knowledge about the process of psychological diagnosis which will enable students to plan and conduct a complete and integrative assessment. Also it will equip them with the necessary skills to administer and interpret the selected tests for personality, intelligence, and neuropsychological assessment as well as to communicate the diagnosis to the patient and/or his family and prepare the assessment report.</p>	
<b>Teaching methods</b>	Interactive lectures, small group discussions, behavioral observation through videos, profile and case analyses.	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grades are based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0</p> <p>European Credit Transfer System</p>	

	To get to the final test, students are obliged to provide two integrative assessment reports of friends, relatives, or volunteers (formal informed consent must be obtained from assessed person). These reports must be assessed positively.
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Groth-Marnat, G. (2003). <i>Handbook of psychological assessment</i> (4th ed.). New York, NY: Wiley &amp; Sons.</li> <li>2. Cohen, R. J., &amp; Swerdlik, M. E. (2005). <i>Psychological Testing and Assessment</i>, 6th Edition. New York: McGraw-Hill (with supplemental book Exercises in Psychological Testing and Assessment)</li> <li>3. Segal, D. L., &amp; Hersen, M. (Eds.). (2010). <i>Diagnostic interviewing</i> (4th edition). New York: Springer.</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Friedman, A. F., Lewak, R., Nichols, D. S., &amp; Webb, J. T. (2001). <i>Psychological assessment with the MMPI-2</i>.</li> <li>2. Mahwah, NJ: Erlbaum Maruish, M. E. (1999). <i>The use of psychological testing for treatment planning and outcomes assessment</i> (2nd ed.).</li> <li>3. Mahwah, NJ: Erlbaum. Watkins, Jr., C. E., &amp; Campbell, V. L. (2000). <i>Testing and assessment in counseling practice</i> (2nd ed.). Mahwah, NJ: Erlbaum.</li> </ol>
<p>..... date</p>	<p>..... subject instructor's/coordinator's signature</p>

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Psychological diagnosis</b>
<b>Course form</b>	Lectures and seminars
<b>Number of teaching hours</b>	60h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Monika Wilkość, PhD
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. Psychological diagnosis – definitions and types</li> <li>2. Phases of psychological diagnosis</li> <li>3. Psychological observation in process of diagnosis</li> <li>4. Psychological interviewing in process of diagnosis</li> <li>5. Questionnaires in psychological diagnosis</li> <li>6. Projective tests in psychological diagnosis</li> <li>7. Administration, scoring and interpretation of selected tests</li> <li>8. Integration of data collected in the process of psychological diagnosis</li> <li>9. Communication of the diagnosis to the patient</li> <li>10. Motivation of the patient as a factor of psychological assessment</li> <li>11. The role of communication skills in psychological assessment</li> <li>12. Diversity and cultural factors in psychological assessment</li> <li>13. Ethical and legal issues in the process of psychological diagnosis</li> <li>14. Pedagogical assessment</li> <li>15. Forensic assessment</li> <li>16. Psychological assessment of people with disabilities</li> <li>17. Criteria and rules of psychological report or opinion</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0</p> <p><b>European Credit Transfer System</b></p> <p>To get to the final test students are obliged to provide two integrative assessment reports of friends, relatives, or volunteers (formal informed consent must be obtained from assessed person). These reports must be assessed positively.</p>
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Groth-Marnat, G. (2003). Handbook of psychological assessment (4th ed.). New York, NY: Wiley &amp; Sons.</li> <li>2. Cohen, R. J., &amp; Swerdlik, M. E. (2005). Psychological Testing and Assessment, 6th Edition. New York: McGraw-Hill (with supplemental book Exercises in Psychological Testing and Assessment)</li> <li>3. Segal, D. L., &amp; Hersen, M. (Eds.). (2010). Diagnostic interviewing (4th edition). New York: Springer.</li> </ol>
<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Friedman, A. F., Lewak, R., Nichols, D. S., &amp; Webb, J. T. (2001). Psychological assessment with the MMPI-2.</li> <li>2. Mahwah, NJ: Erlbaum Maruish, M. E. (1999). The use of psychological testing for treatment planning and outcomes assessment (2nd ed.).</li> <li>3. Mahwah, NJ: Erlbaum. Watkins, Jr., C. E., &amp; Campbell, V. L. (2000). Testing and assessment in counseling practice (2nd ed). Mahwah, NJ: Erlbaum.</li> </ol>
<p>.....</p> <p>date</p> <p>.....</p> <p>date</p>	<p>.....</p> <p>course form instructor's signature</p> <p>.....</p> <p>subject coordinator's signature</p>

<b>SUBJECT DESCRIPTION</b>		
<b>Subject name</b>	<b>Psychological intervention</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	3	6
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Monika Wiłkość, PhD	
<b>Number of teaching hours</b>	60	
<b>Number of ECTS points</b>	7	
<b>Course form</b>	Lecture and seminars	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	-	
<b>Subject objectives and educational effects</b>	<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. know the definitions and types of psychological interventions (knowledge);</li> <li>2. choose the intervention according to the diagnosis (knowledge);</li> <li>3. take into account the cultural, social and legal context of psychological intervention (skills)</li> <li>4. apply the acquired knowledge to plan appropriate intervention (skills)</li> <li>5. plan the process of psychological intervention upon case conceptualization (skills);</li> <li>6. apply the basic techniques of psychological intervention (skills);</li> <li>7. develop communication skills necessary for psychological intervention (competency).</li> </ol>	
<b>Teaching program</b>	The goal of this course is to provide knowledge about the process of psychological interventions which will enable students to plan or recommend an appropriate intervention according to the diagnosis. Also it will equip them with the necessary skills and techniques necessary in basic psychological interventions.	
<b>Teaching methods</b>	Interactive lectures, small group discussions, case analyses.	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grades are based on the results of written test: grades: 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0</p> <p>European Credit Transfer System</p> <p>To get to the final test, students are obliged to provide a plan of psychological intervention of the case given in-class.</p>	
<b>Basic bibliography</b>	1. Gilliland, Burt & James, Richard. (2001). Crisis Intervention Strategies (4th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.	

	<ol style="list-style-type: none"> <li>2. Corey, G. (1996). <i>Theory and Practice of Counseling and Psychotherapy</i>, Brooks/Cole Publishing Company</li> <li>3. Lambert, M.J (2004) <i>Bergin and Garfield's Handbook of Psychotherapy and Behavior Change</i>. John Wiley&amp;Sons, Inc.</li> </ol>
<p><b>Additional bibliography (Internet portals included)</b></p>	<ol style="list-style-type: none"> <li>1. Kanel, K. (2008). <i>A Guide to Crisis Intervention</i>. Pacific Grove, CA: Brooks/Cole Publishing Company. McGoldrick, M., Giordano, J., &amp; Garcia-Preto, N. (Eds.) (2005). <i>Ethnicity and family therapy</i>. New York: Guilford Press.</li> <li>2. Stewart, John. (2008) <i>Bridges Not Walls. A Book about Interpersonal Communication</i>. McGraw-Hill.</li> </ol>
<p>..... date</p>	<p>..... subject instructor's/coordinator's signature</p>

<b>SUBJECT TEACHING PROGRAM</b>	
<b>Subject name</b>	<b>Psychological intervention</b>
<b>Course form</b>	Lectures and seminars
<b>Number of teaching hours</b>	60h
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Monika Wiłkość, PhD
<b>Subject program - detailed description</b>	
<ol style="list-style-type: none"> <li>1. Psychological interventions – definitions and types</li> <li>2. Individual and groups intervention – specificity and forms</li> <li>3. Counseling as a form of psychological intervention</li> <li>4. Psychoeducation as a form of psychological intervention</li> <li>5. Prevention of disorders and health promotion – forms, strategies, recommendation and indications</li> <li>6. Psychological interviewing in process of diagnosis</li> <li>7. Crisis intervention: definitions and paradigms of crisis</li> <li>8. Crisis intervention: how to identify, assess and manage people in crisis</li> <li>9. Role of community resources in crisis intervention</li> <li>10. Early intervention: forms and recommendation</li> <li>11. Rehabilitation as a form of psychological intervention</li> <li>12. Psychotherapy: main approaches and its implications</li> <li>13. Ethical and legal issues in psychological intervention</li> <li>14. Diversity and cultural context in psychological intervention</li> </ol>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b> To get to the final test, students are obliged to provide a plan of psychological intervention of the case given in-class.
<b>Basic bibliography</b>	Gilliland, Burt & James, Richard. (2001). <i>Crisis Intervention Strategies</i> (4th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. Lambert, M.J (2004) <i>Bergin and Garfield's Handbook of Psychotherapy and Behavior Change</i> . John Wiley&Sons, Inc. Corey, G. (1996). <i>Theory and Practice of Counseling and Psychotherapy</i> , Brooks/Cole Publishing Company
<b>Additional bibliography (Internet portals included)</b>	Kanel, K. (2008). <i>A Guide to Crisis Intervention</i> . Pacific Grove, CA: Brooks/Cole Publishing Company. McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.) (2005). <i>Ethnicity and family therapy</i> . New York: Guilford Press. Stewart, John. (2008) <i>Bridges Not Walls. A Book about Interpersonal Communication</i> . McGraw-Hill.
..... date	..... course form instructor's signature
..... date	..... subject coordinator's signature

## SUBJECT DESCRIPTION

<b>Subject name</b>	<b>Psychopathology</b>	
<b>Subject code</b>		
<b>Faculty</b>	Faculty of Pedagogy and Psychology	
<b>Institute/Department</b>	Institute of Psychology	
<b>Major</b>	Psychology	
<b>Specialization</b>	All specializations	
<b>Level of studies</b>	Master's degree	
<b>System of studies</b>	Stationary (Full-time)	
<b>Year/semester</b>	3	6
<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr Ilona Laskowska	
<b>Number of teaching hours</b>	60h	
<b>Number of ECTS points</b>	7	
<b>Course form</b>	Class will consist of a combination of lecture and seminar (discussion)	
<b>Rigour</b>	Examination	
<b>Subject type</b>	Obligatory directive	
<b>Language</b>	English	
<b>Introductory subjects and prerequisites</b>	Credits with a course: Clinical Psychology	
<b>Subject objectives and educational effects</b>	<p>After successful completion of this course the student should have:</p> <ol style="list-style-type: none"> <li>1. an understanding of the various forms of psychiatric disorders, their etiologies, and the current treatment approaches;</li> <li>2. the ability to apply DSM-IV-TR and ICD-10 criteria to the diagnosis of psychiatric disorders</li> <li>3. make accurate and informed diagnoses of abnormal behavior</li> <li>4. developed the critical thinking around such issues as the concept of disorder, the classification of psychopathology, and psychopathology research and theory</li> </ol>	
<b>Teaching program</b>	<p>The aim of this course is to provide students with base knowledge of psychopathology and to familiarize with current concepts, research methods, and empirical findings in psychopathology research. The phenomenology, classification, epidemiology, possible etiological and maintaining factors associated with the most common forms of abnormal behavior and treatment will be discussed during the course.</p>	
<b>Teaching methods</b>	<p>Interactive lecture, film discussion assignment, oral presentation prepared by students in power point. Each student is require to write research review paper</p>	
<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	<p>Final grade is based on the results of a written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0  <b>European Credit Transfer System</b></p>	
<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Cicchetti, D., &amp; Cohen, D. J. (Eds.). (2006). <i>Developmental psychopathology: Theory and method</i> (Vol. 1, 2, 3, 2nd ed.). New York: Wiley.</li> </ol>	

	<ol style="list-style-type: none"> <li>2. Nietzel M.T., Bernstein D.A., and Milich R. (1998). <i>Introduction to clinical Psychology</i> 5th edn.</li> <li>3. Nietzel, M.T., Speltz M.L., McCauley E.A., Bernstein, D.A. (1998). <i>Abnormal Psychology</i>, Allyn &amp; Bacon, Boston, London, Toronto, Sydney, Tokyo, Singapore.</li> <li>4. Wenar Ch. (1994). <i>Developmental Psychopathology from infancy through adolescence</i>. The Ohio State University, McGraw-Hill, Inc., 3th edn.</li> <li>5. Sarason I.G., Sarason, B.R. (1995). <i>Abnormal Psychology: The Problem of Maladaptive Behavior</i>, Prentice Hall College Div, 8th edn.</li> </ol>
<p><b>Additional bibliography (Internet portals included)</b></p>	<ol style="list-style-type: none"> <li>1. Gabbard G.O. (2005). <i>Psychodynamic psychiatry in clinical practice</i>. American Psychiatric Publishing, Inc.</li> <li>2. Kendell, R., &amp; Jablensky, A. (2003). Distinguishing between the validity and utility of psychiatric diagnoses. <i>American Journal of Psychiatry</i>, 160, 4-12.</li> <li>3. McWilliams, N. (1994). <i>Psychoanalytic diagnosis: Understanding personality structure in the clinical process</i>. New York: The Guilford Press.</li> </ol>
<p>..... date ..... subject instructor's/coordinator's signature</p>	

## SUBJECT TEACHING PROGRAM

<b>Subject name</b>	<b>Psychopathology</b>
<b>Course form</b>	Lecture, seminar
<b>Number of teaching hours</b>	30h+30h

<b>Instructor's title and/or academic degree / professional title, name and surname</b>	Dr Ilona Laskowska
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### Subject program - detailed description

#### Lectures Topic:

1. Defining abnormal behaviour and historical context
2. Research methods in psychopathology
3. Assessing and Diagnosis of Psychopathology
4. Mood disorders
5. Anxiety disorders: Panic, Phobias, Generalized anxiety, Obsessive-compulsive Post-traumatic stress disorder
6. Somatoform disorders
7. Eating disorders
8. Sleep disorders
9. Physical disorders and Health Psychology
10. Sexual Disorders Personality Disorders: Classification and antisocial personality disorder
11. Substance Use Disorders
12. Personality disorders
13. Psychotic disorders
14. Developmental disorders
15. Cognitive disorders

After seminar student should know the answers to the following questions:

1. What is abnormal behaviour?
2. What is meant by the stigma of abnormal behavior?
3. How did views of abnormal behavior change over the centuries?
4. What are the differences between psychological, organic and social approaches to abnormal behavior?
5. What are the differences between psychiatric, sociological, psychoanalytic approaches to abnormal behavior?
6. How do the biological and psychological systems interact to produce maladaptive behavior?
7. What is the psychodynamic perspective of abnormal behavior?
8. What is Freud's theory of personality and personality development?
9. What are defence mechanisms and what role do they play in adaptive and maladaptive behavior?
10. What are the more recent approaches to psychoanalysis and how are they different from each other?
11. What is the behavioral perspective of abnormal behavior?
12. How does the cognitive perspective explain abnormal behavior?
13. How do the humanistic and existential perspectives explain and treat abnormal behavior?
14. What has the community-cultural perspective contributed to understanding abnormal psychology?
15. What is meant by the integrative approach to abnormal behavior?
16. How do the concepts of prevalence, incidence, and risk factors help us understand mental illness?
17. What roles does theory play in the field of abnormal psychology?
18. What is the biological perspective of abnormal psychology?
19. What role do genetic factors play in abnormal behavior?
20. Regardless of theoretical orientation, what three tasks do psychotherapists perform?

21. What are the features of psychodynamic therapy and what techniques does it involve?
22. What is the focus of humanistic therapies and what type of atmosphere does a therapist try to provide?
23. What is the emphasis in existential therapies?
24. What is the theory behind cognitive psychotherapy?
25. What is brief psychotherapy and what does it share with interpersonal therapy?
26. What are the most common forms of behavior therapy?
27. For what types of problems are cognitive-behavioral interventions particularly effective?
28. Why is there a growing interest in integrating diverse therapeutic approaches?
29. What features do all types of group therapy share?
30. What is the focus of cognitive-behavioral group therapy?
31. What is the goal of family therapy and marital therapy?
32. What takes place during psychodrama?
33. How effective are group therapies?
34. Why is diagnosis an important step in the process of identifying and classifying a clinical condition?
35. What are the advantages and disadvantages of classifying abnormal behavior?

<b>Form and conditions to get a pass of the subject – requirements and evaluation system</b>	Final grade is based on the results of written test: grades; 0-50% 2.0; 51%-60% 3.0; 61%-65% 3.5; 66%-75% 4.0; 76%-80% 4.5; 81%-100% 5.0 <b>European Credit Transfer System</b>
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<b>Basic bibliography</b>	<ol style="list-style-type: none"> <li>1. Cicchetti, D., &amp; Cohen, D. J. (Eds.). (2006). <i>Developmental psychopathology: Theory and method</i> (Vol. 1, 2, 3, 2nd ed.). New York: Wiley.</li> <li>2. Nietzel M.T., Bernstein D.A., and Milich R. (1998). <i>Introduction to clinical Psychology</i> 5th edn.</li> <li>3. Nietzel, M.T., Speltz M.L., McCauley E.A., Bernstein, D.A. (1998). <i>Abnormal Psychology</i>, Allyn &amp; Bacon, Boston, London, Toronto, Sydney, Tokyo, Singapore.</li> <li>4. Wenar Ch. (1994). <i>Developmental Psychopathology from infancy through adolescence</i>. The Ohio State University, McGraw-Hill, Inc., 3th edn.</li> <li>5. Sarason I.G., Sarason, B.R. (1995). <i>Abnormal Psychology: The Problem of Maladaptive Behavior</i>, Prentice Hall College Div, 8th edn.</li> </ol>
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<b>Additional bibliography (Internet portals included)</b>	<ol style="list-style-type: none"> <li>1. Gabbard G.O. (2005). <i>Psychodynamic psychiatry in clinical practice</i>. American Psychiatric Publishing, Inc.</li> <li>2. Kendell, R., &amp; Jablensky, A. (2003). Distinguishing between the validity and utility of psychiatric diagnoses. <i>American Journal of Psychiatry</i>, 160, 4-12.</li> <li>3. McWilliams, N. (1994). <i>Psychoanalytic diagnosis: Understanding personality structure in the clinical process</i>. New York: The Guilford Press.</li> </ol> <p>Suggested readings:  <i>American Journal of Psychiatry</i>, <i>Annual Review of Psychology</i>, <i>Archives of General Psychiatry</i>, <i>Clinical Psychology Review</i>, <i>Journal of Abnormal Psychology</i>, <i>Journal of Psychiatry</i>, <i>Psychological Medicine</i>, <i>Psychological Bulletin</i>,</p> <p>Suggested website:  <a href="http://www.psychomovies.com">www.psychomovies.com</a></p>
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