SPIS TREŚCI

I SEMESTR

Name of the course:	
Introduction to Psychology: History and Contemporary Issues	
Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	1
Semester	Winter
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Prof. dr hab. Daniel Boduszek, dboduszek@swps.edu.pl

Form of classes	Number of hours
Lecture	30
Workshop	24

Form of classes	Lecturer/Instructor
Lecture	Prof. dr hab. Daniel Boduszek dboduszek@swps.edu.pl
Workshop	Supratik Mondal, MA smondal@st.swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	**Lecture**	54	30
	Workshop		24
Student's independent work*	**Reading literature for classes**	96	22
	Preparing for quizzes/tests		10
	Completion of assignment tasks		30
	Exam preparation		32

	Exam participation		2
Total student workload			150

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcome

The code of the directional learning outcome	Course learning outcomes
PS1_W1 **PS1_W2** **PS1_W5** **PS1_W6**	– The student understands the historical and cultural background of the main schools and sub-disciplines in psychology and understands how they have contributed to the formation of contemporary psychology. – The student has knowledge about controversial psychological studies and unethical research trends and understands their harmful impact. – The student is familiar with concepts and doctrines related to the philosophical foundations of psychology, including the relationship between mental and physical phenomena. – The student is knowledgeable about the basic areas of contemporary scientific and applied psychology.
PS1_U4	– The student can identify empirically verified and developing trends in psychology and distinguish them from unethical or unscientific trends. – The student can describe the origins and development of specific areas of psychology (e.g., cognitive psychology, evolutionary psychology, positive psychology). – The student is capable of acquiring knowledge about new research trends and directions in the development of contemporary psychology.
PS1_K2 **PS1_K3**	– The student is aware of the necessity for continuous updating of his/her knowledge in line with the constant advancement of psychology as a science. – The student recognizes the importance of empirical verification of psychological theories and practical applications of psychology.

Program content and forms of classes

Lecture

Program content	Obligatory readings
What is psychology and why is it important?	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2019). Psychology: Third European Edition. Red Globe Press. Chapter 1 (pp. 3 - 46)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

History of contemporary psychology – selected precursors.	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2019). Psychology: Third European Edition. Red Globe Press. Chapter 1 (pp. 3 – 46)
Selected contemporary trends in clinical psychology	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2019). Psychology: Third European Edition. Red Globe Press. Chapter 1 (pp. 651-683)
Personality and personality disorders - introduction to DSM.	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2019). Psychology: Third European Edition. Red Globe Press. Chapter 1 (pp. 684 - 692)
Social/antisocial identity and group behavior.	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2019). Psychology: Third European Edition. Red Globe Press. Chapter 15 (pp. 613 – 648)
Intelligence: Foundations and Issues in Assessment	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2019). Psychology: Third European Edition. Red Globe Press. Chapter 9 (pp. 373 -408)
Critical evaluation of research methods applied in psychology.	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2019). Psychology: Third European Edition. Red Globe Press. Chapter 2 (pp. 47 - 81)
Ethical issues in psychology	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2019). Psychology: Third European Edition. Red Globe Press. Chapter 2 (pp. 86 - 92)
Problems with definition of psychopathy construct – historical and contemporary solutions.	Boduszek, D., & Debowska, A. (2016). Critical evaluation of psychopathy measurement (PCL-R and SRP-III/SF) and recommendations for future research. Journal of Criminal Justice. 44, 1-12. DOI: 10.1016/j.jcrimjus.2015.11.004. (ISSN 0047-2352). Boduszek, D., Debowska, A., & Willmott, D. (2019). Psychopathic Personality Traits Model (PPTM): a new approach to defining psychopathy. In M. DeLisi (Ed.), Routledge International Handbook of Psychopathy and Crime (pp. 216 - 224). Routledge Taylor & Francis Group (ISBN 9781138085169).
Psychology in practice (interdisciplinarity of psychology)	Presentation

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Workshop	
Program content	**Obligatory readings**
Psychology from Wundt to the Present. A Brief Historical Outline.	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2020). Psychology. Macmillan International Higher Education. Chapter 1 (pp. 6 – 25)
Psychology as a science. Methods in Psychology.	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2020). Psychology. Macmillan International Higher Education. Chapter 2 (pp. 33 – 70)
Learning. Classical conditioning. Operant conditioning. Observational learning Implicit learning.	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2020). Psychology. Macmillan International Higher Education. Chapter 7 (pp. 263 – 302)
Selected Personality Theories. The Psychodynamic Approach. The Humanistic – Existential Approach. The Social-Cognitive Approach. The Self.	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2020). Psychology. Macmillan International Higher Education. Chapter 12 (pp. 480 – 495)
Overview of Selected Types of Psychotherapists.	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2020). Psychology. Macmillan International Higher Education. Chapter 16 (pp. 630 – 645)
Stress and Health Psychology.	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2020). Psychology. Macmillan International Higher Education. Chapter 14 (pp. 547 – 567)
Selected Disorders of Childhood and Adolescence.	Schacter, D., Gilbert, D., Wegner, D., & Hood, B. (2020). Psychology. Macmillan International Higher Education. Chapter 15 (pp. 615 – 618)

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Requirements to pass the course/assessment criteria	
In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		Score*
Method 1	**Lecture-final exam:** Single Choice Question test - written exam where student needs to choose one correct answer from a number (usually 4) of provided options. The test will consist of 30 questions.	25 - 50
Method 2	Assignments during classes with detailed requirements to pass the course: ● Engagement & active participation in discussion: max. 10 pts ● Tests: (2 tests x 15 pts each, min. 8 pts each test to pass). Students will be allowed to retake every test only once.	26 - 50

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

| | | ● Project - group work (10 pts max, min 5 pts to pass). Students will be divided into groups of 3 or 4, and based on a particular theory (and literature) will provide case study analysis. The results will be presented by each group during the last two meetings.
● Criteria of evaluation:
○ Accuracy of analysis (up to 5 pts)
○ Clarity of presentation (up to 3 pts)
○ The ability to briefly present the analysis (up to 2 pts) | |

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

Credit assignments

1. **Revising assignments:**
   Credit assignments can be consulted with the lecturer/instructor before submission. Assignments that have met the passing criteria (have been passed by the instructor) are not subject to correction.
   A colloquium (a test during the workshop) that has not been passed can be corrected only once (the date of correction is set by the lecturer/instructor; the correction should take place by the end of classes in a given semester, in accordance with the teaching schedule approved by the Dean).

2. **Deadlines for submitting credit assignments:**
   The exact deadlines for turning in individual credit assignments will be indicated by the instructor during the first class.
   A credit assignment turned in by 5 days after the established deadline will be graded at a maximum 50% points possible for that assignment. For an assignment turned in more than 10 days after the deadline, the student will receive 0 points.

3. **Form of exam:**
   Lecturer/Instructor reserves the right to change the form of an exam held on an individual or reinstated date (§32 section 5 and 7 of the Study Regulations).

Attendance:
Attendance at workshops is compulsory. Unexcused absences are allowed for up to 2 meetings in the case of workshops.
All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments. Absence from more than 50% of meetings will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for

health reasons, students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

Suspicion of plagiarism or reliance:
Works suspected of plagiarism (or dependence on others to complete assignments) receive zero points.
Any suspected dependence on others or plagiarism shall be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list.
Lack of independence and plagiarism are understood as 1) submitting a work that is not the result of an individual's or team's independent work; 2) submitting the same work in different subjects; 3) copying ideas, texts, or graphics from any source without proper citation.

Group work:
Students working together in groups will receive identical grades. Students divide the work themselves and take responsibility for ensuring that the division is fair and meaningful. If one of the authors of the work is absent from class, the others are required to present the joint work. The person absent during the presentation of the project must excuse the absence, and the instructor may assign an additional credit assignment.
If the instructor considers that the division of labor within the team is not equal, they may individually evaluate the contribution of each team member.

Other information:
Students are required to comply with the Study Regulations and Study Rules at the Faculty of Psychology in Wroclaw. During the classes, rules of earnest cooperation and respect for each other apply. Students who do not comply with these rules will face statutory consequences, starting with being removed from class (which equals absence), leading to the initiation of the Disciplinary Committee procedure.

Etiquette: The quality of this course depends in large part upon your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills and learn. Therefore criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.

e-Etiquette and Netiquette: We are all expected to show common courtesy and turn off our cell phones when we arrive (or, ideally, just prior to arriving) at class. You may bring a laptop if it helps you to take notes. Any non-class related computer activity will serve as a distraction, and it will undermine our experience.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Class attendance: attendance at workshops is obligatory. Attendance during the lecture is advised; however, it will not be checked.

Students should come to the class on time. It is disruptive to the class discussion, the lecturer, and other students to walk into class late. Thus, students who come 15 minutes after the beginning of class should not enter. If you are absent from class, it is your responsibility to get notes, handouts, pass unannounced quizzes, etc.

Name of the course:
Introduction to Social Psychology

Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	1
Semester	Winter
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	dr Kamil Izydorczak kizydorczak@swps.edu.pl

Form of classes	Number of hours
Lecture	30
Workshop	18

Form of classes	Teacher
Lecture	dr Kamil Izydorczak kizydorczak@swps.edu.pl
Workshop	dr Kamil Izydorczak kizydorczak@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	Lecture	48	30
	Workshop		18
Student's independent work*	Reading literature for classes	96	22
	Preparing for quizzes/tests		10
	Completion of assignment tasks		30
	Exam preparation		32
	Exam participation		2
Total student workload			150

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcome	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W10	– The student knows the basic theories of social psychology that explain the mechanisms of human functioning in their environment and empirical studies, the results of which help understand and explain various social processes. – The student knows and understands the basic conceptual apparatus specific to social psychology in the areas of knowledge and judgments about the social world, self-knowledge and self-assessment, attitudes and attitude change, and interpersonal communication. – The student knows and understands both classical concepts and research, as well as, to a basic degree, the current achievements of social psychology, including the contributions of global psychology and the research results of Polish social psychologists.
PS1_U9	– The student uses basic terminology applied in social psychology and its sub-disciplines, both in speech and in writing. – The student prepares a speech or text in accordance with the required substantive and formal criteria related to the studied area of knowledge of social psychology. – The student plans and organizes teamwork, and cooperates with others within the teamwork in preparing common tasks. – The student is able to apply theoretical knowledge from the field of social psychology to understand specific everyday life situations.
PS1_K2 **PS1_K5**	– The student recognizes and appreciates the importance of knowledge in the field of social psychology; applies it to solve theoretical and practical problems. – The student critically assesses their knowledge and skills, as well as attitudes and behaviors. – The student uses knowledge reflectively and critically, seeks information about the social world; evaluates their own skills and those of other students in this area. – The student is aware of the influence of situational factors and the adopted perspective on perceiving the social world.

Program content and forms of classes	
Lecture	
Program content	**Obligatory readings**
Introduction to social psychology	Daffin, L., & Lane, C. (2021). *Principles of social psychology*. Washington State University: Pressbooks. https://opentext.wsu.edu/social-psychology/, Part I, Module 1 (*Introduction to Social Psychology*), Module 2 (*Research Methods in Social Psychology*)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Self and others	Daffin, L., & Lane, C. (2021). *Principles of social psychology*. Washington State University: Pressbooks. https://opentext.wsu.edu/social-psychology/, Part II, Module 3 (*The Self*), Module 4 (*The Perception of Othe*rs)
Attitudes	Daffin, L., & Lane, C. (2021). *Principles of social psychology*. Washington State University: Pressbooks. https://opentext.wsu.edu/social-psychology/, Part II, Module 5 (*Attitudes*), Part III, Module 6 (*Persuasion*)
Psychology of Groups	Daffin, L., & Lane, C. (2021). *Principles of social psychology*. Washington State University: Pressbooks. https://opentext.wsu.edu/social-psychology/, Part III, Module 8 (*Group Influence*), Module 9 (Prejudice)
Aggression	Daffin, L., & Lane, C. (2021). *Principles of social psychology*. Washington State University: Pressbooks. https://opentext.wsu.edu/social-psychology/, Part IV, Module 10 (*Aggression*)
Prosocial behavior	Daffin, L., & Lane, C. (2021). *Principles of social psychology*. Washington State University: Pressbooks. https://opentext.wsu.edu/social-psychology/, Part IV, Module 11 (*Helping Others*)
Psychology of polarization	- Ditto, P. H., Liu, B. S., Clark, C. J., Wojcik, S. P., Chen, E. E., Grady, R. H., Celniker, J. B., & Zinger, J. F. (2019). At Least Bias Is Bipartisan: A Meta-Analytic Comparison of Partisan Bias in Liberals and Conservatives. *Perspectives on Psychological Science*, *14*(2), 273–291. https://doi.org/10.1177/1745691617746796 - Van Baar, J. M., & FeldmanHall, O. (2022). The polarized mind in context: Interdisciplinary approaches to the psychology of political polarization. *American Psychologist*, *77*(3), 394–408. https://doi.org/10.1037/amp0000814
Social science and real-world outcomes	Hutcherson, C. A., Sharpinskyi, K., Varnum, M. E. W., Rotella, A., Wormley, A. S., Tay, L., & Grossmann, I. (2023). On the accuracy, media representation, and public perception of psychological scientists' judgments of societal change. *American Psychologist*. https://doi.org/10.1037/amp0001151
Reproducibility crisis in psychology and other discipline	Diener, E., & Biswas-Diener, R. (n.d.). The Replication Crisis in Psychology. In *Introduction to Psychology: The Full Noba Collection*. Retrieved September 19, 2023, from https://nobaproject.com/modules/the-replication-crisis-in-psychology
Credibility revolution in psychological research,	Munafò, M. R., Nosek, B. A., Bishop, D. V. M., Button, K. S., Chambers, C. D., Percie Du Sert, N., Simonsohn, U., Wagenmakers, E.-J., Ware, J. J., & Ioannidis, J. P. A. (2017). A manifesto for reproducible science. *Nature Human Behaviour*, *1*(1), 0021. https://doi.org/10.1038/s41562-016-0021

Workshop	
Program content	**Obligatory readings**
Introduction to social psychology	Daffin, L., & Lane, C. (2021). *Principles of social psychology*. Washington State University: Pressbooks.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	https://opentext.wsu.edu/social-psychology/, Part I, Module 2 (*Research Methods in Social Psychology*)
Self and others	Daffin, L., & Lane, C. (2021). *Principles of social psychology.* Washington State University: Pressbooks. https://opentext.wsu.edu/social-psychology/, Part II, Module 3 (*The Self*), Module 4 (*The Perception of Others*)
Attitudes	Daffin, L., & Lane, C. (2021). *Principles of social psychology.* Washington State University: Pressbooks. https://opentext.wsu.edu/social-psychology/, Part III, Module 6 (*Persuasion*)
Psychology of Groups	Daffin, L., & Lane, C. (2021). *Principles of social psychology.* Washington State University: Pressbooks. https://opentext.wsu.edu/social-psychology/, Part III, Module 9 (Prejudice)
Aggression	Daffin, L., & Lane, C. (2021). *Principles of social psychology.* Washington State University: Pressbooks. https://opentext.wsu.edu/social-psychology/, Part IV, Module 10 (*Aggression*)
Prosocial behavior	Daffin, L., & Lane, C. (2021). *Principles of social psychology.* Washington State University: Pressbooks. https://opentext.wsu.edu/social-psychology/, Part IV, Module 11 (*Helping Others*)
Psychology of polarization	Ditto, P. H., Liu, B. S., Clark, C. J., Wojcik, S. P., Chen, E. E., Grady, R. H., Celniker, J. B., & Zinger, J. F. (2019). At Least Bias Is Bipartisan: A Meta-Analytic Comparison of Partisan Bias in Liberals and Conservatives. *Perspectives on Psychological Science*, *14*(2), 273–291.
Social science and real-world outcomes	Hutcherson, C. A., Sharpinskyi, K., Varnum, M. E. W., Rotella, A., Wormley, A. S., Tay, L., & Grossmann, I. (2023). On the accuracy, media representation, and public perception of psychological scientists' judgments of societal change. *American Psychologist*. https://doi.org/10.1037/amp0001151
Credibility revolution in psychological research,	Munafò, M. R., Nosek, B. A., Bishop, D. V. M., Button, K. S., Chambers, C. D., Percie Du Sert, N., Simonsohn, U., Wagenmakers, E.-J., Ware, J. J., & Ioannidis, J. P. A. (2017). A manifesto for reproducible science. *Nature Human Behaviour*, *1*(1), 0021. https://doi.org/10.1038/s41562-016-0021

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty:

Recommendations on supplementary readings will be presented during the classes.

Requirements to pass the course/assessment criteria	
In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Methods of verifying the learning outcomes		Score*
Method 1	**Final test** (scope: lecture + workshop topics and readings, form: close-ended, single-choice questions)	26-50
Method 2	**Active participation** (5-10 points) and **preparation for classes** (readings and knowledge quiz or activity, 10-20 points)	15-30
Method 3	**Final task** (one of the options presented in brief below, while their detailed descriptions will be provided in class).	10-20

* Obtaining the minimum score given in the table is a condition for passing the task.

Final task (two options from which your team should pick one to complete)
For those tasks students work in teams of 2-4 persons, depending on the size of each class. The division into groups and topics assignment, which equals the date when your team delivers the task, should happen at the beginning of the class.
Please read both options' basic descriptions before deciding on one that best suits your team's preferences. Some of the requirements apply in both options but are described in more detail only once, so make sure to familiarize yourself with those. Additional requirements and information about the final task options may be added in class.
Your team only does <u>one </u>of the following to complete the final taskBoth tasks will be evaluated on five criteria:
1. Example choice (6 points)
2. Scope of presented knowledge (6 points)
3. Quality of the presentation (6 points)
4. Correct timing (2 points)

1. Media commentary (group task)
The goal of this task is to prepare a social psychological commentary on a real-life situation. To complete this task, you should:
- Read the required readings about a given topic (it is suggested to reach beyond the required textbooks/readings listed in the course syllabus);
- Find an example from real-life that is well-known, has been or still is popular in the media, something that many people may have heard about, from the last two-three years, which constitutes a perfect exemplification of the social-psychological phenomena discussed in a given class. For example, if we discuss prosocial behavior or aggression, you should find an example of those phenomena;
- Imagine that the Press Center at SWPS University is preparing a press conference, where social psychology experts are to speak. Those experts are to prepare a commentary allowing the audience to understand the situation,

applying social psychological knowledge. The commentary should suggest which social psychological mechanisms may be used to understand what happened in a given situation. It can also suggest what can be done to alleviate a given problem or how to proceed in a given situation. The language of the presentation has to be simple (the audience consists of laypersons), but it cannot be overly simplified and common. On the other hand, using a hermetic, scientific jargon may prevent the audience from understanding your talk and getting your point;

- Aspects to be evaluated in this option: choice of the example (if suitable for the purpose), the scope of knowledge presented (e.g., how many social psychological mechanisms were spotted and discussed), clarity of message (how understandable is the language, the balance between scientific jargon and overly simplified and common language), quality of the message and group preparation to deliver the talks (presentation, materials, handouts, examples: how engaging and well-prepared for the purpose, roles' division and switching, handling of the questions and discussion);

- Duration of the talk: a maximum of 10-15 minutes with questions and discussion with the group;

- Presentations have to happen when scheduled, during a class when a given topic is discussed and cannot be presented at a later date. Not presenting when scheduled equals zero points for this task.

2. Video project (group task)

The goal of the video project is to present a given problem as it lies at the intersection of social psychology and film. Students will be preparing a talk on social psychology phenomena within selected movies (both documentary and popular films can be used). Students can use more than one film to illustrate and analyze a given social psychological phenomenon, by presenting its fragments in class and commenting upon those from the social psychological perspective. There will be no time to watch whole movies, so you should carefully pick their fragments to show in class and provide a sufficient synopsis of the whole film to the group. An exemplary movie presenting psychological phenomena: Attitudes (persuasion, social influence, attitude change): "12 Angry Men" (1957);

- As in Option 1, you should first read the assigned readings specified for a given topic as well as additional readings that your team finds;

- Aspects to be evaluated in this option: choice of the movie example and fragments shown in class (if suitable for the purpose), the scope of knowledge presented (e.g., what social psychological mechanisms were spotted, how analyzed and presented to the group), clarity and quality of the message (same rules apply as in Option 1 above), ability to analyze the chosen firm from the perspective of the selected social psychological phenonomena;

- Duration of the talk: a maximum of 10-15 minutes, including the showing of the selected clips, questions, and discussion with the group;

- Presentations have to happen when scheduled, during a class when a given topic is discussed and cannot be presented at a later date. Not presenting when

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scheduled equals zero points for this task.

Important! Students unable to join a group to complete the group task (whatever the reason) should contact the instructor immediately (not when the workshop is almost over or already finished) to learn what can be done. The instructor can give you an individual task (for example, an essay to write), but this option is only available in individual and justified cases, to be decided by the instructor.

Detailed requirements to pass the course:

Credit assignments

   1.   Revising assignments:
Credit assignments can be consulted with the instructor before submission. Assignments that have met the passing criteria (have been passed by the instructor) are not subject to correction.
A knowledge quiz that has not been passed can be corrected only once (the date of correction is set by the instructor; the correction should take place by the end of classes in a given semester, in accordance with the teaching schedule approved by the Dean).

   2.   Deadlines for submitting credit assignments:
The exact deadlines for turning in individual credit assignments will be indicated by the instructor during the first class.
A credit assignment turned in by 3 days after the established deadline will be graded at a maximum 50% of the points possible for that assignment. For an assignment turned in more than 3 days after the deadline, the student will receive 0 points.

   3.   Form of exam:
Lecturers reserve the right to change the form of an exam held on an individual or reinstated date (§32 section 5 and 7 of the Study Regulations).

Attendance:
Attendance at the workshop is compulsory. Unexcused absences are allowed for up to 2 meetings in the case of workshops.
All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments. Absence from more than 50% of the meetings will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for health reasons, students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

Suspicion of plagiarism or lack of independence:

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Works suspected of plagiarism (or dependence on others to complete assignments) receive zero points.

Any suspected dependence on others or plagiarism shall be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list.

Lack of independence and plagiarism are understood as 1) submitting a work that is not the result of an individual's or team's independent work; 2) submitting the same work in different subjects; 3) copying ideas, texts, or graphics from any source without proper citation.

Group work:

Students working together in groups will receive identical grades. Students divide the work themselves and take responsibility for ensuring that the division is fair and meaningful. If one of the authors of the work is absent from class, the others are required to present the joint work. The person absent during the presentation of the project must excuse the absence, and the instructor may assign an additional credit assignment.

If the instructor considers that the division of labor within the team is not equal, they may individually evaluate the contribution of each team member.

Other information:

Students are required to comply with the Study Regulations and Study Rules at the Faculty of Psychology in Wroclaw. During the classes, rules of earnest cooperation and respect for each other apply. Students who do not comply with these rules will face statutory consequences, starting with being removed from class (which equals absence), leading to the initiation of the Disciplinary Committee procedure.

Etiquette: The quality of this course depends in large part upon your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills and learn. Therefore criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.

e-Etiquette and Netiquette: We are all expected to show common courtesy and turn off our cell phones when we arrive (or, ideally, just prior to arriving) at class. You may bring a laptop if it helps you to take notes. Any non-class related computer activity will serve as a distraction, and it will undermine our experience.

Class attendance: attendance at workshops is obligatory. Attendance during the lecture is advised; however, it will not be checked.

Students should come to the class on time. It is disruptive to the class discussion, the lecturer, and other students to walk into class late. Thus, students who come 15 minutes after the beginning of class should not enter. If you are absent from

class, it is your responsibility to get notes, and handouts, pass unannounced quizzes, etc.

During classes, students should not use electronic devices, especially laptops, tablets, and phones, for purposes other than those indicated by the instructor (§9, section 6 of the Study Regulations).

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:	
Biological Basis of Human Behavior	
Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	1
Semester	Winter
ECTS points	8 ECTS
Total number of student work hours	200
Language of instruction:	English
Course coordinator	Prof. dr hab. Bogusław Pawłowski bpawlowski@swps.edu.pl

Form of classes	Number of hours
Lecture	30
Workshop	18

Form of classes	Teacher
Lecture	Prof. dr hab. Bogusław Pawłowski bpawlowski@swps.edu.pl
Workshop	dr hab. Agnieszka Żelaźniewicz azelazniewicz@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	Lecture	48	30
	Workshop		18
Student's independent work*	**Reading literature for classes**	152	35
	Preparing for quizzes/tests		35
	Completion of assignment tasks		35
	Exam preparation		45
	Exam participation		2
Total student workload			200

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcome

The code of the directional learning outcome	Course learning outcomes
PS1_W9	– The student has essential knowledge for a psychologist in the field of anatomy and physiology of the nervous system, as well as methods for studying brain functions. – The student understands the brain mechanisms of mental functions: perception, memory, emotions, etc. – The student understands the significance of the influence of genes and environmental factors on human behavior.
PS1_U1	– The student can use the acquired biological knowledge to explain human behavior.
PS1_K4 **PS1_K8**	– The student is open to cooperation with others, new ideas, and different perspectives. – The student can collaborate with specialists from various fields. – The student understands the need for lifelong learning.

Program content and forms of classes

Lecture

Program content	Obligatory readings
Neurons: cell physiology and functions	• https://nobaproject.com/modules/neurons • https://nobaproject.com/modules/the-nervous-system • https://nobaproject.com/modules/the-brain • https://nobaproject.com/modules/the-brain-and-nervous-system?r=LDE1ODE2NQ%3D%3D • https://nobaproject.com/modules/social-neuroscience • https://nobaproject.com/modules/sensation-and-perception?r=LDE1ODE2NQ%3D%3D • https://nobaproject.com/modules/taste-and-smell • https://nobaproject.com/modules/hormones-behavior?r=LDE1ODE2NQ%3D%3D • https://nobaproject.com/modules/evolutionary-theories-in-psychology and the books suggested for the workshop
Synapses: types, neurotransmitters, enzymes, receptors	
Nerve system: morphology and functions of different parts of the system	
All human senses: morphology and functioning	
Endocrine system and endocrine glands functions	
Basis of human genetics and genetic diseases related to the cognitive skills	
Sex determination	

Workshop

Program content	Obligatory readings
Research methods in neuropsychology	Kalat, J. W. (2016). Biological psychology, Wadsworth, Cengage Learning.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	Ward, J. (2020) The student's guide to cognitive neuroscience. Routledge. Birkett, Carlson (2017) Physiology of behavior. Pearson Higher Education Lambert (2017) Biological Psychology. Oxford University Press Pinel JP, Barnes (2018) Biopsychology. Global edition.
Brain and behavior	Kalat, J. W. (2016). Biological psychology, Wadsworth, Cengage Learning. Eagleman D., Downar J. (2016) Brain and Behavior – a cognitive neuroscience perspective. Oxford University Press Pinel JP, Barnes (2018) Biopsychology. Global edition. Birkett, Carlson (2017) Physiology of behavior. Pearson Higher Education Higgs S, Cooper A, Lee J (2019) Biological Psychology SAGE Publications Ltd
Learning, memory and neuroplasticity	Kalat, J. W. (2008). Biological psychology, Wadsworth, Cengage Learning Eagleman D., Downar J. (2016) Brain and Behavior – a cognitive neuroscience perspective. Oxford University Press Lambert (2017) Biological Psychology. Oxford University Press Pinel JP, Barnes (2018) Biopsychology. Global edition
Stress and health	Kalat, J. W. (2016). Biological psychology, Wadsworth, Cengage Learning. Eagleman D., Downar J. (2016) Brain and Behavior – a cognitive neuroscience perspective. Oxford University Press Pinel JP, Barnes (2018) Biopsychology. Global edition. Birkett, Carlson (2017) Physiology of behavior. Pearson Higher Education Higgs S, Cooper A, Lee J (2019) Biological Psychology SAGE Publications Ltd
Biological correlates of emotions	Kalat, J. W. (2016). Biological psychology, Wadsworth, Cengage Learning. Eagleman D., Downar J. (2016) Brain and Behavior – a cognitive neuroscience perspective. Oxford University Press Pinel JP, Barnes (2018) Biopsychology. Global edition. Birkett, Carlson (2017) Physiology of behavior. Pearson Higher Education Higgs S, Cooper A, Lee J (2019) Biological Psychology SAGE Publications Ltd
Neurobiological basis of addiction and mechanisms of action of psychoactive substances	Kalat, J. W. (2016). Biological psychology, Wadsworth, Cengage Learning. Eagleman D., Downar J. (2016) Brain and Behavior – a cognitive neuroscience perspective. Oxford University Press Pinel JP, Barnes (2018) Biopsychology. Global edition. Birkett, Carlson (2017) Physiology of behavior. Pearson Higher Education

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	Higgs S, Cooper A, Lee J (2019) Biological Psychology SAGE Publications Ltd
Inflammation, microbiota and mental and neurodegenerative disorders	Tedford, E., & McConkey, G. (2017). Neurophysiological changes induced by chronic Toxoplasma gondii infection. Pathogens, 6(2), 19. Postal, M., & Appenzeller, S. (2015). The importance of cytokines and autoantibodies in depression. Autoimmunity reviews, 14(1), 30-35. Fakhoury, M. (2015). Role of immunity and inflammation in the pathophysiology of neurodegenerative diseases. Neurodegenerative Diseases, 15(2), 63-69. Morais, L. H., Schreiber, H. L., & Mazmanian, S. K. (2021). The gut microbiota–brain axis in behaviour and brain disorders. Nature Reviews Microbiology, 19(4), 241-255. Cryan, J. F., & Dinan, T. G. (2012). Mind-altering microorganisms: the impact of the gut microbiota on brain and behaviour. Nature reviews neuroscience, 13(10), 701-712. Benakis, C., Martin-Gallausiaux, C., Trezzi, J. P., Melton, P., Liesz, A., & Wilmes, P. (2020). The microbiome-gut-brain axis in acute and chronic brain diseases. Current opinion in neurobiology, 61, 1-9.
Biological basis of aggressive behavior	Kalat, J. W. (2016). Biological psychology, Wadsworth, Cengage Learning. Eagleman D., Downar J. (2016) Brain and Behavior – a cognitive neuroscience perspective. Oxford University Press Pinel JP, Barnes (2018) Biopsychology. Global edition. Birkett, Carlson (2017) Physiology of behavior. Pearson Higher Education Higgs S, Cooper A, Lee J (2019) Biological Psychology SAGE Publications Ltd

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Requirements to pass the course/assessment criteria

In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:

Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		Score*
Method 1	Presentation during the workshop: 1) Content accuracy 0-12 points	0-40

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	2) Language accuracy and the visual aspects of the presentation (visual representation of the ideas, language correctness, etc) 0-4 points 3) Time (conciseness of the presentation, ability to present the topic within the allotted time) 0-2 points 4) Interaction with the group during the presentation (asking questions etc.) 0-2 points and multiple choice test covering the scope of the workshops, containing 20 questions (each worth 1 point) 0-20 points	
Method 2	Exam	31-60

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

Credit assignments

1. **Revising assignments:**
   Credit assignments can be consulted with the instructor before submission. Assignments that have met the passing criteria (have been passed by the instructor) are not subject to correction.
   A colloquium that has not been passed can be corrected only once (the date of correction is set by the instructor; the correction should take place by the end of classes in a given semester, in accordance with the teaching schedule approved by the Dean).

2. **Deadlines for submitting credit assignments:**
   The exact deadlines for turning in individual credit assignments will be indicated by the instructor during the first two or three classes. Due to the class specificity, in justified cases, the possible changes of the deadlines will be discussed individually.

3. **Form of exam:**
   Lecturers reserve the right to change the form of an exam held on an individual or reinstated date (§32 section 5 and 7 of the Study Regulations).

Attendance:
Attendance at exercises/workshops is compulsory. Unexcused absences are allowed for up to 2 meetings in the case of exercises.
All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments.
Absence from more than 50% will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for health reasons,

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

Suspicion of plagiarism or reliance:
Works suspected of plagiarism (or dependence on others to complete assignments) receive zero points.
Any suspected dependence on others or plagiarism shall be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list.
Lack of independence and plagiarism are understood as 1) submitting a work that is not the result of an individual's or team's independent work; 2) submitting the same work in different subjects; 3) copying ideas, texts, or graphics from any source without proper citation.

Group work:
Students working together in groups will receive identical grades. Students divide the work themselves and take responsibility for ensuring that the division is fair and meaningful. If one of the authors of the work is absent from class, the others are required to present the joint work. The person absent during the presentation of the project must excuse the absence, and the instructor may assign an additional credit assignment.
If the instructor considers that the division of labor within the team is not equal, they may individually evaluate the contribution of each team member.

Other information:
Students are required to comply with the Study Regulations and Study Rules at the Faculty of Psychology in Wroclaw. During the classes, rules of earnest cooperation and respect for each other apply. Students who do not comply with these rules will face statutory consequences, starting with being removed from class (which equals absence), leading to the initiation of the Disciplinary Committee procedure.

Etiquette: The quality of this course depends in large part upon your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills and learn. Therefore criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.

e-Etiquette and Netiquette: We are all expected to show common courtesy and turn off our cell phones when we arrive (or, ideally, just prior to arriving) at class. You may bring a laptop if it helps you to take notes. Any non-class related computer activity will serve as a distraction, and it will undermine our experience.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Class attendance: attendance at workshops is obligatory. Attendance during the lecture is advised; however, it will not be checked.

Students should come to the class on time. It is disruptive to the class discussion, the lecturer, and other students to walk into class late. Thus, students who come 15 minutes after the beginning of class should not enter. If you are absent from class, it is your responsibility to get notes, handouts, pass unannounced quizzes, etc.

During classes, students should not use electronic devices, especially laptops, tablets, and phones, for purposes other than those indicated by the instructor (§9, section 6 of the Study Regulations).

Name of the course:
Basic Psychological Skills

Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	1
Semester	Winter
ECTS points	4 ECTS
Total number of student work hours	100
Language of instruction:	English
Course coordinator	Sławomir Prusakowski, MA sprusakowski@swps.edu.pl

Form of classes	Number of hours
Practical workshop	24

Form of classes	Teacher
Practical workshop	Michał Zawadzki, MA mzawadz5@swps.edu.pl

	Form of classes	Number of hours	
Number of contact hours	**Practical workshop**	24	
Student's independent work*	**Reading literature for classes**	76	40
	Completion of assignment tasks		36
Total student workload		100	

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcome

The code of the directional learning outcome	Course learning outcomes
PS1_W19	– Student knows and understands the concept of interpersonal communication, and theories describing and explaining human functioning in that area. – The student possesses advanced knowledge in identifying opportunities for the application of psychological science, particularly in areas of building contacts, practicing active listening, and promoting openness in relationships
PS1_U9	– Student describes and explains human functioning and behavior in the area of communication and relationships building. – Student is able to plan and organize team work and cooperate with others.
PS1_K2	– Student acknowledges the meaning of advanced psychological knowledge in the area of solving practical problems related to communication and relationships building. – Student notices emerging growth opportunities in the area of building connection with another person and is ready to use them in accordance with professional ethical standards, caring for the high standard of professional activities.

Program content and forms of classes

Practical workshop

Program content	Obligatory readings
Topic 1 **Integration** Getting to know oneself and others.	
Topic 2 **Openness in interpersonal relations. What is communication?** Openness in relationships: the role of acceptance, empathy, and feedback. Offering safety. What is communication: anatomy of communication, communication competence.	Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2007). *Human communication: Motivation, knowledge, and skills*. Cengage Learning. Chapter 1 & 2, pp.4-44.
Topic 3. Building connections, good and bad communication practices	McKay, M., Davis, M., & Fanning, P. (2009). Messages: The communication skills book. New Harbinger Publications. Chapter 1, pp.7-22.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Curiosity, practicing other-awareness. Emotional and cognitive determinants of building connections. Coping with roadblocks to communication. Non-verbal communication.	Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2007). *Human communication: Motivation, knowledge, and skills*. Cengage Learning. Chapter 5, pp.108-133. Rosengren, D. B. (2017). *Building motivational interviewing skills: A practitioner workbook*. Guilford publications. Chapter 4, pp.69-103.
Topic 4 and 5: Active listening Paraphrasing, offering clarifications, reflecting, summarizing. Asking question: goals, types of questions	Rosengren, D. B. (2017). *Building motivational interviewing skills: A practitioner workbook*. Guilford publications. Chapter 5, 104-137.
Topic 6: Increasing self-awareness: why is it important? Self-reflection and contemplative practices as tools to foster self-awareness.	McKay, M., Davis, M., & Fanning, P. (2009). Messages: The communication skills book. New Harbinger Publications. Chapter 2&3, pp.23-56 Pieterse, A. L., Lee, M., Ritmeester, A., & Collins, N. M. (2013). Towards a model of self-awareness development for counselling and psychotherapy training. *Counselling Psychology Quarterly*, *26*(2), 190-207.
Topic 7: Multicultural competencies in the work of psychologist Diversity: challenges and opportunities. Practicing psychology in multicultural contexts.	Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2007). *Human communication: Motivation, knowledge, and skills*. Cengage Learning. Chapter 3, pp.54-83
Topic 8: Validation What is validation? The role of validation in relationship building, supporting others and conflict management	Fruzzetti, A. E., & Worrall, J. M. (2010). Accurate expression and validating responses: A transactional model for understanding individual and relationship distress. *Support processes in intimate relationships*, *11*, 121-150. McKay, M., Davis, M., & Fanning, P. (2009). Messages: The communication skills book. New Harbinger Publications. Chapter 10, pp.145-148.
Topic 9: Non-violent communication Listening, expressing feelings and needs, resolving conflicts.	Rosenberg, M. B (2015). *Nonviolent communication: A language of life: Life-changing tools for healthy relationships*. PuddleDancer Press. Chapter 1&2, 7&8.
Topic 10: Assertiveness. Assertiveness as a conscious choice - respect and responsibility in communication.	McKay, M., Davis, M., & Fanning, P. (2009). *Messages: The communication skills book*. New Harbinger Publications. Chapter 9, pp. 123-144.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Distinguishing assertive from aggressive and submissive behavior.	
Topic 11: Self-care for psychologists. Self-care as ethical imperative and personal responsibility. Prevention and management of professional burnout and vicarious trauma. Creating a self-care toolkit.	Barnett, J. E., Baker, E. K., Elman, N. S., & Schoener, G. R. (2007). In pursuit of wellness: The self-care imperative. *Professional Psychology: Research and Practice*, *38*(6), 603a. Wise, E. H., Hersh, M. A., & Gibson, C. M. (2012). Ethics, self-care and well-being for psychologists: Reenvisioning the stress-distress continuum. *Professional Psychology: Research and Practice, 43*(5), 487–494. https://doi.org/10.1037/a0029446
Topic 12. **Closing up: summary and feedback.**	

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.
Additional readings:

Hays, P. A. (2016). Addressing Cultural Complexities in Practice: Assessment, Diagnosis, and Therapy (3rd ed.). Washington, D.C.: American Psychological Association.

Sue, D. W., Bingham, R. P., Porché-Burke, L., & Vasquez, M. (1999). The diversification of psychology: A multicultural revolution. *American Psychologist*, *54*(12), 1061.

Requirements to pass the course/assessment criteria	
In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		**Score***
Method 1	Active participation in in-class activities 6 x 5 points = 30 points Passing the quizzes (at each class, apart from the first one), that will consist of questions based on the readings - each quiz gives an opportunity to get a max of 6 points. 5 x 6 points = 30 points Exact details will be provided by the instructor.	30 -60
Method 2		21-40

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	Task verifying the practical application of the knowledge Students will be asked to conduct and record three 10-11 minute conversations. They will name and evaluate communication skills used and abilities to work in contact / relation, creating psychological safety in the conversation . Finally, they will prepare a self-reflection on their performance / progress in the process. Details of the tasks as well as deadlines will be provided by the instructor at the beginning of the semester.	

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

Credit assignments:
- At the beginning of each class (with the exception of the first one) there will be a quiz based on the readings for that class, consisting of 6 closed - ended questions, each of the right answers gives 1 point. Altogether 30 points to be collected from quizzes, in the semester.
- Preparing and conducting three 10-11 minute conversations (recorded). They will name and evaluate communication skills used and abilities to work in contact / relation, creating psychological safety in the conversation. Deadlines for passing the recordings will be agreed upon at the beginning of class.
- Writing a summary and self-reflection of the conversations - assessing and naming approach / techniques and communication tools used, ability to build rapport, create psychological safety, as well as progress made from one conversation to the next. Deadline for passing the analysis will be agreed upon at the beginning of class.

Assessing criteria for the analysis / self - reflection:
- Depth of the reflections / critical assessment of the strengths and weaknesses in each of the conversations
- Details of the chosen approach, tools and communication techniques used, known from the class and readings
- Critical analysis of:
  - the adequacy of the tools, questions and contact building techniques used, taking into account both - the conscious goal behind them, as well as the real effects.
  - the use of language - both adequate to the conversations and adjusted to the conversation's partner
  - adapting to the reactions in the conversations
- pointing out possible alternatives / better / more adequate reactions

1. **Revising assignments:**

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Credit assignments can be consulted with the instructor before submission. Assignments that have met the passing criteria (have been passed by the instructor) are not subject to correction.

2. Deadlines for submitting credit assignments:

The exact deadlines for turning in individual credit assignments will be indicated by the instructor during the first class.

3. Form of exam:

Lecturers reserve the right to change the form of an exam held on an individual or reinstated date (§32 section 5 and 7 of the Study Regulations).

Attendance:

Attendance during workshops is obligatory.
Absence of a maximum of 6 didactic hours (1 meeting) is allowed. Should a Student be absent more than the accepted maximum, they should immediately report to the tutor. If a student is absent for more than 12 didactic hours (2 meetings) the student fails the module.

Suspicion of plagiarism or reliance:
Works suspected of plagiarism (or dependence on others to complete assignments) receive zero points.
Any suspected dependence on others or plagiarism could be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list.
Lack of independence and plagiarism are understood as 1) submitting a work that is not the result of an individual's or team's independent work; 2) submitting the same work in different subjects; 3) copying ideas, texts, or graphics from any source without proper citation.

Other information:

Participation requirements: Good command of English

Etiquette: The quality of this course depends in large part upon your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills and learn. Therefore criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.

e-Etiquette and Netiquette: We are all expected to show common courtesy and turn off our cell phones when we arrive (or, ideally, just prior to arriving) in class.

You may bring a laptop if it helps you to take notes however any other social media platforms are not intended for use during classes. Any non-class related computer activity will serve as a distraction and it will undermine our experience.

Students should come to the class on time. It is disruptive to the class discussion, the lecturer and other students to walk into class late. Thus, students who come 15 minutes after the beginning of class, should not enter. If you are absent from class, it is your responsibility to get notes, handouts, etc., from another student.

Name of the course:	
Academic Skills	
Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	1
Semester	Winter
ECTS points	3 ECTS
Total number of student work hours	75
Language of instruction:	English
Course coordinator	Katarzyna Kulwicka, MA kkulwicka@swps.edu.pl

Form of classes	Number of hours
Workshop	18
E-learning	6

Form of classes	Teacher
Workshop	mgr Agnieszka Bruździak-Kopczyk abruzdziak-kopczyk@swps.edu.pl
E-learning	mgr Agnieszka Bruździak-Kopczyk abruzdziak-kopczyk@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	**Workshop**	24	18
	E-learning		6
Student's independent work*	**Reading literature for classes**	51	11
	Completion of assignment tasks (abstract of the article)		20
	Homeworks		20
Total student workload			75

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcome	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W25 **PS1_W27**	– The student has knowledge of organizations, including knowledge of the organization of the university. – The student has knowledge of the types of scientific texts: theoretical, empirical, and popularizing knowledge. – The student knows what science is and understands the need to extend his/her knowledge and the importance of lifelong learning.
PS1_U5 **PS1_U8**	– The student can use common information technologies in practice and in search of information from various sources – The student can effectively use sources of knowledge available online. – The student can apply referencing standards and standards for writing scientific papers in accordance with the APA style.
PS1_K4	– The student is ready to use the Internet as a tool for communication, searching, and acquisition of information.

Program content and forms of classes	
Workshop	
Program content	**Obligatory readings**
How to "move" around the university: structure of the university, communication at the university, circulation of documentation between the university's administration and the student.	Information provided during class and the presenter's materials.
Academic savoir vivre: basic principles of well-mannered behavior at the university.	Information provided during class and the presenter's materials.
E-learning: the use of various tools used for e-learning.	Information provided during class and the presenter's materials.
Editorial standards for science: different types of editorial standards, APA standards, citation and references.	American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th Ed). American Psychological Association.
Trusted sources of information: advanced use of the Internet, search for appropriate sources of knowledge and assessment of	Information provided during class and the presenter's materials.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

their reliability, the use of library resources and databases.	
Research platforms	Information provided during class

E-learning	
Program content	**Obligatory readings**

The Library
   ● Using SWPS University library resources
      SWPS University library - various databases
	E-learning course (1 hour) - a course dedicated to the Faculty of Psychology

Intellectual property
   ● Copyright, plagiarism and self-plagiarism
   ● Detecting plagiarism, anti-plagiarism software
	E-learning course (5 hours)

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Requirements to pass the course/assessment criteria	
In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		**Score***
Method 1	Individual, ongoing completion of tasks, exercises and various activities during the workshop.	18-36
Method 2	Written assignment in pairs (1000 words) – critical analysis of a chosen TED Lecture (the list of lectures is given by the lecturer in class.) The assignment shall contain references to appropriate literature, fine line of argumentations and shall be written in accordance with the APA standards.	15-29
Method 3	Completion of tasks and quizzes on the e-learning platform.	18-35

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Credit assignments

1. **Revising assignments:**
1. Individual work: ongoing completion of tasks, exercises and various activities during the workshop. It is advised to have an electronic device (laptop, tablet, smartphone) with access to the internet during the class as some of the activities will be completed online. Score: minimum 18 pts, maximum 36 pts.
2. Written assignment -pair work: Critical Analysis of a Chosen TED Lecture (the list of lectures is given by the lecturer in class). The assignment shall contain references to appropriate literature, fine line of argumentations and shall be written in accordance with the APA 7 standards. The text should not exceed 1000 words. Written Assignment Evaluation Summary will be available for Student's access in the online Classroom for this course. The assignment can be consulted with the instructor before submission. All written assignments should be submitted via Classroom for this course. Score: minimum 15 pts, maximum 29 pts.
Criteria for evaluating the work:
   - Structure – 0-3 points – the paper follows the required structure and does not exceed the specified length.
   - Quality of argumentation – 0-10 points – the presented arguments are coherent and logical.
   - Quality of sources – 0-6 points – the cited literature meets scientific standards.
   - Compliance with APA standards – 0-10 points – the overall format of the text, citation style, and bibliography comply with APA standards (common mistakes include: lack of double spacing, missing in-text citations, footnote citations, direct quotations, confusion between APA and MLA formats).

   Papers are to be submitted on the Classroom platform by each team member. The first page of the paper should include the names of the authors and information about whether and to what extent AI tools were used to write the paper

3. E-learning platform assignments: the link to e-learning platform will be provided at the beginning of the semester. Score: minimum 18 pts, maximum 35 pts.

2. **Deadlines for submitting credit assignments:**
1. Written Assignment. The ultimate deadline for turning in Written Assignment is **December 22, 2024.** Assignments submitted on or before the stipulated date of December 4, 2024, will undergo evaluation, with feedback provided no later than December 11, 2024. This early submission affords students the opportunity to effect necessary revisions before the

ultimate deadline. All written assignments should be submitted via Classroom for this course. A credit assignment turned in **5 days** after the established deadline (**December 22, 2023**) will be graded at a maximum between **50%-90% points** possible for that assignment (minus 10% of maximum for each day of delay). For an assignment turned in **6 or more than days** after the deadline, the student will receive **0 points**.

2. E-learning platform assignments. Deadline for the completion of e-learning **December 11, 2024**

Attendance:

Attendance at exercises/workshops is compulsory. Unexcused absences are allowed for up to 2 meetings in the case of this course.

All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments. Absence from more than 50% of meetings will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for health reasons, students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

Suspicion of plagiarism or reliance:

Works suspected of plagiarism (or dependence on others to complete assignments, including AI powered tools) receive zero points.

Any suspected dependence on others or plagiarism shall be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list.

Lack of independence and plagiarism are understood as 1) submitting a work that is not the result of an individual's or team's independent work; 2) submitting the same work in different subjects; 3) copying ideas, texts, or graphics from any source without proper citation.

Group work:

Students working together in groups will receive identical grades. Students divide the work themselves and take responsibility for ensuring that the division is fair and meaningful. If one of the authors of the work is absent from class, the others are required to present the joint work. The person absent during the presentation of the project must excuse the absence, and the instructor may assign an additional credit assignment.

If the instructor considers that the division of labor within the team is not equal, they may individually evaluate the contribution of each team member.

Other information:

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Students are required to comply with the Study Regulations and Study Rules at the Faculty of Psychology in Wroclaw. During the classes, rules of earnest cooperation and respect for each other apply. Students who do not comply with these rules will face statutory consequences, starting with being removed from class (which equals absence), leading to the initiation of the Disciplinary Committee procedure.

During classes, students should not use electronic devices, especially laptops, tablets, and phones, for purposes other than those indicated by the instructor (§9, section 6 of the Study Regulations).

Participation requirements: Good command of English

Etiquette: The quality of this course depends in large part upon your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills and learn. Therefore criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.

e-Etiquette and Netiquette: We are all expected to show common courtesy and turn off our cell phones when we arrive (or, ideally, just prior to arriving) in class. You may bring a laptop if it helps you to take notes however Facebook is not intended for use during classes. Any non-class related computer activity will serve as a distraction and it will undermine our experience.

Students should come to the class on time. It is disruptive to the class discussion, the lecturer and other students to walk into class late. Thus, students who come 15 minutes after the beginning of class, should not enter. If you are absent from class, it is your responsibility to get notes, handouts, etc., from another student.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:

Foreign Language 1

Teacher	mgr Agnieszka Bruździak-Kopczyk abruzdziak-kopczyk@swps.edu.pl	Name of the course	Foreign Language 1 - English for Psychology in Higher Education Studies
Dzień i godzina zajęć		Course type	Obligatory
Number of contact hours	30	Mode of Study	Full-time
ECTS points Total student workload	3 75	Semester	Winter

Materials			
Coursebook	English for Psychology in Higher Education Studies Course Book with audio CDs Jane Short, Terry Phillips ISBN: 9781859644461		
Extra materials	Quizlet to the course: https://quizlet.com/en-gb/features/garneteducation-english-for-psychology Materials provided by the instructor		

Course learning outcomes

On successfully completing the module you will be able to...
1. Use language creatively and flexibly for a range of purposes and audiences.
2. Accurately employ a broad range of grammar patterns and vocabulary for effective oral and written communication.
3. Engage actively in discussion of psychological issues, showing awareness of the communicative needs of others
4. Engage in analytical and evaluative thinking in the discipline of psychology
5. Research and select psychology source materials effectively
6. Extract and synthesise key information from a range of written and spoken sources in the discipline of psychology
7. Take accurate and effective notes from written and spoken texts
8. Organise and present ideas orally and in writing within the framework of a structured and reasoned argument9. Use psychology source materials appropriately in your writing following conventions of Academic Honesty and avoiding plagiarism

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Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Methods of verifying the learning outcomes

Tests (Method 1)	Written Assignment (Method 2)	In class Activities and Participation (Method 3)
MID-TERM Test - during meeting 7 FINAL Test - during meeting 15 Score For each test: minimum 21 pts, maximum 35 pts. In case of not meeting the required minimum, students can retake the test once. The date will be established individually	In class Written Assignment - during meeting 14 Details will be provided during the class Score: minimum 9 pts, maximum 15 pts	Active participation Score: maximum 15 pts, no minimum requirement for this section

Requirements to pass the course/assessment criteria

In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:

00 - 50 - Unsatisfactory (2,0)
51 - 60 - Satisfactory (3,0)
61 - 70 - Satisfactory plus (3,5)
71 - 80 - Good (4,0)
81 - 90 - Good plus (4,5)
91 - 100 - Very good (5,0)

Program content and forms of classes

Lp.	Contact Classes
1	UNIT 1 1.1, 1.2
2	UNIT 1 1.3, 1.4
3	UNIT 2 2.1, 2.2
4	UNIT 2 2.3, 2.4
5	UNIT 3 3.1, 3.2
6	UNIT 3 3.3, 3.4
7	**MID- TERM TEST (units 1- 3)**

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

9	UNIT 4 4.1, 4.2	
10	UNIT 4 4.3, 4.4	
11	UNIT 5 5.1, 5.2	
12	UNIT 5 5.3, 5.4	
13	UNIT 6 6.1, 6.2	
14	UNIT 6 6.3, 6.4 - In class Writing	
15	**FINAL TEST (units: 4-6)**	

Attendance:

Attendance at exercises/workshops is compulsory (§ 22, paragraphs 2 and 4 of the Study Regulations and § 9, paragraphs 3-5 of the Rules and Regulations at the Faculty of Psychology in Wroclaw). Unexcused absences are allowed for up to 2 meetings in the case of this course.
All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments. Absence from more than 5 of meetings will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for health reasons, students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

II SEMESTR

Name of the course:	
Social Psychology	
Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	1
Semester	Spring
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Kamil Izydorczak, PhD kizydorczak@swps.edu.pl

Form of classes	Number of hours
Lecture	30
Workshop	18

Form of classes	Teacher
Lecture	Kamil Izydorczak, PhD kizydorczak@swps.edu.pl
Workshop	Kamil Izydorczak, PhD kizydorczak@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	**Lecture**	48	30
	Workshop		18
	Reading literature for classes	102	35
	Completion of assigned tasks		30
	Exam preparation		35

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	Exam participation		2
Total student workload			150

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W10	– The student has advanced knowledge regarding the theories of social psychology that explain the mechanisms of human functioning in their environment, as well as empirical studies whose results help to understand and explain various social processes. – The student knows the advanced conceptual apparatus appropriate for social psychology in the scope of knowledge and judgments about the social world, self-knowledge and self-evaluation, attitudes and attitude change, and interpersonal communication. – The student knows both the classical concepts and research, as well as, at an advanced level, the current achievements of social psychology including the achievements of global psychology, and the results of research by Polish social psychologists.
PS1_U2 **PS1_U5**	– The student can apply advanced knowledge in the field of social psychology to understand specific everyday life situations. – The student can use advanced knowledge in the field of social psychology to analyze and explain social behaviors of people. – The student proficiently uses the conceptual apparatus appropriate for social psychology. – The student can use - as a starting point for planning scientific research - concepts and studies, as well as the current achievements of social psychology, including the achievements of global psychology, and the results of research by Polish social psychologists. – The student distinguishes psychological knowledge based on empirical evidence from common knowledge.
PS1_K1 **PS1_K3**	– The student identifies the influence of situational factors and recognizes the role of the adopted perspective in perceiving the social world. – The student detects manifestations of social injustice, intolerance, and discrimination.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Program content and forms of classes

Lecture

Program content	Obligatory readings
	Obligatory readings Two basic textbooks are required for this module (in full and/ or in fragments, TBD): Myers, D. G., & Twenge, J. M. (2021). *Exploring social psychology* (Ninth Edition, International Student Edition). McGraw-Hill. Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8 **Important!** Instructor may add more readings at the beginning of the class and throughout the semester (textbooks, journal articles, etc.), depending on the needs of students and seeing what is necessary to be further explained to the group.
1. Evolutionary Theories in Psychology	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8 **Chapter: Evolutionary Theories in Psychology (Buss)**
2. Conditioning and Learning	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8 **Chapter: Conditioning and Learning (Bouton)**
3. Culture and Family	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8 **Chapter: Culture (Biswas-Diener, Thin)** **Chapter: The Family (Muraco)**
4. Conformity and Obedience	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8 **Chapter: Conformity and Obedience (Burger)**
5. Cooperation and Theory of Mind	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8 **Chapter: Cooperation (Moskovitz, Piff),** **Chapter: Theory of Mind (Malle)**
6. Social psychology of	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped*

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

emotions	*by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8 **Chapter: Functions of Emotions (Hwang, Matsumoto), Chapter: Culture and Emotions (Tsai)**
7. Social Cognition	Myers, D. G., & Twenge, J. M. (2021). *Exploring social psychology* (Ninth Edition, International Student Edition). McGraw-Hill. **Chapter 3: Social Beliefs and Judgments**
8. Morality	Crockett, M. (2013). Models of morality. *Trends in cognitive sciences,* 17(8), 363-366. Smillie, L. D., Lawn, E. C., Zhao, K., Perry, R., & Laham, S. M. (2019). Prosociality and morality through the lens of personality psychology. *Australian Journal of Psychology*, 71(1), 50-58. Ellemers, N., Van Der Toorn, J., Paunov, Y., & Van Leeuwen, T. (2019). The psychology of morality: A review and analysis of empirical studies published from 1940 through 2017. *Personality and Social Psychology Review*, 23(4), 332-366.
9. Attraction, Love, Friendships	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8. **Chapter: Attraction and Beauty (Franklin, Zebrovitz), Chapter: Love, Friendship and Social Support (Brannan, Mohr)**
10. Social psychology of happiness	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8. **Chapter: Happiness: The Science of Subjective Well-Being (Diener), Chapter: Relationships and Well-Being (Tan, Tay)**
11. Applied Social Psychology - Social psychology in clinic	Myers, D. G., & Twenge, J. M. (2021). *Exploring social psychology* (Ninth Edition, International Student Edition). McGraw-Hill. **Chapter 14: Social Psychology in the Clinic**
12 Applied Social Psychology - Social psychology in court	Myers, D. G., & Twenge, J. M. (2021). *Exploring social psychology* (Ninth Edition, International Student Edition). McGraw-Hill. **Chapter 15: Social Psychology in Court**
13. Applied Social Psychology - 13. Social Psychology and Sustainable Future	Myers, D. G., & Twenge, J. M. (2021). *Exploring social psychology* (Ninth Edition, International Student Edition). McGraw-Hill. **Chapter 16: Social Psychology and Sustainable Future**
14. Applied Social Psychology: Negative perception of others and its diminishing	Myers, D. G., & Twenge, J. M. (2021). *Exploring social psychology* (Ninth Edition, International Student Edition). McGraw-Hill. **Chapter 9: Prejudice: Disliking Others**

Additional readings (suggested by the Faculty of Psychology in Wroclaw teacher): if necessary additional readings may be added. TBD and announced throughout the semester, so stay

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

tuned.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Workshop	
Program content	(topics and readings as in the lecture part; one topic does not have to equal one class meeting; order of topics may vary)
1. Major theories of social behavior: nature vs nurture	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8 **Chapter: Evolutionary Theories in Psychology (Buss) Chapter: Conditioning and Learning (Bouton)**
2. Major contexts of social life: Culture and Family	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8 **Chapter: Culture (Biswas-Diener, Thin) Chapter: The Family (Muraco)**
3. Conformity, Obedience, Cooperation	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8 **Chapter: Conformity and Obedience (Burger) Chapter: Cooperation (Moskovitz, Piff),**
4. Social psychology of emotions	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8 **Chapter: Functions of Emotions (Hwang, Matsumoto), Chapter: Culture and Emotions (Tsai)**
5. Social Cognition	Myers, D. G., & Twenge, J. M. (2021). *Exploring social psychology* (Ninth Edition, International Student Edition). McGraw-Hill. **Chapter 3: Social Beliefs and Judgments**
6. Morality	Crockett, M. (2013). Models of morality. *Trends in cognitive sciences,* 17(8), 363-366. Ellemers, N., Van Der Toorn, J., Paunov, Y., & Van Leeuwen, T. (2019). The psychology of morality: A review and analysis of empirical studies published from 1940 through 2017. *Personality and Social Psychology Review*, *23*(4), 332-366
7. Attraction, Love, Friendship	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved February 10, 2024, from http://noba.to/9ufr7az8. **Chapter: Attraction and Beauty (Franklin, Zebrovitz), Chapter: Love, Friendship and Social Support (Brannan, Mohr)**
8. Social psychology of happiness	Izydorczak, K. (Compiled by). (2024). *Shaping and being shaped by others: Advanced Social Psychology*. Retrieved

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	February 10, 2024, from http://noba.to/9ufr7az8. **Chapter: Happiness: The Science of Subjective Well-Being (Diener), Chapter: Relationships and Well-Being (Tan, Tay)**
9. Applied Social Psychology	Myers, D. G., & Twenge, J. M. (2021). *Exploring social psychology* (Ninth Edition, International Student Edition). McGraw-Hill. **Chapter 16: Social Psychology and Sustainable Future**.

Requirements to pass the course/assessment criteria	
In order to pass the subject, one must acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
Final test (scope: lecture + workshop topics and readings) **Form of the exam:** Lecturers reserve the right to change the form of an exam held on an individual or reinstated date (§32 section 5 and 7 of the Study Regulations).	26-50
Active participation (5-10 points) and **preparation for classes** (readings and knowledge quiz or activity, 10-20 points)	15-30
Final task (Scientific News Commentary)	10-20

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Compulsory classes are considered classes in which attendance is required and checked, in accordance with the course syllabus.

Final task description (Scientific News Commentary):
For the final assignment, each group of 3-4 students will find a news story related to one of the topics covered in a workshop. The news should meet the following criteria:

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1) Be as recent as possible,
2) Be accessible online at no additional cost,
3) Be written in English,
4) Refer to a specific, published, and accessible scientific study, dataset, or evidence-based intervention.

When searching for relevant news, it is advisable to use one of the trusted psychological news aggregators: https://www.psychology-news.org/, https://www.socialpsychology.org/rss/news.htm, https://www.apa.org/news/psycport.

The group assignment will be to prepare a written summary and oral presentation of the news story that includes the following elements:
1) a description of the topic and context of the news story,
2) a description of the scientific basis referenced in the story,
3) a critical analysis of the referenced scientific information source,
4) an evaluation of the quality of the news story and its fidelity to the scientific source material.

The assignment will be presented during the workshop classes on the same topic as the selected news article. A written summary will be submitted via the classroom.

All other details will be provided during class and in additional materials provided by the instructor.

Evaluation criteria:
- Relevance and depth of example choice and analysis (max 6 points)
- Clarity, detail, and coherence of written presentation (max 6 points)
- Effectiveness, engagement, and clarity of oral presentation (max 6 points)
- Adherence to time limits (max 2 points)

Revising assignments:

Credit assignments can be consulted with the instructor before submission. Assignments that have met the passing criteria (have been passed by the instructor) are not subject to correction.

If knowledge quizzes are not passed (the sum of scores from quizzes is below 10 points), a student has a right to correct each quiz of their choice. Each quiz can be corrected only once and a second score (the corrected one) is always the final score. Any quiz missed because of an absence can be retaken.

If a group fails a Final Task, they may be given a single chance to correct the assignment in the form and within the time limit provided by the instructor.

The date of correction/retake is set by the instructor; the correction should take place by the end of classes in a given semester, in accordance with the teaching schedule approved by the Dean).

Deadlines for submitting credit assignments:

The exact deadlines for turning in individual credit assignments will be indicated by the instructor during the first class.

A credit assignment turned in by 3 days after the established deadline will be graded at a maximum 50% of the points possible for that assignment. For an assignment turned in more than 3 days after the deadline, the student will receive 0 points.

Attendance:

Attendance at the workshop is compulsory. Unexcused absences are allowed for up to 2 meetings in the case of workshops.

All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments. Absence from more than 50% of the meetings will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for health reasons, students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

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Suspicion of plagiarism or reliance:

Works suspected of plagiarism (or dependence on others to complete assignments) receive zero points.

Any suspected dependence on others or plagiarism shall be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list.

Lack of independence and plagiarism are understood as 1) submitting a work that is not the result of an individual's or team's independent work; 2) submitting the same work in different subjects; 3) copying ideas, texts, or graphics from any source without proper citation.

Group work:

Students working together in groups will receive identical grades. Students divide the work themselves and take responsibility for ensuring that the division is fair and meaningful. If one of the authors of the work is absent from class, the others are required to present the joint work. The person absent during the presentation of the project must excuse the absence, and the instructor may assign an additional credit assignment.

If the instructor considers that the division of labor within the team is not equal, they may individually evaluate the contribution of each team member

Other information:

Etiquette: The quality of this course depends in large part upon your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills and learn. Therefore criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.

e-Etiquette and Netiquette: We are all expected to show common courtesy and turn off our cell phones when we arrive (or, ideally, just before arriving) at class. You may bring a laptop if it helps you to take notes. Any non-class related computer activity will serve as a distraction, and it will undermine our experience.

Students should come to the class on time. It is disruptive to the class discussion, the lecturer, and other students to walk into class late. Thus, students who come 15 minutes after the beginning of class should not enter. If you are absent from class, it is your responsibility to get notes, and handouts, pass unannounced quizzes, etc.

During classes, students should not use electronic devices, especially laptops, tablets, and phones, for purposes other than those indicated by the instructor (§9, section 6 of the Study Regulations).

Name of the course:	
Psychology of Emotion and Motivation	
Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	1
Semester	Spring
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Katarzyna Byrka, PhD kbyrka@swps.edu.pl

Form of classes	Number of hours
Lecture	30
Workshop	24

Form of classes	Teacher
Lecture	Katarzyna Byrka, PhD, kbyrka@swps.edu.pl
Workshop	Aleksandra Penza, MA apenza@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	Lecture	54	30
	Workshop		24
	Reading literature for classes		20
Student's independent work*	**Preparing for quizzes/tests**	96	12
	Completion of a final assignment (project/essay/study)		32
	Exam preparation		30

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Exam participation		2
Total student workload		150

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes

The code of the directional learning outcome	Course learning outcomes
PS1_W11	– The student knows classic and contemporary concepts as well as the main research trends concerning the psychology of emotions and motivation. – The student has advanced knowledge about the components of emotions, mechanisms of emotion arousal, expression and emotional control, as well as types and mechanisms of motivation. – The student has an advanced understanding of theories and empirical research findings on the mutual relationships between emotions, cognition, behavior, and motivation. – The student understands that human emotions and motivations are a derivative of both biological and cultural processes.
PS1_U1 **PS1_U2**	– The student can apply advanced knowledge from the field of psychology of emotions and motivation to understand specific daily life situations. – The student can use concepts and research from the field of psychology of emotions and motivation as a starting point for planning scientific research. – The student distinguishes psychological knowledge based on empirical evidence from common knowledge.
PS1_K7	– The student is aware of the need for continuous updating of their knowledge and skills concerning the psychology of emotions and motivation. – The student is aware of the epistemic limitations of the psychology of emotions and motivation as a field of study and theoretical inquiry in scientific psychology.

Program content and forms of classes

Lecture	
Program content	
Topics common for all faculties of psychology (min. 60% of hours) - program content	**Obligatory readings**
1. Basic concepts of emotions: definitions of various affective states, theories of: James-Lange,	**Obligatory readings** Coppin, G., Sander, D. (2013). Contemporary Theories and Concepts in the Psychology of Emotions. In: C. Pelachaud

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Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Cannon-Bard, Schachter-Singer	(eds.), *Emotion-Oriented Systems* (Pages: 131). ISTE Ltd & John Wiley & Sons, Inc. London &Hoboken. **Additional readings** Frevert, U. (2016). The history of emotion. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. Webb, C., Pizzagali, D.A., (2016). Sadness and depression. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications.
2. Biological, social and cognitive factors in arousing emotions incl. cognitive processes and emotions, neurophysiology of emotions	**Obligatory readings** Clore, G.L., & Schiller, J. (2016). New Light on the affect-cognition connection. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. Hajcak, G.**,** Jackson, F., Ferri, J., & Weinberg, A. (2016). Emotion and attention. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. Kensinger, E.A., & Schacter, L. (2016). Memory and emotion. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. **Additional readings** Michalowski, J. M., Pané-Farré, C. A., Löw, A., & Hamm, A. O. (2015). Brain dynamics of visual attention during anticipation and encoding of threat-and safe-cues in spider-phobic individuals. *Social cognitive and affective neuroscience*, *10*(9), 1177-1186.
3. Concepts of basic and complex emotions incl. expressing emotions, emotional expression, debate on the universality of emotional expression and experiencing emotions	**Obligatory readings** Barrett, L. F. (2018). *How emotions are made*. Chapters 1-6. Ekman, P. (2003). Emotions revealed. Chapters 1-3. Lewis, M. (2016). The emergence of human emotions. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. **Additional readings** Izard, C. E. (2009). Emotion theory and research: Highlights, unanswered questions, and emerging issues. *Annual review of psychology, 60*, 1-25.
4. Complexity of emotional states self-consious emotions, counterfactual emotions, social emotions	**Obligatory readings** DeStano, D., Condon,P., Dickens,L., (2016). Gratitude and compassion. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications.

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	Zaki, J., & Oschner, D., (2016). Empathy. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. **Additional readings** Gilovich, T., Medvec, V. H. (1995). The experience of regret: what, when, and why. *Psychological review*, *102*(2), 379. Zeelenberg, M., & Pieters, R. (2007). A theory of regret regulation 1.0. *Journal of Consumer Psychology*, *17*(1), 3-18. Bloom, P. (2017). *Against empathy: The case for rational compassion*. Random House.
5. Emotions and individual differences gender and affective states, age and affective states, alexithymia	**Obligatory readings** Brody, L.R., Hall, J.A., Stokes, L.R. (2016). Gender and emotion: Theory, findings, context. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. Mather, M., Ponzio, A. (2016). Emotion and aging. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. **Additional readings** Thompson, J. (2009). Emotionally dumb: An overview of alexithymia. Soul books.
6. Motivation in the major theoretical systems incl. sociobiological, behavioral and cognitive theories of motivation, theories of needs	**Obligatory readings** Deckers, L. (2018). *Motivation: Biological, psychological, and environmental*. Routledge. Chapter. 2, p. 29-64.
7. Types of motivation incl. homeostatic and heterostatic motivations, conscious and unconscious motivation, simultaneous and hierarchical motivations and conflicts of motives	**Obligatory readings** Deckers, L. (2018). *Motivation: Biological, psychological, and environmental*. Routledge. Chapter. 5, p. 137-170. **Additional readings** Lloyd, E. A. (2009). *The case of the female orgasm: Bias in the science of evolution*. Harvard University Press. Meston, C. M., & Buss, D. M. (2007). Why humans have sex. *Archives of sexual behavior*, *36*(4), 477-507.
8. Basic motivational mechanisms: affective, cognitive and physiological incl. internal and external motivation, affective arousal, self-regulation, success-failure	**Obligatory readings** Deckers, L. (2018). *Motivation: Biological, psychological, and environmental*. Routledge. Chapter. 10, p. 307-340.
9. Goal theories	**Obligatory readings**

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goal setting and planning, goal systems, goal pursuit	Deckers, L. (2018). *Motivation: Biological, psychological, and environmental*. Routledge. Rozdz. 11, p. 341-374. **Additional readings** Gollwitzer, P. M. (2018). The goal concept: A helpful tool for theory development and testing in motivation science. *Motivation Science, 4*(3), 185. Kruglanski, A. W. (2003, January). Goal systems theory: Integrating the cognitive and motivational aspects of self-regulation. In *Motivated social perception: The Ontario symposium* (Vol. 9). Gollwitzer, P. M. (2012). Mindset theory of action phases. *Handbook of Theories of Social Psychology, 1,* 526-545.
10. Motivation and individual differences The willpower and self-regulation, Oettingen's fantasy realization theory	**Obligatory readings** Inzlicht, M., Werner, K. M., Briskin, J. L., & Roberts, B. W. (2021). Integrating models of self-regulation. *Annual Review Psychology, 72,* 319-345. Oettingen, G., Schnetter, K., Hyeon-ju, P. (2001). Self-Regulation of Goal Setting: Turning Free Fantasies About the Future Into Binding Goals. *Journal of Personality and Social Psychology, 80,* 736-753. **Additional readings** Hagger, M. S., Chatzisarantis, N. L., Alberts, H., Anggono, C. O., Batailler, C., Birt, A. R., ... & Zwienenberg, M. (2016). A multilab preregistered replication of the ego-depletion effect. *Perspectives on Psychological Science, 11*(4), 546-573. Hsee, C. K., & Ruan, B. (2016). The Pandora effect: The power and peril of curiosity. *Psychological science, 27*(5), 659-666.

Workshop	
Program content	**Obligatory readings**
1. Basic concepts of emotions: Definitions of various affective states, theories of: James-Lange, Cannon-Bard, Schachter-Singer	**Obligatory readings** Izard, C. E. (2010). The many meanings/aspects of emotion: Definitions, functions, activation, and regulation. *Emotion Review, 2,* 363–370. **Additional readings** Šimić, G., Tkalčić, M., Vukić, V., Mulc, D., Španić, E., Šagud, M., Olucha-Bordonau, F. E., Vukšić, M., & R Hof, P. (2021). Understanding Emotions: Origins and Roles of the Amygdala. *Biomolecules, 11*(6), 823-881.
2. Biological, social and cognitive factors in arousing emotions	**Obligatory readings**

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incl. cognitive processes and emotions, neurophysiology of emotions	Moors, A., Ellsworth, P. C., Scherer, K. R., & Frijda, N. H. (2013). Appraisal theories of emotion: State of the art and future development. *Emotion Review, 5,* 119–124. **Additional readings** Brosch, T., Scherer, K., Grandjean, D., & Sander, D. (2013). The impact of emotion on perception, attention, memory, and decision-making. *Swiss Medical Weekly, 143*(1920), 1-10, w13786.
3. Concepts of basic and complex emotions incl. expressing emotions, emotional expression, debate on the universality of emotional expression and experiencing emotions	**Obligatory readings** Barrett, L. F. (2018). *How emotions are made*. Chapters 1-6. Ekman, P. (2003). Emotions revealed. Chapters 1-3. Lewis, M. (2016). The emergence of human emotions. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. Wondra, J. D., & Ellsworth, P. C. (2015). An appraisal theory of empathy and other vicarious emotional experiences. *Psychological Review, 122*(3), 411–428. **Additional readings** Tamir, M., Schwartz, S. H., Oishi, S., & Kim, M. Y. (2017). The secret to happiness: Feeling good or feeling right? *Journal of Experimental Psychology: General, 146*(10), 1448–1459. Ekman, P., & Cordaro, D. (2011). What is meant by calling emotions basic? *Emotion Review, 3,* 364– 370.
4. Complexity of emotional states	**Obligatory readings** DeStano, D., Condon,P., Dickens,L., (2016). Gratitude and compassion. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. Zaki, J., & Oschner, D., (2016). Empathy. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. Charles S. T., Piazza J. R., Urban E. J. (2017). Mixed emotions across adulthood: when, where, and why? *Current Opinion in Behavior Science, 15*, 58–61 Toepfer, S. M., Cichy, K., & Peters, P. (2012). Letters of gratitude: Further evidence for author benefits. *Journal of Happiness Studies, 13*, 187–201. **Additional readings** Isen, A. M., & Levin, P. F. (1972). The effect of feeling good on helping: Cookies and kindness. *Journal of Personality and Social Psychology, 21*, 384–388.

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5. Emotions and individual differences	**Obligatory readings** Brody, L.R., Hall, J.A., Stokes, L.R. (2016). Gender and emotion: Theory, findings, context. In L.F. Barrett (Ed.), *Handbook of Emotion (4th Edition)*. New York: Guilford Publications. Ma-Kellams, C., & Lerner, J. (2016). Trust your gut or think carefully? Examining whether an intuitive, versus a systematic, mode of thought produces greater empathic accuracy. *Journal of Personality and Social Psychology, 111*(5), 674–685. Piff, P. K., & Moskowitz, J. P. (2018). Wealth, poverty, and happiness: Social class is differentially associated with positive emotions. *Emotion, 18*(6), 902–905. Gruber, J., Mauss, I. B., & Tamir, M. (2011). A Dark Side of Happiness? How, When, and Why Happiness Is Not Always Good. *Perspectives on Psychological Science, 6*(3), 222–233.
6. Motivation in the major theoretical systems incl. sociobiological, behavioral and cognitive theories of motivation, theories of needs	**Obligatory readings** Cook, D. A., & Artino, A. R., Jr (2016). Motivation to learn: an overview of contemporary theories. *Medical Education, 50*(10), 997–1014.
7. Types of motivation incl. homeostatic and heterostatic motivations, conscious and unconscious motivation, simultaneous and hierarchical motivations and conflicts of motives	**Obligatory readings** Morris, L., Grehl, M., Rutter, S., Mehta, M., & Westwater, M. (2022). On what motivates us: A detailed review of intrinsic v. extrinsic motivation. *Psychological Medicine, 52*(10), 1801-1816.
8. Basic motivational mechanisms: affective, cognitive and physiological incl. internal and external motivation, affective arousal, self-regulation, success-failure	**Obligatory readings** Blumenfeld, P. C., Kempler, T. M., & Krajcik, J. S. (2006). Motivation and Cognitive Engagement in Learning Environments. In R. K. Sawyer (Ed.), *The Cambridge handbook of The learning sciences* (pp. 475–488). Cambridge University Press. Kunda, Z. (1990). The case for motivated reasoning. *Psychological Bulletin, 108*, 480- 498.
9. Goal theories	**Obligatory readings** Deckers, L. (2018). *Motivation: Biological, psychological, and environmental*. Routledge. Rozdz. 11, s. 341-374. Austin, J. T., & Vancouver, J. B. (1996). Goal constructs in psychology: Structure, process, and content. *Psychological Bulletin, 120*(3), 338–375.

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	Brandstätter, V., & Bernecker, K. (2022). Persistence and disengagement in personal goal pursuit. *Annual Review of Psychology, 73*, 271-299. **Additional readings** Morisano, D., Hirsch, J.B., Peterson, J.B., Shore, B. & Pihl, R.O. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance. *Journal of Applied Psychology, 95*, 255-264.
10. Motivation and individual differences	**Obligatory readings** Inzlicht, M., Werner, K. M., Briskin, J. L., & Roberts, B. W. (2021). Integrating models of self-regulation. *Annual Review Psychology*, 72, 319-345. Oettingen, G., Schnetter, K., Hyeon-ju, P. (2001). Self-Regulation of Goal Setting: Turning Free Fantasies About the Future Into Binding Goals. Journal of Personality and Social Psychology, 80, 736-753. Omar, B., & Wang, D. (2020). Watch, Share or Create: The Influence of Personality Traits and User Motivation on TikTok Mobile Video Usage. *International Journal of Interactive Mobile Technologies, 14*, 121-137. Hegner, S. M., Beldad, A. D., & Brunswick, G. J. (2019). In automatic we trust: Investigating the impact of trust, control, personality characteristics, and extrinsic and intrinsic motivations on the acceptance of autonomous vehicles. *International Journal of Human-Computer Interaction, 35*(19), 1769–1780. Smith, C. V., Øverup, C. S., & Webster, G. D. (2019). Sexy deeds done dark? Examining the relationship between dark personality traits and sexual motivation. *Personality and Individual Differences, 146,* 105–110.

Requirements to pass the course/assessment criteria	
In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
Component 1. A multiple-choice test based on the content of lectures and obligatory literature for lectures.	10 (min.) – 20 (max.)

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Component 2. An oral exam based on the content of lectures and obligatory literature for lectures (open book).	15 (min.) – 30 (max.)
Component 3. Class activity (for example, group discussions, etc.,)	10 (max.)
Component 4. Two quizzes assessing knowledge of the assigned mandatory literature during the workshop.	11 (min.) – 20 (max.)
Component 5. A group project: written work along with an oral presentation.	11 (min.) – 20 (max.

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Lecture:

Components 1 & 2

- **Oral exam:** A grade for the exam will depend on the following elements: the structure of the answer, precision, accuracy, reference to facts and the literature. More details will be given during the lectures.
- Lecturers reserve the right to change the form of an exam held on an individual or reinstated date (§32 section 5 and 7 of the Study Regulations).

Workshops:

The quality of this course largely depends on students' level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills and learn. Therefore, criticism should be offered tactfully as part of the learning process.

Component 3 - Class Activity

A student receives activity points based on their engagement during the exercises (substantive contribution to discussions and/or active participation in tasks during the classes). The instructor may also post additional tasks on Classroom for individual completion, which will earn activity points. Throughout the entire course, a student can earn a maximum of 10 activity points.

Component 4 - Quizzes

A student must earn a minimum of **11 points** from the two quizzes (maximum 20 points). If the student does not reach the minimum passing score, they must choose one of the two quiz topics to retake. The retake will be available at the end of the semester after the total points are calculated, and only students who did not meet the minimum passing score can take it. In case of absence during the quiz, the student must take it in the format specified by the instructor. The quizzes may include both open-ended and closed-ended questions.

Component 5 - GROUP PROJECT (Written Assignment and Presentation)

The goal of the project is to prepare a written assignment proposing a solution to a selected issue in the context of cognitive and emotional mechanisms.

Students work in **teams of 3-4 members**, following the topic assigned by the instructor and adhering to the specified word limit. The development of the written assignment consists of two parts:

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1. **Presentation of the Project Outline:**
   ○ Teams present their project outlines based on the designated presentation template.
   ○ Presentations must be delivered by all team members during the scheduled class sessions as specified by the instructor.
   ○ Teams receive up to 5 points for the presentation (no presentation = no points).
2. **Written Assignment Submission:**
   ○ Teams must submit the completed written assignment by the specified deadline.
   ○ The written assignment is worth up to 15 points.
   ○ Criteria for Assessing the Written Assignment:
      1. Content Quality (12 points)
         ○ Presentation of the selected phenomenon
         ○ Theoretical background (presentation of the theoretical concept that can explain the observed phenomenon, based on literature covering motivational or emotional processes)
         ○ Inclusion of at least one scientific study and discussion of its conclusions
         ○ Summary and presentation of conclusions
         ○ Solution to the issue (formulating a research question or practical application of knowledge derived from the project)
         ○ The overall quality of the work and writing style
      2. Compliance with APA 7 Standards (3 points)
         ○ Title page: Presence and accuracy
         ○ Citations: Correct presence and formatting
         ○ Bibliography: Presence, accuracy, and consistency with citations
      3. Length Requirement
         ○ The assignment should be between 1500 to 2000 words (excluding the title page and bibliography) – this is a mandatory requirement

Attendance:
● Attendance at the workshop is mandatory. A total of two absences (both justified and unjustified) is allowed. If a student exceeds two absences, they are required to familiarize themselves with the literature for all the classes they missed and make up the sessions. The instructor will decide on the form of make-up work and will provide this information at the beginning of the semester. Medical certificates do not exempt students from the obligation to make up missed classes. The total number of absences cannot exceed 50% of the classes. Being absent from more than half of the classes is equivalent to failing the exercises.
● In the case of prolonged illness, students may apply for a health leave for the semester (based on §17-18 of the Study Regulations).

Suspicion of plagiarism or reliance:
Any form of plagiarism in written assignments is unacceptable and its discovery will result in the student's receiving 0 points for this component.

The finding of plagiarism may result in expulsion from the student list. Lack of independence and plagiarism are understood as 1) submitting a work that is not the result of an individual's or team's independent work; 2) submitting the same work in different subjects; 3) copying ideas, texts, or graphics from any source without proper citation.

Students should come to classes on time. It is disruptive to the class discussion, the lecturer, and other students to walk into class late. Thus, students who might come 15 minutes after the beginning of a class, should not enter. If a student is absent from a class, it is his or her responsibility to get notes, handouts, etc., from another student.

During classes, students should not use electronic devices, especially laptops, tablets, and phones, for purposes other than those indicated by the instructor (§9, section 6 of the Study Regulations).

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:
Developmental Psychology

Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	1
Semester	Spring
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Magdalena Król, PhD mkrol1@swps.edu.pl

Form of classes	Number of hours
Lecture	30
Workshop	24

Form of classes	Teacher
Lecture	Anna Anzulewicz, PhD aanzulewicz@swps.edu.pl
Workshop	Agata Tokarek, MA atokarek1@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	**Lecture**	54	30
	Workshop		24
Student's independent work*	**Preparation for classes**	96	32
	Completion of assigned tasks		30
	Exam preparation		32
	Exam participation		2
Total student workload			150

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Learning outcomes

The code of the directional learning outcome	Course learning outcomes
PS1_W9 **PS1_W15**	▪ The student has an advanced understanding of the psychological perspective of human development throughout the life cycle, as well as explanatory theories in this area and the specifics of research. ▪ The student knows and understands the influence of biological and environmental factors, as well as the influence of the interaction between them on the course of the developmental process. ▪ The student understands the course of human development in its various aspects: motor, cognitive, and social.
PS1_U1 **PS1_U2** **PS1_U4**	▪ The student describes and explains human behavior at different stages of development, using advanced knowledge in the field of developmental psychology. ▪ The student uses advanced terminology used in developmental psychology. ▪ The student formulates research problems concerning human development; and proposes their solutions, using knowledge from the field of developmental psychology by referring to research, conceptual apparatus, and research methodology in this field.
PS1_K1 **PS1_K5**	▪ The student recognizes and appreciates the significance of knowledge from the field of developmental psychology in solving theoretical and practical problems concerning human development. ▪ The student critically evaluates their knowledge and skills.

Program content and forms of classes

Lecture

Program content	Obligatory readings
Mechanisms of development. An introduction (part 1) Chapter 1: The Study of Human Development. Developmental Theories Doing Developmental Research. The Biopsychosocial Framework	Obligatory textbooks: Kail, R. V., & Cavanaugh, J. C. (any recent edition, preferably the 8th). Human Development: A Life-Span View. Johnson, M., de Haan, M. (2015). Developmental Cognitive Neuroscience: An Introduction, 4th Edition. Wiley.
Mechanisms of development. A introduction (part 2) Chapter 2: Biological Foundations: Heredity, Prenatal Development, and Birth; From Conception to Birth	
Early motor and cognitive development Chapter 3: Tools for Exploring the World; Physical, Perceptual, and Motor Development. The Newborn	
Social development in infancy and early childhood Chapter 5: Entering the Social World Socioemotional Development in Infancy and Early Childhood	

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Emotional development. Attachment	
Language development Chapter 4: The Emergence of Thought and Language. Cognitive Development in Infancy and Early Childhood	
Social development in middle childhood Chapter 6: Off to School Cognitive and Physical Development in Middle Childhood Chapter 7: Expanding Social Horizons Socioemotional Development in Middle Childhood	
Challenges of adolescence Chapter 8: Rites of Passage Physical and Cognitive Development in Adolescence Chapter 9: Moving into the Adult Social World Socioemotional Development in Adolescence	
Welcome to adulthood (part 1) Chapter 10: Becoming an Adult Physical, Cognitive, and Personality Development in Young Adulthood Chapter 11: Being with Others: Relationships in Young and Middle Adulthood	
Welcome to adulthood (part 2) Chapter 12: Working and Relaxing: Occupational and Lifestyle Issues in Young and Middle Adulthood	
The challenges of middle adulthood Chapter 13: Making It in Midlife The Biopsychosocial Challenges of Middle Adulthood	
Development in late adulthood (part 1) Chapter 14: The Personal Context of Later Life Physical, Cognitive, and Mental Health Issues	
Development in late adulthood (part 2) Chapter 15: Social Aspects of Later Life Psychosocial, Retirement, Relationship, and Societal Issues	

Workshop	
Program content	**Obligatory readings**
• Introduction to Developmental Psychology - basic concepts and issues • Main theoretical frameworks of Developmental Psychology • Methodology of empirical research in Developmental Psychology • Motor development	Kail, R. V., & Cavanaugh, J. C. (any recent edition). *Essentials of Human Development: A Life-Span View*, Cengage Learning; Wadsworth.

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● Cognitive development ● Language and communication development ● Social development and personality development ● Summary of knowledge about human development ● Contemporary psychological problems of children and adolescents related to the Internet ● The importance of nature and the environment in human development ● Sensory, perception and attention development and its problems ● Periodization of development and human development in the life cycle	OR Kail, R. V., & Cavanaugh, J. C. (any recent edition). Human Development: A Life-Span View.

Requirements to pass the course/assessment criteria

In order to pass the subject one must acquire 51-100 points. The points will be transformed into grades according to the following rules:

Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
1) End of semester written exam in the exam session (scope: lecture content), 25 test questions, two-point for each	max - 50 minimum to pass - 26
2) Essay - In-class, individual assignment. An essay written during the last tutorial 3) Psychology in Action: Group Project on Human Development 4) Oral presentation - group assignment	max 20 max 20 max 10 minimum to pass - 25

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Compulsory classes are considered classes in which attendance is required and checked, in accordance with the course syllabus.

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1. Group Work

Students working in groups will receive the same grade for joint assignments. It is the group's responsibility to divide tasks fairly and ensure meaningful contributions from all members.

If one team member is absent, the remaining members must submit the assignment on behalf of the group.

2. Plagiarism and Academic Integrity

Any student found guilty of plagiarism will receive zero points for the assignment. All cases will be reported to the university's disciplinary committee, with potential consequences including expulsion from the student list. Definition of Plagiarism:
- Submitting work that is not the result of independent effort.
- Resubmitting the same work in different courses.
- Copying ideas, texts, or graphics from any source without appropriate citation.

3. Attendance

- Lectures: Attendance is optional.
- Workshops: Attendance is mandatory, with the following conditions:
    - Up to two absences per semester are allowed.
    - After three absences, the student must complete additional coursework or pass an oral test at the instructor's discretion.
    - Four or more absences (regardless of reason) will result in automatic course failure and the need to retake the module the following academic year.
    - In exceptional cases (e.g., documented hospitalization), the instructor may set individual conditions for passing the course.

4. Module Completion Requirements

To pass the module, students must meet all of the following criteria:
- Earn at least 51 points across all course assignments.
- Earn a minimum of:
    - 26 points from the knowledge test.
    - 25 points from tutorial assignments.
- Fulfill the attendance requirements specified above.

5. Assessed Assignments in Tutorials

Assessed Tasks:
1. *Essay* – Individual Assignment (0-20 points)
    - Task Description:
      Students will write an essay during the final tutorial session in a computer lab. Three essay topics will be provided in advance for preparation at home.
    - Evaluation Criteria:
        - Content and Argumentation (8 points)
        - Structure and Organization (4 points)
        - Use of Sources and Evidence (4 points)
        - Language, Style, and Grammar (4 points)
2. *Psychology in Action – Group Project on Human Development* (0-20 points)
    - Task Description:
      Students will create educational content addressing a specific issue in developmental psychology. The project involves identifying a relevant problem and proposing evidence-based solutions. The final product can take the form of a flyer, poster, or social media content (e.g., Instagram, TikTok).
    - Evaluation Criteria:
        - Choice of Practical Problem (4 points)

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- ■ Usefulness of Proposed Solutions (6 points) – Feasibility of implementation.
                - ■ Evidence-Based Approach (6 points) – Use of research and scientific literature.
                - ■ Attractiveness and Accessibility (4 points) – Presentation quality and clarity.
    3. *Oral Presentation Based on Assigned Literature – Group Assignment* (0-10 points)
        - ○ Task Description:
          Groups will deliver an oral presentation analyzing literature related to developmental psychology.
        - ○ Evaluation Criteria:
            - ■ Analytical Approach – Depth of analysis. (3 points)
            - ■ Presentation Clarity – Clear and engaging communication. (2 points)
            - ■ Content Accuracy – Correct and well-organized presentation of material. (3 points)
            - ■ Presentation Structure – Logical flow and organization of the presentation. (2 points)

Additional Information

- ● Assessment Adjustments: The instructor reserves the right to modify assessment formats for individual assignments (§32(5) of the Study Regulations).
- ● Remote Learning Policy: During online classes, students must turn on their cameras to confirm active participation.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:
Critical Analysis of Psychological Articles

Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Selectable (refers to a course or subject that a student can choose from a selection of options offered by the faculty. In this context, students are free to select one subject from the list of courses prepared by the department. The courses available in the selectable offer relate to the learning outcomes described below, but they may vary in specific content and syllabus): - topic: Clinical vs - topic: Business
Mode of Study	Full-time
Year of Study	1
Semester	Spring
ECTS points	3 ECTS
Total number of student work hours	75
Language of instruction:	English
Course coordinator	Katarzyna Cantarero, PhD kcantarero@swps.edu.pl

Form of classes	Number of hours
Workshop	18

Form of classes	Teacher
Workshop	Supratik Mondal, MSc smondal@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	**Workshop**	18	18

Student's independent work*	Reading literature for classes	57	12
	Completion of an Assigned Task - knowledge of the text assigned for class		15
	Preparation for the Popular Psychology Article task		30
Total student workload			75

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcome

The code of the directional learning outcome	Course learning outcomes
PS1_W2 PS1_W27	– The student has advanced knowledge and understanding of the specifics of psychology as a science. – The student is familiar with and distinguishes the quality of empirical evidence that forms the basis of scientific knowledge. – The student is aware of the characteristics of texts of a scientific and popular science nature. – The student can differentiate between psychologically based knowledge grounded in evidence and common knowledge.
PS1_U2 PS1_U6 PS1_U10	– The student plans, implements, and monitors their own learning process. – The student is capable of finding reliable information on a specific topic. – The student can assess the credibility of various sources of information. – The student can identify the thesis discussed in a text and analyze the correctness of available premises supporting it. – The student can formulate logical conclusions and provide alternative explanations for specific observations. – The student is proficient in applying APA standards. – The student can present their arguments and critically analyze the reasoning of others, as well as accept feedback regarding their own work.
PS1_K2	– The student recognizes and acknowledges the importance of psychological knowledge in solving theoretical and practical problems.

Program content and forms of classes

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Workshop	
Program content	**Obligatory readings**
Introduction to Critical Analysis of Psychological Articles Why is scientific knowledge important? What do scientists do exactly? Where can we find the effects of work done by scientists? Why is it important and useful to know how scientific knowledge is generated? Is psychology unique in this regard? What makes a source of information reliable?	Chambers, C. (2017*). Seven Deadly Sins Of Psychology*. Princeton University Press. Cottrell, S. (2017). *Critical Thinking Skills*. Macmillan. Forshaw, M. (2012). *Critical Thinking for Psychology. A Student Guide.* Blackwell Publishing.
Crucial critical thinking skills. Where and how can we find reliable information? How to find scientific publications on a selected topic? How to narrow your search? Analysis of text using critical thinking skills. Common errors related to reaching conclusions.	Lilienfeld, S, Lynn, S., Ruscio, J., & Beyerstein, B. (2010). *50 great myths of popular psychology : shattering widespread misconceptions about human behavior*. Blackwell Publishing
From discovery to publication The structure of a scientific text. Types of scientific texts. How to distinguish a scientific text from popular science text? What are predatory journals? Costs of publication in open-access journals.	Parzuchowski, M., & Roczniewska, M. (2019). *Critical analysis of articles.* Unpublished materials designed for this course.
Peer-review process What is peer-review? Why is peer-review a guarantee of the reliability of scientific literature?	Stanovich, K. (2010). *How to think straight about psychology?* Pearson.
Finding theses and premises in a scientific and popular science text. Analysis of the premises and quality of argumentation in the selected text. The logic of delivering a conclusion. An exercise in building an argumentation map (from premises to conclusion).	
Creating predictions and explanations based on quantitative/qualitative relationships between variables Exercises: analysis of information found in various sources, analysis of the "state of the art" knowledge. Creating complete and compelling argumentation based on the current state of knowledge. Creating narration that facilitates understanding of the text's premises.	

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Requirements to pass the course/assessment criteria	
In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		Score*
Method 1	**Final task.** Students, working in teams of 2-3, prepare a popular science version of an article (in multimedia form - e.g. as shorts or mini podcast of up to 10 minutes). The task is based on one article proposed by the teacher. It is possible to focus on more articles when preparing the task.	(26-50)
Method 2	**4 quizzes (each worth 5 points): checking the knowledge of the text assigned for class.** The texts will be indicated by the teacher.	(10-20)
Method 3	**Activity during classes.** Points for completing the tasks assigned during the classes and active in-class participation.	(15-30)

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.
Attendance

- Allowed Absence: One absence (equivalent to 2 teaching hours) is permitted.
- Make-Up Policy: Additional absences must be made up as directed by the course instructor.
- Exceptional Cases: In cases of prolonged hospital stays, the instructor may assign individualized course completion conditions, following university and faculty regulations.
- Minimum Attendance Requirement: Students must attend at least 5 sessions to meet the learning outcomes.

Final task

- Students may consult the instructor before submitting assignments to clarify requirements and expectations.

- Correction policy:

  - Passed assignments: Assignments that meet the passing criteria and are approved by the instructor cannot be corrected or resubmitted.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

- Failed assignments: Students may correct and resubmit a failed assignment once. The correction deadline will be set by the instructor and must be before the end of classes for the semester, in accordance with the teaching schedule approved by the Dean.

- Students working together in groups will receive identical grades. Students divide the work themselves and take responsibility for ensuring that the division is fair and meaningful. If one of the authors of the work is absent from class, the others are required to present the joint work. The person absent during the presentation of the project must excuse the absence, and the teacher may assign an additional credit assignment. If the teacher considers that the division of labor within the team is not equal, they may individually evaluate the contribution of each team member.

- The instructor will provide specific deadlines for all course assignments during the first session.

  - Assignments submitted up to 3 days late will be graded at a maximum of 60% of the available points.
  - Assignments submitted more than 5 days late will receive zero points, affecting the entire project team.

Criteria for Assessing the Final Task

1. Clear introduction to the topic (0-12 points)
   - Comprehensive and well-structured introduction.
   - Clearly defines the scope and relevance of the topic covered in the article.
2. Accurate method description (0-14 points)
   - Detailed and precise explanation of the research methods used.
   - Correct use of terminology and clear methodological overview.
3. Thorough presentation of research results (0-14 points)
   - Reliable and accurate presentation of key research findings.
   - Logical and well-supported interpretation of results.
4. Original contribution (0-10 points)
   - Thoughtful personal insights or connections to real-world applications.
   - Integration of relevant additional research or practical examples.

Quizzes

Passing Requirement: Students must correctly answer at least 50% of the questions related to the assigned text. Tests will consist of closed-ended questions evaluating comprehension and key concepts.

Class Participation and Activity

To obtain the points for completing the tasks assigned during the classes, students need to upload the results of their in-class work on Google Classroom. Additional activity points may be given for active involvement during the class meetings (e.g., active participation in discussions, asking additional questions, adding substantive comments, active group work).

Suspicion of plagiarism or reliance:

Works suspected of plagiarism (or dependence on others to complete assignments) receive zero points. Any suspected dependence on others or plagiarism shall be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list.

Lack of independence and plagiarism are understood as
1) submitting work that is not the result of an individual's or team's independent work;
2) submitting the same work in different subjects;
3) copying ideas, texts, or graphics from any source without proper citation.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Code of Conduct

- Active participation is crucial for course success. Group discussions and debates are integral to the learning process. Feedback should be offered respectfully and constructively. Students are expected to behave professionally and collegially.
- Devices and Distractions:
  - Turn off cell phones before entering the classroom.
  - Laptops are allowed for note-taking only. Any unrelated activities will disrupt the class and diminish the learning experience.
- Students should arrive on time to avoid disrupting the class. Late arrivals (more than 15 minutes after the start) should not enter the classroom.
- If a student misses a class, they are responsible for obtaining notes, handouts, and completing any unannounced quizzes.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:

Basic Group Work Skills

Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	1
Semester	Spring
ECTS points	3 ECTS
Total number of student work hours	75
Language of instruction:	English
Course coordinator	Sławomir Prusakowski MA sprusakowski@swps.edu.pl Office hours: On-line upon email request

Form of classes	Number of hours
Practical workshop	24

Form of classes	Teacher
Practical workshop	Michał Zawadzki, MA mzawadz5@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	**Practical workshop**	24	24
Student's independent work*	**Reading literature for classes**	51	25
	Completion of a group project		26
Total student workload			75

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcome

The code of the directional learning outcome	Course learning outcomes
PS1_W01 **PS1_W19**	– The student understands the possible applications of psychology and has the knowledge about group functioning, and the dynamics of its development in various areas of group activity. – The student knows and understands the issues related to the functioning of individual members and the leader within a group, understood as a social environment.
PS1_U01 **PS1_U09**	– The student describes and explains human behavior in the field of cooperation with others, group roles, and stages of team functioning. – The student can plan and organize teamwork, as well as collaborate with other group members in achieving goals.
PS1_K02 **PS1_K09**	– The student perceives and recognizes the importance of advanced psychological knowledge in solving problems arising in group functioning. – The student is prepared to adhere to the rules of professional ethics and to maintain a high standard of professional actions related to managing teamwork, as well as in situations of being a group member.

Program content and forms of classes

Practical workshop

Program content	Obligatory readings

Topics 1&2
The reality of groups and ABC of group dynamics
Defining groups/varieties of groups
  a) Dynamic group process
  b) Group norms and social roles
  c) Interpersonal relations
  d) Theories of group development
  e) Group dynamics-case studies and examples (business, etc.)
 	
Topic 3
Systemic thinking in the context of group and organization.
	Brown, R. & Pehrson, S. (2020). The Reality of Groups. In: R. Brown & S. Pehrson (eds.), *Group processes: dynamics within and between groups* (pp.1-14). Malden: Blackwell.
	Brown, R. & Pehrson, S. (2020). Group Formation and Other Elementary Group Processes. In: R. Brown & S. Pehrson (eds.), *Group processes: dynamics within and between groups* (pp.15-50). Malden: Blackwell.
	
	Brown, R. & Pehrson, S. (2020). The Effectiveness of Groups. In: R. Brown & S. Pehrson (eds.), *Group processes: dynamics within and between groups* (pp.124-160). Malden: Blackwell. (or other readings provided by the course instructor);

Topics 4&5 **Teams and teamwork** 1) Positive and negative aspects of the group work	Brown, R. & Pehrson, S. (2020). The Effectiveness of Groups. In: R. Brown & S. Pehrson (eds.), *Group processes: dynamics within and between groups* (pp.124-160). Malden: Blackwell. Popov, V., Brinkman, D., Biemans, J. A., Mulder, M.,

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

2) Effectiveness in groups: group productivity and associated challenges. 2) Team building and integration. 3) Group decision-making process. 3) Overcoming challenges related to teamwork (f.i. through the jigsaw technique). **Topic 6** **Team Roles at Work.**	Kuznetsov, A. & Noroozi, O. (2012). Multicultural student group work in higher education: An explorative case study on challenges as perceived by students. *International Journal of Intercultural Relations, 36, 2*, 302-317. additional reading: Williams, D. (2004). Improving race relations in higher education. The Jigsaw Classroom as a Missing Piece to the Puzzle. *Urban Education, 39, 3*, 316-344. Belbin, M. R. (2010). Emergence of a Team Role Language. In: M. R. Belbin (ed.), *Team Roles at Work*. Routledge. Belbin, M. R. (2010). Coherent and incoherent role profiles. In: M. R. Belbin (ed.), *Team Roles at Work*. Routledge. Belbin, M. R. (2010). A strategy for self-management. In: M. R. Belbin (ed.), *Team Roles at Work*. Routledge.
Topic 7 **Leadership styles in different social settings** (business, clinical, interpersonal, training, etc.) **Topic 8** **Facilitation – models, tools and techniques for effective group working**	Brown, R. & Pehrson, S. (2020). Leadership. In: R. Brown & S. Pehrson (eds.), *Group processes: dynamics within and between groups* (pp.100-115). Malden: Blackwell. Mann, Tony (2014) Facilitation – A Manual of Models, Tools and Techniques for Effective Group Working. RP Publishing House (or other readings provided by the course instructor);
Topic 9 **Difficult situations** – sources of difficult situations in working with groups, understanding, prevention, dealing with. **Topic 10** **Change** as natural force / group process. Attitudes / approaches in / to/ change. Dynamics of change. Different change management approaches & tools.	Chapter on Group in transitions, in: Corey G., Schnaider Corey, M. (2018), Groups: process and practice. Boston: Cengage Learning Heath Ch., Heath D. (2010). *Switch: How to Change Things When Change Is Hard*. New York: Broadway Books

Requirements to pass the course/assessment criteria	
In order to pass the subject, one must acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	**Points***

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Active participation in the class. Active participation means sharing ones' insights upon reading the required literature, participating in the tasks (incl. group project), discussions, presenting one's own or group's ideas on a given topic of the classes. **Presence in the class is obligatory.**	30-60
Entry Quizzes (based on readings)	21-40

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Credit Assignments:

These classes will be conducted in a workshop format, focusing on developing skills in teamwork and group collaboration.

Entry Quizzes:

Each class will begin with an entry quiz based on the assigned material. Each quiz consists of 10 multiple-choice questions, with only one correct answer per question. Each correct answer is worth 1 point, with a maximum of 40 points available throughout the course.
Students earn points through entry quizzes, which contribute to the final grade. Any points earned from the quizzes are sufficient to pass the quiz.

Attendance:

Students must attend all classes. Exceptional circumstances will be considered individually by the instructor.
Plagiarism or Academic Dishonesty:

Any suspicion of academic dishonesty or plagiarism will be reported to the Dean, who will investigate the matter and may refer it to the Rector and the disciplinary committee. A confirmed case of plagiarism may result in removal from the student list**.**
Code of Conduct

- Active participation is crucial for course success. Group discussions and debates are integral to the learning process. Feedback should be offered respectfully and constructively. Students are expected to behave professionally and collegially.
- Devices and Distractions:
  - Turn off cell phones before entering the classroom.
  - Laptops are allowed for note-taking only. Any unrelated activities will disrupt the class and diminish the learning experience.
- Students should arrive on time to avoid disrupting the class. Late arrivals (more than 15 minutes after the start) should not enter the classroom.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:	
Social Sciences and Humanities Lecture 1 Cultural and political discontents of modernity	
Academic year	2024/2025
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Selectable (refers to a course or subject that a student can choose from a selection of options offered by the faculty. In this context, students are free to select one subject from the list of courses prepared by the department. The courses available in the selectable offer relate to the learning outcomes described below, but they may vary in specific content and syllabus).
Mode of Study	Full-time
Year of Study	1
Semester	Spring
ECTS points	3 ECTS
Total number of student work hours	75
Language of instruction:	English
Course coordinator	Wojciech Ufel, PhD wufel@swps.edu.pl

Form of classes	Number of hours
Lecture	30

Form of classes	Teacher
Lecture	Wojciech Ufel, PhD wufel@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	Lecture	30	30
Student's independent work*	Test preparation	45	43
	Test participation		2
Total student workload			75

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Learning outcomes	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W23 **PS1_W24**	– The student knows and understands selected humanistic paradigms of knowledge about human beings.

Program content and forms of classes	
Lecture	
Program content	**Obligatory readings**
Brief course description: Modernity is a philosophical name that we describe as a specific way of thinking, one that highlights humane rational capacities and agency in (re)shaping the social and natural World around us. For many of us, living in modern times means living longer, more comfortably, with greater freedoms and ways to be happy. But this is only a part of the story, as the psychological, moral, social, and political burdens of modernity intertwine together creating a complex, multi-layered reality in which a sum of "good" deeds and "rational" acts turns on its head and, instead, bring sorrows and sufferings. Being able to critically reflect on modernity is a key competence for contemporary humans, allowing us to get a better understanding of our relations to nature, technology, and other people. The course will start with introducing key concepts of modernity, post-modernity, and their critiques, and will follow to discuss selected issues pertinent to our times: citizenship, identity, the Anthropocene, digital revolution.	
1 **Modernity – various definitions and concepts:** - *Comparison between pre-modern and modern societies* - *The features of modern society* - *Toward Post-Modern Society?*	A. Giddens, The Consequences of Modernity" Polity Press 1991, Chapter 1
2. **Modernity on endless trial** - *First critique of modernity: K. Marx, F. Nietzsche, and Z. Freud* - *M. Weber, E. Durkheim, G. Simmel*	A. Elliot and Ch. Lemert, Introduction to Contemporary Social Theory, Routledge 2014, Chapter 2
3 **Second debate on modernity: Totalitarianism and modernity** -Frankfurt School and the origin of fascism - E. Fromm: "Escape from Freedom"; T. Adorno and M. Horkheimer "Dialectics of Enlightenment" - H. Arendt - Banality of Evil	A. Elliot and Ch. Lemert, Introduction to Contemporary Social Theory, Routledge 2014, Chapter 3
4-5 **Late critiques of modernity:** *M. Foucualt – "Discipline and Punishment"* *P. Bourdieu – "Distinction"* *J. Habermas - "Communicative Reason"*	A. Elliot and Ch. Lemert, Introduction to Contemporary Social Theory, Routledge 2014, pp. 114-130, pp. 221-229, 348-358 L. Rasiński, L. Koczanowicz, Introduction. *Wittgenstein and demoratic politics*, in: Rasiński et al. (eds), "Wittgenstein and Democratic Politics Language, Dialogue and Political Forms of Life", Routledge, 2024.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

J. Derrida and the French philosophy of "Differance" *L. Wittgenstein and his linguistic turn* *Z. Bauman- "Liquid modernity"*	
6-7. **Modern struggles with rationality?** *Rational citizens in public and on the markets.* *Feminist and queer reminders of "the private" and "the political"* *Consumerism, precariat, and the psychological fragility of modern citizenship*	Introductory or indicated chapters from the selected supplementary literature: Brown, W. (2005) 'Neoliberalism and the End of Liberal Democracy' chapter 3 in: *Edgework*, Princeton University Press. Barber, B. R. (2008). *Con($)umed: how markets corrupt children, infantilize adults, and swallow citizens whole.* New York London: W.W. Norton & Company. Standing, G. (2011). *The precariat: the new dangerous class.* London, UK ; New York, NY: Bloomsbury. Srinivasan, A. (2022). *The right to sex.* London Oxford New York New Delhi Sydney: Bloomsbury Publishing.
8-11. **Philosophical problems of the Anthropocene** *the Ecomodern tragedy* *Capitalism and the planet* *Coloniality of being* *The postcolonial mind* *Utopias and dystopias of the future*	Introductory chapters from the selected supplementary literature Patel, R., & Moore, J. W. (2018). *A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet.* Fanon, F. (2008). *Black Skin, White Masks* (Revised edition; R. Philcox, Trans.). New York : Berkeley, Calif.: Grove Press.
12-14. **Digital modernity** *The extended mind hypothesis* *Platform and surveillance capitalism* *Social media, neurochallenge, and social relations* *AI*	Introductory chapters from the selected supplementary literature Srnicek, N. (2017). *Platform capitalism.* Cambridge, UK ; Malden, MA: Polity. Zuboff, S. (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power* (1st edition). New York: PublicAffairs.
15. Summary - on the highway to hypermodernity	Written test

Supplementary literature indicated by the course coordinator/lecturer at the Faculty:

Barber, B. R. (2008). *Con($)umed: how markets corrupt children, infantilize adults, and swallow citizens whole.* New York London: W.W. Norton & Company.

Fanon, F. (2008). *Black Skin, White Masks* (Revised edition; R. Philcox, Trans.). New York : Berkeley, Calif.: Grove Press.

Patel, R., & Moore, J. W. (2018). *A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet.*

Sedgwick, E. K. (2008). *Epistemology of the closet* (Updated with a new preface). Berkeley, Calif. London: University of California Press.

Spivak, G. C. (2003). Can the Subaltern Speak? *Die Philosophin*, 14(27), 42–58.

Srinivasan, A. (2022). *The right to sex.* London Oxford New York New Delhi Sydney: Bloomsbury Publishing.

Srnicek, N. (2017). *Platform capitalism.* Cambridge, UK ; Malden, MA: Polity.

Standing, G. (2011). *The precariat: the new dangerous class.* London, UK ; New York, NY: Bloomsbury.

Tolentino, J. (2019). *Trick mirror: reflections on self-delusion* (First edition). New York: Random House.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Zuboff, S. (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power* (1st edition). New York: PublicAffairs.

Requirements to pass the course/assessment criteria	
In order to pass the subject, one must acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
Written test with one open question covering the entire lecture, expecting a response to a brief essay on modernity generated by a Large Language Model-based app. 0-51 pts Accuracy of the understanding of the assignment 0-20 pts Appropriate reference to the lecture content 0-20 pts Appropriate reference to one of the obligatory readings 9 pts Style and correctness of language	51-100

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Credit Assignments

A test grade can be corrected only in the case of a failing grade. Each failing grade may be corrected once, and only the minimum score required for a passing grade can be obtained through correction.

Attendance Requirements

Attendance at lectures is not mandatory but is highly recommended. Attendance will not be formally monitored.

Plagiarism and Academic Misconduct:

Assignments suspected of plagiarism or academic dishonesty will receive zero points. Such cases will be reported to the Dean, who may refer them to the Rector and the Disciplinary Committee. Consequences may include expulsion from the student list. Plagiarism and misconduct definitions:
- Submitting work not produced independently by the student or assigned team.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

- Submitting the same work for different courses.
- Copying ideas, text, or graphics from any source without proper citation.

Code of Conduct

- Active participation is crucial for course success. Group discussions and debates are integral to the learning process. Feedback should be offered respectfully and constructively. Students are expected to behave professionally and collegially.
- Devices and Distractions:
    - Turn off cell phones before entering the classroom.
    - Laptops are allowed for note-taking only. Any unrelated activities will disrupt the class and diminish the learning experience.
- Students should arrive on time to avoid disrupting the class. Late arrivals (more than 15 minutes after the start) should not enter the classroom.
- If a student misses a class, they are responsible for obtaining notes, handouts, and completing any unannounced quizzes.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:	
Social Sciences and Humanities Lecture 2	
Philosophy and the question of good life	
Academic year	2024/2025
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Selectable (refers to a course or subject that a student can choose from a selection of options offered by the faculty. In this context, students are free to select one subject from the list of courses prepared by the department. The courses available in the selectable offer relate to the learning outcomes described below, but they may vary in specific content and syllabus).
Mode of Study	Full-time
Year of Study	1
Semester	Spring
ECTS points	3 ECTS
Total number of student work hours	75
Language of instruction:	English
Course coordinator	Wojciech Ufel, PhD wufel@swps.edu.pl

Form of classes	**Number of hours**
Lecture	30

Form of classes	**Teacher**
Lecture	Wojciech Ufel, PhD wufel@swps.edu.pl

	Form of classes		**Number of hours**
Number of contact hours	Lecture	30	30
Student's independent work*	Test preparation	45	43
	Test participation		2
Total student workload			75

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W23 **PS1_W24**	– The student knows and understands selected humanistic paradigms of knowledge about human beings.

Program content and forms of classes

Lecture	
Program content	**Obligatory readings**
Brief course description: The question "What is a good life?" has assisted humanity since the beginning of our recorded history. As rational - more or less - and social beings, we aim at exceeding (or rationalizing) our natural instincts and fine-tuning our evolutionary tools to be "better" beings, whatever this means. Over the thousands of years of our civilization's history, our understanding of the good life and its ethical dimensions have evolved, although perhaps not as rapidly as the World around us. This only renders the key question here ever more important. Being able to critically reflect on ethics, social norms, and contemporary challenges is a key competence for humans today, allowing us to get a better understanding of our relations to ourselves, nature, technology, and other people. The course will start with introducing key historical concepts of Western ethics and will follow to discuss selected issues pertinent to our times: fluid identities in late capitalism, the Anthropocene, and the digital revolution.	
1 **Philosophy as a way of life:** What is philosophy? Philosophy as a way of life. Philosophy and psychology: to approaches to happiness.	Julian Baggini, Antonia Macaro, Life, A User's Manual, Random House UK Ltd 2021 Luc Ferry, A Brief History of Thought. A Philosophical Guide to Living, Harper 2015, Chapter 1
2-3 **Ancient philosophy as a way of life:** The concept of love in Plato's philosophy. The concept of friendship in Aristotle's philosophy. Three ethical concepts: cynicism, epicureanism, stoicism.	Luc Ferry, A Brief History of Thought. A Philosophical Guide to Living, Harper 2015, Chapter 2
4 Christian and modern ethics: -Athens and Jerusalem: the two sources of Christianity - St. Augustine "love and do what you will" - Humanism - In search of human nature - Posthumanism	Luc Ferry, A Brief History of Thought. A Philosophical Guide to Living, Harper 2015, Chapter 3

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

5-7 Ethics for contemporary world: - Modernity and philosophy - Code ethics and departures from it - Immanuel Kant and the categorical imperative - utilitarianism - Friedrich Nietzsche: beyond compassion. A re-evaluation of all values -Karl Marx and social emancipation - Martin Heidegger: anxiety and fear - Ethics after the Holocaust: Emmanuel Levinas "face of the other" -Hannah Arendt "banality of evil"	Luc Ferry, A Brief History of Thought. A Philosophical Guide to Living, Harper 2015, Chapter 4, 5 and 6
8 Masters of Suspicion - why can't we trust our ethics?	Introductory chapters from the selected supplementary literature Dole, A. (2019). *Reframing the masters of suspicion: Marx, Nietzsche, and Freud* (First edition). London ; New York: Bloomsbury Academic.

9-10 Eco-modernism or Eco-tragedy? - the Anthropocene and a critique of XXI century utopianism	Introductory chapters from the selected supplementary literature
	    Johnson, I. (2020). *"Solarpunk" & the Pedagogical Value of Utopia. 23.*
	    Patel, R., & Moore, J. W. (2018). *A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet.*
	    Spivak, G. C. (2003). Can the Subaltern Speak? *Die Philosophin, 14*(27), 42–58.

11 Philosophy in search of good democracy – populist, radical, and deliberative answers	Introductory or indicated chapters from the selected supplementary literature
	    Habermas, J. (1994). Three Normative Models of Democracy. *Constellations, 1*(1), 1–10.
	    Laclau, E. (2005). *On Populist Reason.* Verso.
	    Mouffe, C. (1999). Deliberative Democracy or Agonistic Pluralism? *Social Research, 66*(3), 745–758.

12-13 Is capitalism making us happy or miserable?
Consumerism, precarization of work, post/neo/colonialism, and the good life of all beings
	Introductory chapters from the selected supplementary literature
	    Graeber, D. (2019). *Bullshit Jobs: The Rise of Pointless Work, and What We Can Do About It.* London.
	    Standing, G. (2011). *The precariat: the new dangerous class.* London, UK ; New York, NY: Bloomsbury.

14 Is digital life any good?	Introductory chapters from the selected supplementary literature Zuboff, S. (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power* (1st edition). New York: PublicAffairs.
15 Summary and final essay	

Supplementary literature indicated by the course coordinator/lecturer at the Faculty:

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Bastani, A. (2020). *Fully Automated Luxury Communism: A Manifesto* (p. 288). Verso Books.

Coetzee, J. M. (2004). *Elizabeth Costello*. London.

Dole, A. (2019). *Reframing the masters of suspicion: Marx, Nietzsche, and Freud* (First edition). London ; New York: Bloomsbury Academic.

Graeber, D. (2019). *Bullshit Jobs: The Rise of Pointless Work, and What We Can Do About It*. London.

Habermas, J. (1994). Three Normative Models of Democracy. *Constellations*, *1*(1), 1–10.

Johnson, I. (2020). *"Solarpunk" & the Pedagogical Value of Utopia*. *23*.

Laclau, E. (2005). *On Populist Reason*. Verso.

Mouffe, C. (1999). Deliberative Democracy or Agonistic Pluralism? *Social Research*, *66*(3), 745–758.

Patel, R., & Moore, J. W. (2018). *A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet*.

Spivak, G. C. (2003). Can the Subaltern Speak? *Die Philosophin*, *14*(27), 42–58.

Standing, G. (2011). *The precariat: the new dangerous class*. London, UK ; New York, NY: Bloomsbury.

Tolentino, J. (2019). *Trick mirror: reflections on self-delusion* (First edition). New York: Random House.

Zuboff, S. (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power* (1st edition). New York: PublicAffairs.

Requirements to pass the course/assessment criteria	
In order to pass the subject, one must acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
Written test with one open question covering the entire lecture, checking the understanding of contemporary ethical dilemmas, as well as differences and limitations in ethical standpoints 0-51 pts Accuracy of the understanding of the assignment 0-20 pts Appropriate reference to the lecture content 0-20 pts Appropriate reference to one of the obligatory readings 9 pts Style and correctness of language	51-100

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Credit Assignments

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A test grade can be corrected only in the case of a failing grade. Each failing grade may be corrected once, and only the minimum score required for a passing grade can be obtained through correction.

Attendance Requirements

Attendance at lectures is not mandatory but is highly recommended. Attendance will not be formally monitored.

Plagiarism and Academic Misconduct:

Assignments suspected of plagiarism or academic dishonesty will receive zero points. Such cases will be reported to the Dean, who may refer them to the Rector and the Disciplinary Committee. Consequences may include expulsion from the student list. Plagiarism and misconduct definitions:

- Submitting work not produced independently by the student or assigned team.
- Submitting the same work for different courses.
- Copying ideas, text, or graphics from any source without proper citation.

Code of Conduct

- Active participation is crucial for course success. Group discussions and debates are integral to the learning process. Feedback should be offered respectfully and constructively. Students are expected to behave professionally and collegially.
- Devices and Distractions:
  - Turn off cell phones before entering the classroom.
  - Laptops are allowed for note-taking only. Any unrelated activities will disrupt the class and diminish the learning experience.
- Students should arrive on time to avoid disrupting the class. Late arrivals (more than 15 minutes after the start) should not enter the classroom.
- If a student misses a class, they are responsible for obtaining notes, handouts, and completing any unannounced quizzes.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:

Foreign Language 2

Dzień i godzina zajęć		Course type	Obligatory
Number of contact hours	30	Mode of Study	Full-time
ECTS points Total student workload	3 75	Semester	Summer

Materials	
Coursebook	English for Psychology in Higher Education Studies Course Book with audio CDs Jane Short, Terry Phillips ISBN: 9781859644461
Extra materials	Quizlet to the course: https://quizlet.com/en-gb/features/garneteducation-english-for-psychology Materials provided by the instructor

Course learning outcomes
On successfully completing the module you will be able to... 1. Use language creatively and flexibly for a range of purposes and audiences. 2. Accurately employ a broad range of grammar patterns and vocabulary for effective oral and written communication. 3. Engage actively in discussion of psychological issues, showing awareness of the communicative needs of others 4. Engage in analytical and evaluative thinking in the discipline of psychology 5. Research and select psychology source materials effectively 6. Extract and synthesise key information from a range of written and spoken sources in the discipline of psychology 7. Take accurate and effective notes from written and spoken texts 8. Organise and present ideas orally and in writing within the framework of a structured and reasoned argument9. Use psychology source materials appropriately in your writing following conventions of Academic Honesty and avoiding plagiarism

Methods of verifying the learning outcomes		
Tests (Method 1)	Written Assignment (Method 2)	In class Activities and Participation (Method 3)
MID-TERM Test - during meeting 5 FINAL Test - during meeting 10 Score For each test: minimum 24 pts, maximum 40 pts. In case of not meeting the required minimum, students can retake the test once. The date will be established individually	In class Written Assignment - during meeting 14 Details will be provided during the class Score: minimum 6 pts, maximum 10 pts	Active participation Score: maximum 10 pts, no minimum requirement for this section

Requirements to pass the course/assessment criteria
In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:
00 - 50 - Unsatisfactory (2,0) 51 - 60 - Satisfactory (3,0) 61 - 70 - Satisfactory plus (3,5) 71 - 80 - Good (4,0) 81 - 90 - Good plus (4,5) 91 - 100 - Very good (5,0)

Program content and forms of classes	
Lp.	Contact Classes
1	UNIT 7
2	UNIT 6
3	UNIT 9
4	UNIT 10
5	**Review + MID- TERM TEST (units 6 -10)**
6	UNIT 11
7	UNIT 12

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

8	Pop Psychology and AI in Psychology
9	Reading a Scientific Article and Writing and Abstract to the Article
10	**Review + FINAL TEST (Units 11-12 + Additional Vocabulary presented during classes)**

Attendance:

Attendance at exercises/workshops is compulsory (§ 22, paragraphs 2 and 4 of the Study Regulations and § 9, paragraphs 3-5 of the Rules and Regulations at the Faculty of Psychology in Wroclaw). Unexcused absences are allowed for up to 2 meetings in the case of this course.
All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments. Absence from more than 5 of meetings will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for health reasons, students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

III SEMESTR

Name of the course:	
Personality psychology	
Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	2
Semester	Winter
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Agata Kołodziejczyk, Ph.D. akolodziejczyk3@swps.edu.pl

Form of classes	Number of hours
Lecture	30
Workshop	24

Form of classes	Teacher
Lecture	Agata Kołodziejczyk, Ph.D. akolodziejczyk3@swps.edu.pl
Workshop	Katarzyna Kulwicka, MA kulwicka@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	**Lecture**	54	30
	Workshop		24
Student's independent work*	**Reading literature for classes**	96	32
	Team project		32
	Exam preparation		30
	Exam participation		2

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Total student workload	150

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcome

The code of the directional learning outcome	Course learning outcomes
PS1_W13	- Student at an advanced level has knowledge of classic and contemporary personality theories. - Student at an advanced level knows and understands theoretical concepts of personality psychology and their role in explaining human behavior. - Student at an advanced level knows basic methods and research paradigms of personality psychology.
PS1_U1 PS1_U2 PS1_U4	- Student uses advanced terminology of personality psychology. - Student describes and explains human behavior, using knowledge in the field of personality psychology, can connect this knowledge with a research approach, and indicate practical implications.
PS1_K1 PS1_K2	- Student recognizes and acknowledges the importance of knowledge in the field of personality psychology in solving theoretical and practical problems. - Student uses the knowledge from the personality domain in a reflective and critical way.

Program content and forms of classes

Lecture

Program content	Obligatory readings
What is personality and how is it studied and assessed? - presenting a brief history of personality psychology - placing the personality psychology in science - what are some basic issues for understanding personality psychology (the unconscious, the Self ect). - putting personality in social, scientific and individual context - discussing varieties of personality measures and most popular measurement mistakes	Friedman HS, Schustack MW (2012). *Personality. Classic theories and modern research*. 5th Edition, Pearson.
Psychoanalytic aspects of personality - understanding Freud's concept of psychosexual development and structure of the mind - getting to know and understand basic defense mechanisms	

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

● discussing contributions and limitations of psychoanalysis to personality psychology	
Neo-analytic and Ego aspects - identity ● presenting views on personality established by neo-analytics (Jung, Adler, Horney, Klein, Erikson) ● understanding those new approaches to personality in history context ● discussing influence of those approaches on modern personality psychology	
Biological aspects of personality ● understanding gene effect on personality ● familiarizing with historic and modern biological approaches to personality ● getting to know most famous ways of biological testing for personality ● answering the question "nature or nurture?"	
Behaviorist and learning aspects of personality ● understanding classical conditioning in the context of personality ● origins and history of behaviorist approaches ● modern behaviorism and personality	
Cognitive and social-cognitive aspects of personality ● discussing most famous cognitive approaches like Personal Construct Theory, Locus of control approach and social-cognitive learning theory	
Trait aspects of personality ● discussing Gordon Allport's trait psychology and its impact on personality ● getting to know modern trait approach with an emphasis on the Big Five ● Types and Motives psychology	
Humanistic, existential and positive aspects of personality ● discussing impact of existentialists and humanistic thinkers on personality psychology (Fromm, Rogers, Maslow, positive psychology) ● implications of humanistic and existential approach to modern therapy	
Interactionist aspects of personality ● understanding Sullivan's approach to psychiatry ● role of motivations and goals in Murray's theories ● personality vs situation	
Application of personality psychology to individual differences: - **sex differences** - **stress adjustment and health** - **culture, religion and ethnicity**	

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

emotions	
- emotions	

Workshop	
Program content	**Obligatory readings**
Psychodynamic approach to personality.	Friedman HS, Schustack MW (2012). *Personality. Classic theories and modern research*. 5th Edition, Pearson.
Personality from the perspective of humanistic psychology. Motivational components of personality.	
Trait theories. Application and assessment of the trait approach to personality.	
Discrepancies in the self system and their regulatory significance.	
Cognitive approach to personality.	
Socio-cognitive approach to personality.	
Personality, stress and coping. Functional aspects of personality.	
Comparing the main personality theories	

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Requirements to pass the course/assessment criteria	
In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		Score*
Method 1	Written exam (in test form, covering the content of the entire lecture)	26-50
Method 2	1. Colloquium in the form of two pop quizzes - 20 points 2. Activity during classes – 10 points 3. Written assignment – 20 points Detailed information regarding final assignments will be provided during classes and will be posted at Google Classroom.	25-50

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

To pass the course, you need to score 51 points in total and obtaining the minimum number of points required to pass individual tasks.

Assessment tasks:

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Colloquium in the form of two pop quizzes - For each ticket you can receive max. 10 points (minimum pass for one entry is 6 points). You can only correct tickets that have not been accepted. One improvement is possible. If you do not receive your entry ticket on the first date, you can take one attempt at passing the exam.

Written assignment - Students work in teams of 2-4 people in accordance with the topic given by the instructor (The relationship between personality and a selected aspect of human functioning - A brief research review) and within the designated word limit. The development of a written work consists of two parts: 1) presentation of the assumptions for the written work in accordance with the designated presentation template (full teams present the assumptions for work in the classes indicated by the teacher); for presenting assumptions, the team receives 5 points (no presentation results in no scoring); 2) written work submitted by teams within the prescribed deadline (max. 15 points). In total, students receive max. 20 points, min. for passing this assignment is 12 points.

Evaluation criteria for the written assignment:
• Fulfillment of formal requirements - 0-2 point - The work fits within the 1500-word limit. Exceeding the limit up to 100 words results in 1 point, exceeding 100 words results in 0 points.
• Coherent and logical argumentation - 0-4 points - The main idea is clear to the reader, arguments are logically connected, and the cited literature is logically linked to the content of the work.
• Quality of presented scientific data and state of knowledge - 0-7 points - Authors correctly use psychological terminology, the work addresses the assigned topic. In the work, authors analyze facts related to personality psychology, research results, empirical data that are factually correct (i.e., accurately described and correct) and relate to issues within the scope of human personality.
• APA 7 standards - 0-2 - The work is formatted according to APA 7 standards.

Number of points to be gained during the entire course: a maximum of 100 points in total per semester, including:
- max. 50 points from the lecture
- max. 50 points from exercises

Correcting tasks:
The final assignment can be consulted with the person conducting the classes before submitting it. Assignments that met the passing criteria (were passed by the teacher) are not subject to correction.
Failed pop quizzes may be corrected only once (the deadline for correction is set by the person conducting the classes; the correction should take place by the end of classes in a given semester, in accordance with the schedule of classes approved by the Dean).

Deadlines for submitting final assignments::
The exact deadlines for submitting individual assignments will be indicated by the instructor during the first class.
A final assignment submitted within 3 days after the agreed deadline will be assessed at a maximum of 50% of the points possible to obtain for this assignment. For a task submitted more than 3 days after the deadline, the entire project team receives 0 points. A task that has been graded 0 points must be corrected within the time limit set by the instructor.

Exam format:
The exam consists of 25 single-choice test questions, for each correct answer you can get 2 points. (total 50 points). The lecturer reserves the right to change the form of the

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examination taking place on an individual or restored date (§32 section 5 and section 7 of the Study Regulations).

Attendance:

Attendance at classes is obligatory. Unexcused absences are allowed for a maximum of 2 meetings in the case of exercises.

All absences above this limit must be justified, e.g. by sick leave in case of illness. The person conducting the classes may designate a way to make up for the absence, e.g. giving an oral answer during a consultation or performing substitute tasks. Absence from more than 50% of meetings results in failing the course, regardless of the reason for the absence. In the event of long-term absence due to health reasons, students may apply for sick leave for a given semester (§17-18 of the Study Regulations).

Suspected plagiarism or lack of independence:

Works suspected of lack of independence or plagiarism receive zero points for the final assignment. Each case of suspected lack of independence or plagiarism is reported to the Dean, who explains the matter and may decide to forward the case to the Rector and the disciplinary committee. Determination of plagiarism may result in removal from the student list. Dependence and plagiarism are understood as: 1) reporting a solution that is not the result of independent work of a person or team; 2) reporting the same work in different subjects; 3) copying ideas, texts or graphics from any source without proper citation.

Work in groups:

For an assignment that requires group work: students working together in groups will receive identical grades. Students divide the work themselves and take responsibility for ensuring that this division is fair and reasonable.

Other information:

During classes, students should not use electronic devices, in particular laptops, tablets, phones, for purposes other than those indicated by the instructor (§9, section 6 of the Study Rules).

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:
Cognitive Psychology

Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	2
Semester	Winter
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Agata Sobków, PhD asobkow@swps.edu.pl

Form of classes	Number of hours
Lecture	30
Workshop	24

Form of classes	Teacher
Lecture	Agata Sobków (PhD) asobkow@swps.edu.pl
Workshop	Joanna Śmieja (MA, MSc) jsmieja@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	Lecture	54	30
	Workshop		24
Student's independent work*	Reading literature for classes	96	32
	Preparation of a group project (planning and report)		30
	Exam preparation		32
	Exam participation		2
Total student workload			150

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcome

The code of the directional learning outcome	Course learning outcomes
PS1_W12	– Student at an advanced level is familiar with the concepts of cognitive processes. – Student at an advanced level is knowledgeable about current theories related to cognitive processes. – Student at an advanced level has a strong understanding of research methods in the field of cognitive processes. – Student recognizes the connections between individual cognitive processes. – Student has an advanced understanding of the significance of cognitive processes for daily functioning in various situations.
PS1_U1 **PS1_U2** **PS1_U4**	– Student is able to formulate research problems in the field of cognitive psychology – Student describes, analyzes, and interprets human behavior using knowledge in the field of cognitive processes – Student uses terminology used in cognitive psychology
PS1_K3 **PS1_K5**	– Student reflectively and critically uses knowledge about cognitive processes and is aware of epistemological limitations of cognitive psychology – Student critically reflects on his/her own and the team's aims, as well as ways of achieving them

Program content and forms of classes

Lecture

Program content	Obligatory readings
Introduction to cognitive psychology ● The brief history of cognitive psychology ● Research methods in cognitive psychology	Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7th ed.). Boston: Cengage. ● pp. 1-33 (Chapter 1 - Introduction to Cognitive Psychology) ● pp. 55-70 (Chapter 2 - Studying Live Humans) Gillhooly, K., Lyddy, F., Pollock, F., & Buratti, S. (2022). *Cognitive Psychology.* McGraw Hill ● pp. 4-32 (Chapter 1 - Introduction) *Additional literature:* Schulte-Mecklenbeck, M., Johnson, J. G., Böckenholt, U., Goldstein, D. G., Russo, J. E., Sullivan, N. J., & Willemsen, M. C. (2017). Process-tracing methods in decision making: On growing up in the 70s. *Current*

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	Directions in Psychological Science, 26(5), 442–450. https://doi.org/10.1177/0963721417708229
Perception ● Modalities ● Stimulus thresholds ● Bottom-up and top-down processing ● Gestalt laws of perception ● Pattern recognition	Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7th ed.). Boston: Cengage. ● pp. 71-116 (Chapter 3 - Visual perception) Gillhooly, K., Lyddy, F., Pollock, F., & Buratti, S. (2022). *Cognitive Psychology.* McGraw Hill ● pp. 34-81 (Chapter 2 - Perception)
Attention ● Signal detection and vigilance ● Search ● Selective attention ● Divided attention ● Prominent theoretical models: Broadbent's, Treisman's, Kahneman's	Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7th ed.). Boston: Cengage. ● pp. 117-149 (Chapter 4 - Attention and Consciousness) Gillhooly, K., Lyddy, F., Pollock, F., & Buratti, S. (2022). *Cognitive Psychology.* McGraw Hill ● pp. 114-149 (Chapter 4 - Attention)
Memory ● Atkinson and Shiffrins's storage model ● Working memory (Cowan's and Baddeley's models) ● Episodic vs semantic memory ● Measurement of memory ● Factors improving memory ● Level of processing framework ● Amnesia and sins of memory	Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7th ed.). Boston: Cengage. ● pp. 159-244 (Chapters 5 & 6 - Memory) Gillhooly, K., Lyddy, F., Pollock, F., & Buratti, S. (2022). *Cognitive Psychology.* McGraw Hill ● pp. 176-217 (Chapter 6 - Sensory, Short-term and Working Memory) ● pp. 218-257 (Chapter 7 - Long-Term Memory) ● pp. 258-293 (Chapter 8 - Learning and Forgetting)
Mental representations ● Imagery debate (Kosslyn vs Pylyshyn) ● Dual-coding (Paivio) ● Concepts (common features approach vs prototype approach vs exemplar approach) ● Grounded (embodied) approach	Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7 ed.). Boston: Cengage. Pp. 269-318 ● pp. 245-290 (Chapter 7 - Mental Images and Propositions) ● pp. 291-328 (Chapter 8 - Organization of Knowledge in the Mind) Gillhooly, K., Lyddy, F., Pollock, F., & Buratti, S. (2022). *Cognitive Psychology.* McGraw Hill ● pp. 294-323 (Chapter 9 - Concepts and Imagery)
Numerical cognition ● Triple code model, number sense ● Math anxiety	Dehaene, S. (1992). Varieties of numerical abilities. *Cognition, 44*(1-2), 1-42. Merkley, R., & Ansari, D. (2016). Why numerical symbols count in the development of mathematical skills: Evidence from brain and behavior. *Current Opinion in Behavioral Sciences, 10*, 14–20. https://doi.org/10.1016/j.cobeha.2016.04.006 Suárez-Pellicioni, M., Núñez-Peña, M. I., & Colomé, À.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	(2016). Math anxiety: A review of its cognitive consequences, psychophysiological correlates, and brain bases. *Cognitive, Affective & Behavioral Neuroscience, 16*(1), 3–22. https://doi.org/10.3758/s13415-015-0370-7 https://www.oecd.org/pisa
Dual processing ● Implicit vs explicit cognition ● Deductive vs inductive reasoning ● Expertise ● Cognitive reflection ● Problem solving ● Insight and creativity	Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7th ed.). Boston: Cengage. ● pp. 143-157 (Chapter 4 - Attention and consciousness) ● pp. 399-438 (Problem solving and creativity) ● pp. 439-478. (Decision making and reasoning) Gillhooly, K., Lyddy, F., Pollock, F., & Buratti, S. (2022). *Cognitive Psychology*. McGraw Hill ● pp. 150-175 (Chapter 5 - Consciousness) ● pp. 422-466 (Chapter 12 - Problem solving) ● pp. 508-547 (Chapter 14 - Reasoning) Kahneman, D. (2011). *Thinking, Fast and Slow*. Penguin Books ● Chapter 1: Characters of a story (pp. 19-30) ● Chapter 3: The lazy controller (pp. 39-49) Kahneman, D., & Klein, G. (2009). Conditions for intuitive expertise: a failure to disagree. *American Psychologist, 64*(6), 515-526. *Additional literature:* Zielonka, P., Szymanek, K., Dzik, B., Jakieła, S., & Białek, M. (2024). The history of dual-process thinking. *Orbis Idearum, 12*(1), 11-51

Rationality and decision making
● Classical Decision Theory
● Prospect Theory
● Heuristics and biases
	Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7th ed.). Boston: Cengage.
	● pp. 439-478. (Decision making and reasoning)
	
	Gillhooly, K., Lyddy, F., Pollock, F., & Buratti, S. (2022). *Cognitive Psychology*. McGraw Hill
	● pp. 466-507 (Chapter 13 - Decision Making)
	
	Kahneman, D. (2011). *Thinking, Fast and Slow*. Penguin Books
	● Chapter 9 - Answering an easier question
	● Part II - Heuristics and biases
	  ○ The law of small numbers
	  ○ Anchors
	  ○ The science of availability
	  ○ Availability, emotion, and risk
	  ○ Tom W's specialty
	  ○ Linda : less is more

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	○ Causes trump statistics ○ Regression to the mean *Additional literature:* Gigerenzer, G., Todd, P., & the ABC Research Group. (1999). *Simple Heuristics that make us smart.* Oxford University Press ● Chapter 16: What We Have Learned (So Far) pp. 357-367 Tversky, A., & Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases: Biases in judgments reveal some heuristics of thinking under uncertainty. *Science, 185*(4157), 1124-113̇1. Kahneman, D., & Tversky, A. (1984). Choices, values, and frames. *American Psychologist*, *39*(4), 341-350.

Improving cognition
● Problem-centred vs person-centered interventions
● Decision aids, mnemonics, nudges
● Artificial Intelligence
● Cognitive training
● Developing expertise
	Peters, E. (2020). *Innumeracy in the wild: Misunderstanding and misusing numbers.* Oxford University Press.
	    ● Chapter 15 - Evidence-Based Information Matters (pp. 189- 195)
	    ● Chapter 16 - Provide Numbers but Reduce Cognitive Effort (pp. 196-214)
	    ● Chapter 18 - Training Numeracy (pp. 239-256)
	
	Gillhooly, K., Lyddy, F., Pollock, F., & Buratti, S. (2022). *Cognitive Psychology.* McGraw Hill
	    ● Video games (p. 127)
	
	Gigerenzer, G., (2024). Psychological AI: Designing Algorithms Informed by Human Psychology. *Perspectives on Psychological Science, 1*9(5), 839-848
	
	Ericsson, K. A., & Charness, N. (1994). Expert performance: Its structure and acquisition. *American Psychologist, 49*(8), 725–747.
	
	Simons, D. J., Boot, W. R., Charness, N., Gathercole, S. E., Chabris, C. F., Hambrick, D. Z., & Stine-Morrow, E. A. (2016). Do "brain-training" programs work?. *Psychological Science in the Public Interest, 17*(3), 103-186.
	
	Additional literature:
	    ● Garcia-Retamero, R., & Cokely, E. T. (2013). Communicating health risks with visual aids. *Current Directions in Psychological Science, 22,* 392–399.
	    ● Morewedge, C. K., Yoon, H., Scopelliti, I., Symborski, C. W., Korris, J. H., & Kassam, K. S. (2015). Debiasing decisions: Improved decision making with a single training intervention. *Policy Insights from the Behavioral and Brain Sciences, 2*(1), 129-140.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	● Ericsson, A., & Pool, K. (2017). *Peak: How To Master Almost Everything*. Random House ● Gigerenzer, G. (2022). *How to stay smart in a smart world: Why human intelligence still beats algorithms*. MIT Press.

Workshop	
Program content	**Obligatory readings**
Cognitive psychology – what is the scope of interest? How does cognitive psychology differ from other fields of psychology?	Sternberg, R. J., & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Boston: Cengage. Pp. 1-40
Perception	Sternberg, R. J., & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Boston: Cengage. Pp. 84-134
Attention	Sternberg, R. J., & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Boston: Cengage. Pp. 135-184
Types of memory	Sternberg, R. J., & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Boston: Cengage. Pp. 185-268
Thinking and problem-solving	Sternberg, R. J., & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Boston: Cengage. Pp. 442-486
Mental representations and concepts	Sternberg, R. J., & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Boston: Cengage. Pp. 319-358
Decision making and reasoning	Sternberg, R. J., & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Boston: Cengage. Pp. 487-529
Cultural differences in cognitive processing	Norezayan, A., & Nisbett, R. (2000). Culture and causal cognition. *Current Directions in Psychological Science, 9*(4), 132-135 Bialek, M., (2023). Why Should We Study the Foreign Language Effect: Debiasing through Affecting Metacognition? *Journal of Intelligence*, *11*(6), 103. doi.org/10.3390/jintelligence11060103 *Additional literature:* Nisbett, R. (2004). *The Geography of Thought: How Asians and Westerners Think Differently…and Why*. Simon and Schuster
Cognitive psychopathology	Kalat, James W. (2005). *Biological psychology*. Boston: Cengage Learning. Pp. 404-410. Sternberg, R. J., & Sternberg, K. (2012). *Cognitive psychology* (6th ed.). Boston: Cengage. Pp. 217-225
Applications of cognitive psychology	Literature independently searched by students as part of the assignment
Project's consultations	Students should bring project drafts to the class.

Requirements to pass the course/assessment criteria	
In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0) Good plus (4,5)	91 to 100 points 81 to 90 points

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		Score*
Method 1	The test consists of: • Four open-ended questions (up to 5 points each) • 20 multiple-choice questions (each with four options, only one of which is correct) - each correct answer is worth 1 point. The test assesses the knowledge covered in the lectures and the assigned literature The lecturer reserves the right to change the form of the exam held on an individual or rescheduled date (§32, sections 5 and 7 of the Study Regulations).	21-40
Method 2	Written research report (group project) "Research project using the selected paradigm from the field of cognitive psychology"	10-20
Method 3	Group presentation (group project) "Applications of cognitive psychology"	7,5 - 15
Method 4	Short unannounced essay question quizzes	8 - 16
Method 5	Active participation in class	max 9

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

Credit assignments

1. **Revising assignments (workshop):**
   a. **Written research report (group project)**
      i. Students prepare research report in teams of 3-4 people
      ii. Main topic: Research project using the selected paradigm from the field of cognitive psychology
      iii. Words limit: 1000 - 1500 words (excluding the title page and reference list) - an obligatory condition.
      iv. Report evaluation criteria:
         1. Content of the assignment - 11 points,
            a. Presentation of the selected paradigm (3 points),
            b. Research question (based on the literature review and innovative) (2 points),
            c. Theoretical background (presentation of the concept, theory that may explain the phenomenon included in the research question) (3 points),
            d. A clear description of the study's procedure (1 point),
            e. Appropriate application of the selected paradigm in the research project (2 points).

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

2. The formal aspects of the report - 9 points
    a. Title page - the presence and correctness (1 point),
    b. Literature references (according to APA) - the presence of and correctness (2 points),
    c. References list (according to APA) - the presence, correctness, and compatibility with references in the text (2 points),
    d. Use of at least three scientific sources (1 point),
    e. Including at least one scientific study and description of its conclusions (2 points),
    f. Language correctness (1 point).
    v. It is impossible to re-submit and correct the assignment after receiving the grade. During the course, each group should consult the drafts of reports before the final submission.

b. **Group presentations (group projects):**
    i. Main topic: the application of cognitive psychology in professional practice.
    ii. The presentation should include:
        1. information about basic cognitive processes selected by the group,
        2. example(s) of their practical application,
        3. references list,
        4. An additional advantage will be the justification for choosing the selected topic.
    iii. The project is a group task (3-4 people). Everyone in the group should be responsible for presenting part of the presentation.
    iv. The presentations should last from 13 to 15 minutes. Each group will be asked to pose 1 question to one other group.
    v. The presentation and the answers to the questions will be assessed according to the following criteria:
        1. Substantive accuracy (accuracy of the presented cognitive processes, appropriate matching of application examples, justification of the selected topic) - 7 points;
        2. Formal precision of project execution (linguistic and terminological correctness, adherence to APA standards) - 2 points;
        3. Presentation of part of the material (evaluated separately for each team member) - 3 points;
        4. Staying within the time limits (12 - 15 minutes) - 1 point;
        5. Asking questions to another group - 1 point;
        6. Answering questions from students/instructor - 1 point.

c. **Short essay questions quizzes:**
    i. There will be four quizzes worth 4 points each during the course. The purpose of this form is to check students' preparation for classes. Quizzes questions will relate to literature indicated in the syllabus for a particular class. Quizzes are written in a pencil-and-paper format and **unannounced**. Students can re-take one quiz during the semester, according to their choice. It is not possible to re-take other quizzes. Students who will be late or absent from the class in which the quiz was held can pass it orally during one of the monthly consultations.

2. **Deadlines for submitting credit assignments (workshop):**
    a. Detailed information on the deadlines for submitting assignments will be provided during the workshops and posted on Google Classroom.

3. **Attendance (workshop):**

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

a) Two absences (justified or unjustified) from classes are allowed. If this number is exceeded, students must pass literature from all classes they were absent from. Absences are passed orally during monthly consultations. In the case of a justified long-term absence (e.g., a student's stay in the hospital), the instructor (in consultation with the module coordinator) may set individual conditions for passing.

b) During classes, students can earn points for active participation in discussions (max 7 points). After each meeting, the lecturer awards points to students who participated in the discussion (e.g., asked questions, answered questions, and showed reflective and critical usage of knowledge about cognitive processes).

c) In addition, students present in 100% of the classes will receive a maximum of 2 points.

d) Attendance at workshops is obligatory (see point a) above). Attendance during the lecture is highly recommended; however, it will not be checked.

e) **Students should come to the class on time.** It disrupts the class discussion, the lecturer, and other students to walk into class late. Thus, students who arrive 15 minutes after the beginning of class should not enter. If you are absent from class, it is your responsibility to get notes and handouts, pass unannounced quizzes, etc.

4. Suspicion of plagiarism or reliance: In case of suspicion of plagiarism in any of the assignments, students from a given team receive 0 points for this assignment.

5. Group work: This course has two group assignments. Each member of the group should actively participate in preparing the final assignment. In the case of the group presentation, each group member is responsible for presenting the part and will be evaluated separately. The purpose of group work is to practice teamwork skills and critically reflect on the team's aims and ways of achieving them.

6. Other information:

- A **good command of English** is required.
- Students are required **to comply with the Study Regulations and Study Rules at the Faculty of Psychology in Wroclaw**. During the classes, rules of earnest cooperation and respect for each other apply. Students who do not comply with these rules will face statutory consequences, starting with being removed from class (which equals absence), leading to the initiation of the Disciplinary Committee procedure.
- **Etiquette:** The quality of this course largely depends on your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills (including language skills) and learn. Therefore, criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.
- **E-Etiquette and Netiquette:** We are all expected to show common courtesy and turn off our cell phones when we arrive (or, ideally, just before arriving) at class. Bring a laptop if it helps you take notes. Any non-class-related computer activity will serve as a distraction and undermine our experience.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:	
Methodology and Statistics: Introduction	
Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	2
Semester	Winter
ECTS points	8 ECTS
Total number of student work hours	200
Language of instruction:	English
Course coordinator	dr hab. Jakub Traczyk, prof. Uniwersytetu SWPS jtraczyk@swps.edu.pl

Form of classes	Number of hours
Lecture	30
Workshop	24

Form of classes	Lecturer/Instructor
Lecture	Dominic Willmott, PhD dwillmott@swps.edu.pl
Workshop	Supratik Mondal, MA smondal@st.swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	**Lecture**	54	30
	Workshop		24
Student's independent work*	**Reading literature for classes**	146	30
	Preparing for quizzes/tests		10
	Completion of assignment tasks		52
	Exam preparation		52
	Exam participation		2

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Total student workload	200

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcome

The code of the directional learning outcome	Course learning outcomes
PS1_W20 **PS1_W21**	– The student has advanced knowledge of key concepts in the methodology of experimental and correlational research and is knowledgeable about research methods and designs in psychology. – The student has an advanced understanding of key issues in descriptive and inferential statistics. – The student understands the interdependencies between methodological requirements and ethical demands in conducting research.
PS1_U2	– The student is capable of statistically analyzing the results of simple experimental and correlational studies. – The student is proficient in using a selected statistical software package.
PS1_K9	– The student is aware of the limitations associated with relying on empirical sources of knowledge. – The student is convinced of the necessity to adhere to ethical principles in scientific research.

Module content and forms of classes

Lecture

Module content	Obligatory reading
Psychology as an empirical science - introduction to research methods. What is the difference between common sense and scientific knowledge? Why do we need scientific methodology and statistics in psychology?	Coolican, H. (2018). Research methods and statistics in psychology (7th Edition). Routledge. Chapter 1
Research design. How do we design interesting and GOOD scientific projects?	Coolican, H. (2018). Research methods and statistics in psychology (8th Edition). Routledge. Chapters 1, 2 & 9
Population, sample, and sampling procedures. How do we select people for scientific projects?	Coolican, H. (2018). Research methods and statistics in psychology (7th Edition). Routledge. Chapter 2

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Experiments: design and validity. What is a well-designed experiment? What is validity?	Coolican, H. (2018). Research methods and statistics in psychology (7ᵗʰ Edition). Routledge. Chapters 3 & 4
Beyond experimental studies (correlational and quasi-experimental design, qualitative methods). Why are experiments not always the best option? What are the challenges and benefits of other research approaches?	Coolican, H. (2018). Research methods and statistics in psychology (7ᵗʰ Edition). Routledge. Chapters 5, 6, 7 & 8
First steps in statistics – descriptive statistics and data visualization. How can we understand and describe data? How to present the results?	Coolican, H. (2018). Research methods and statistics in psychology (7ᵗʰ Edition). Routledge. Chapters 13, 14 & 15
Normal distribution and standardized scores. Why are statisticians so obsessed with normal distributions?	Coolican, H. (2018). Research methods and statistics in psychology (7ᵗʰ Edition). Routledge. Chapter 13
What is statistical significance? - basics of inferential statistics and hypothesis testing. What is the meaning of the mysterious *p-value*?	Coolican, H. (2018). Research methods and statistics in psychology (7ᵗʰ Edition). Routledge. Chapter 16
Correlation coefficients. What can we learn from the Pearson correlation coefficient? And when it cannot be trusted?	Coolican, H. (2018). Research methods and statistics in psychology (7ᵗʰ Edition). Routledge. Chapter 19
T-tests. Statistical power and Type I and II errors in statistics. Who is the most famous Student in the history of statistics? Is it possible to be wrong while using statistics in the right way?	Coolican, H. (2018). Research methods and statistics in psychology (7ᵗʰ Edition). Routledge. Chapter 17
Introduction to linear regression. How to predict the future (and explain the presence) without a magic glass ball?	Coolican, H. (2018). Research methods and statistics in psychology (7ᵗʰ Edition). Routledge. Chapter 20
Ethics in psychological research. Why could some important studies from psychology's history never be repeated today?	Coolican, H. (2018). Research methods and statistics in psychology (7ᵗʰ Edition). Routledge. Chapter 11

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Workshop	
Program content	**Obligatory readings**
Measurement in psychology	Field, A., Miles, J., & Field, Z. (2012). Discovering statistics using R. SAGE Publications. Chapter 1
Basic data operations and data transformations	YaRrr! The Pirate's Guide to R https://bookdown.org/ndphillips/YaRrr/ Chapter 6
Descriptive statistics and their interpretation	YaRrr! The Pirate's Guide to R https://bookdown.org/ndphillips/YaRrr/
Introduction to statistical inference	Improving Your Statistical Inferences https://lakens.github.io/statistical_inferences/01-pvalue.html Chapter 1
Tests of differences between means	YaRrr! The Pirate's Guide to R https://bookdown.org/ndphillips/YaRrr/ Chapter 13
Correlation and contingency coefficients	YaRrr! The Pirate's Guide to R https://bookdown.org/ndphillips/YaRrr/ Chapter 13
Introduction to linear regression	YaRrr! The Pirate's Guide to R https://bookdown.org/ndphillips/YaRrr/ Chapter 15
Data visualization	An Introduction to ggplot2 https://bookdown.org/ozancanozdemir/introduction-to-ggplot2/
Significance, test power, and effect size	Lakens, D. (2022). Sample size justification. Collabra: Psychology, 8(1), 33267.
Open science	Crüwell, S., van Doorn, J., Etz, A., Makel, M. C., Moshontz, H., Niebaum, J. C., Orben, A., Parsons, S., & Schulte-Mecklenbeck, M. (2019). Seven easy steps to open science: An annotated reading list. Zeitschrift für Psychologie, 227(4), 237–248
Power analysis and sample size justification	Lakens, D. (2022). Sample size justification. Collabra: Psychology, 8(1), 33267.
Replications and reproducibility	Crüwell, S., van Doorn, J., Etz, A., Makel, M. C., Moshontz, H., Niebaum, J. C., Orben, A., Parsons, S., & Schulte-Mecklenbeck, M. (2019). Seven easy steps to open science: An annotated reading list. Zeitschrift für Psychologie, 227(4), 237–248

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Requirements to pass the course/assessment criteria

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		Score*
Method 1	Test exam (20 questions; multiple choice test)	21-40
Method 2	Homework assignment 1, involving the analysis and description of the results of a correlational study in accordance with APA standards. The evaluation criteria include correctly conducting the analyses, providing a clear description of the results in accordance with APA standards, and creating appropriate visualizations of the results. The deadline for submitting the homework assignment will be determined by the instructor.	10-20
Method 3	Homework assignment 2, involving the analysis and description of the results of an experimental study (testing differences between means) in accordance with APA standards. The evaluation criteria include correctly conducting the analyses, providing a clear description of the results in accordance with APA standards, and creating appropriate visualizations of the results. The deadline for submitting the homework assignment will be determined by the instructor.	10-20
Method 4	Colloquium (performing analyses in a statistical package, interpreting and reporting results in APA standards)	10-20

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

Credit assignments

1. **Revising assignments:**
   Credit assignments can be consulted with the instructor before submission. Assignments that have met the passing criteria (have been passed by the instructor) are not subject to correction.

   A colloquium that has not been passed can be corrected only once (the date of correction is set by the instructor; the correction should take place by the end of classes in a given semester, in accordance with the teaching schedule approved by the Dean).

2. **Deadlines for submitting credit assignments:**

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

The exact deadlines for turning in individual credit assignments will be indicated by the instructor during the first class.

A credit assignment turned in by 5 days after the established deadline will be graded at a maximum 50% points possible for that assignment. For an assignment turned in more than 10 days after the deadline, the student will receive 0 points.

3. **Form of exam:**
Lecturers reserve the right to change the form of an exam held on an individual or reinstated date (§32 section 5 and 7 of the Study Regulations).

Attendance:
Attendance at exercises/workshops is compulsory. Unexcused absences are allowed for up to 2 meetings in the case of exercises.
All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments. Absence from more than 50% of meetings will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for health reasons, students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

Suspicion of plagiarism or reliance:
Works suspected of plagiarism (or dependence on others to complete assignments) receive zero points.
Any suspected dependence on others or plagiarism shall be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list.
Lack of independence and plagiarism are understood as 1) submitting a work that is not the result of an individual's or team's independent work; 2) submitting the same work in different subjects; 3) copying ideas, texts, or graphics from any source without proper citation.

Other information:
Students are required to comply with the Study Regulations and Study Rules at the Faculty of Psychology in Wroclaw. During the classes, rules of earnest cooperation and respect for each other apply. Students who do not comply with these rules will face statutory consequences, starting with being removed from class (which equals absence), leading to the initiation of the Disciplinary Committee procedure.

Etiquette: The quality of this course depends in large part upon your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills and learn. Therefore criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.

e-Etiquette and Netiquette: We are all expected to show common courtesy and turn off our cell phones when we arrive (or, ideally, just prior to arriving) at class. You may bring a

laptop if it helps you to take notes. Any non-class related computer activity will serve as a distraction, and it will undermine our experience.

Class attendance: attendance at workshops is obligatory. Attendance during the lecture is advised; however, it will not be checked.

Students should come to the class on time. It is disruptive to the class discussion, the lecturer, and other students to walk into class late. Thus, students who come 15 minutes after the beginning of class should not enter. If you are absent from class, it is your responsibility to get notes, handouts, pass unannounced quizzes, etc.

During classes conducted remotely, students must have a camera on (§9, section 7 of the Study Regulations).

During classes, students should not use electronic devices, especially laptops, tablets, and phones, for purposes other than those indicated by the instructor (§9, section 6 of the Study Regulations).

Name of the course:	
Applications of psychology	
Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	2
Semester	Winter
ECTS points	3 ECTS
Total number of student work hours	75
Language of instruction:	English
Course coordinator	Sławomir Prusakowski, MA sprusakowski@swps.edu.pl

Form of classes	Number of hours
e-learning	12

Form of classes	Teacher
e-learning	Michał Zawadzki, MA mzawadz5@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	**e-learning**	12	12
Student's independent work*	**Reading literature for classes**	63	43
	Preparing to perform tasks on the platform e-learning platform		20
Total student workload			75

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Learning outcome	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W4 **PS1_W8**	– In an advanced degree, the student is knowledgeable about the potential applications of psychology and understands the specifics of a psychologist's work in various areas and specialties. They know what kind of development paths lead to obtaining the necessary qualifications or competencies for professionals working in specific areas. – The student is aware of the professional challenges that representatives of various psychological specialties face in their work.
PS1_U8	– The student is able to plan his/her work; and can manage his own working time
PS1_K8	– The student is able to identify situations in which the knowledge and skills of a psychologist specializing in a particular field can be helpful in solving problems. – The student is able to identify opportunities for professional development and make use of them in building their competence profile.

Program content and forms of classes	
E-learning	
Program content	**Obligatory readings**
– Introduction to applied psychology. Careers in psychology.	– Super, C. M., Super, D. E., & Camenson, B. (2001). Opportunities in Psychology Careers: Vol. Rev. ed. revised by Blythe Camenson. McGraw-Hill Professional.Chapter 1 (1-4, 9-15) and Chapter 2 (16-50). – Readings placed by the instructor on the e-learning platform.
– Clinical and counselling psychology	– Bayne, R. & Horton, I. (2003). Applied Psychology : Current Issues and New Directions. SAGE Publications Ltd. Chapter 1 (3-6) and Chapter 4 – Readings placed by the instructor on the e-learning platform.
– Industrial and organizational psychology / Business psychology	– Kuther, T. L., & Morgan, R., D. (2010). Careers in Psychology : Opportunities in a Changing World. SAGE Publications, Inc.Chapter 9 – Readings placed by the instructor on the e-learning platform.
– Psychology of negotiation and mediation	– Gelfand, M., Fulmer, A. & Severance, L. (2010). The Psychology of Negotiation and Mediation. In: Zececk, S. (Eds.), APA Handbook of industrial and

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	organizational psychology (pp.495-554). American Psychological Association. – Readings placed by the instructor on the e-learning platform.
– Child and adolescent psychology / Educational psychology	– Kuther, T. L., & Morgan, R., D. (2010). Careers in Psychology : Opportunities in a Changing World. SAGE Publications, Inc.Chapter 4 – Readings placed by the instructor on the e-learning platform.
– Sport psychology – Forensic psychology	– Kuther, T. L., & Morgan, R., D. (2010). Careers in Psychology : Opportunities in a Changing World. SAGE Publications, Inc.Chapters 5 & 7 – Readings placed by the instructor on the e-learning platform.
– Special topic in the applications of psychology - Acceptance and Commitment therapy	– Harris, R. (2006.) Embracing Your Demons: An Overview of Acceptance and Commitment Therapy. Psychotherapy in Australia, 12, 2-8. – Hayes, S. C. (2004). Acceptance and Commitment Therapy, Relational Frame Theory, and the third wave of behavioral and cognitive therapies. Behavior Therapy, 35, 639-665. doi: 10.1016/S0005-7894(04)80013-3.

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Requirements to pass the course/assessment criteria

In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:

Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		Score*
Method 1	E-learning activities - reading the literature (excerpts, chapters from the books and research publications), assigned to each area of psychology included in the course, illustrating the specifics of a psychologist's work, professional challenges and development paths within that area of application of psychology. Passing the test, based on the resources assigned to the area.	40-80
Method 2	Comprehensive test consisting of questions related to all areas of application of psychology, that were part of the course.	11-20

* Obtaining the minimum score given in the table is a condition for passing the task.

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Detailed requirements to pass the course:

Credit assignments

1. **Revising assignments:**

Credit assignments can be consulted with the instructor before submission. Assignments that have met the passing criteria (have been passed by the instructor) are not subject to correction.

2. **Deadlines for submitting credit assignments:**

Students have to finish work by January 19, 2025.

Suspicion of plagiarism or reliance:

Works suspected of plagiarism (or dependence on others to complete assignments) receive zero points.

Any suspected dependence on others or plagiarism shall be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list.

Lack of independence and plagiarism are understood as 1) submitting a work that is not the result of an individual's or team's independent work; 2) submitting the same work in different subjects; 3) copying ideas, texts, or graphics from any source without proper citation.

Group work:

This subject assumes individual work.

Other information:

Organization of the course: This is an elearning course, which means that students work independently reading the materials and completing the activities that are prepared by the instructor on the e-learning platform. All activities / tests / quizzes / readings are available on the E-earning platform. There are no meetings in the classroom for this course. There will be an organizational meeting held online arranged by the instructor at the beginning of the semester.

Name of the course:	
Psychological Essay: Individual Project	
Academic Year	2024-25
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	elective (refers to a course or subject that a student can choose from a selection of options offered by the faculty. In this context, students are free to select one subject from the list of courses prepared by the department. The courses available in the elective offer relate to the learning outcomes described below, but they may vary in specific content and syllabus)
Mode of Study	Full-time
Year of Study	2
Semester	Winter
ECTS points	4 ECTS
Total number of student work hours	100
Language of instruction:	English
Course coordinator	dr Aleksandra Porada aporada@swps.edu.pl

Form of classes	Number of hours
Workshop	6
Project	12

Form of classes	Teacher
Workshop	mgr Agnieszka Bruździak-Kopczyk abruzdziak-kopczyk@swps.edu.pl
Project	mgr Agnieszka Bruździak-Kopczyk abruzdziak-kopczyk@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	**Workshop**	18	6
	Project		12

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Student's independent work*	**Reading literature for classes**	82	20
	Homeworks		10
	Individual search and analysis of literature in order to prepare an essay		50
Total student workload			100

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W27	– The student distinguishes psychological knowledge based on empirical evidence from common knowledge.
PS1_U1 **PS1_U5** **PS1_U8**	– The student describes and explains human behavior, using advanced knowledge from a selected sub-discipline. – The student prepares a text in accordance with the required substantive and formal criteria. – The student can plan their work; they are able to manage their working hours.
PS1_K2 **PS1_K3**	– The student recognizes and appreciates the importance of psychological knowledge in solving theoretical and practical problems. – The student uses knowledge reflectively and critically: they are aware of the epistemological limitations of psychology as a science. – The student understands the importance of timeliness in completing tasks.

Description of the course

Aim of the course

The aim of the classes is to practice the skills of writing a scientific essay. The classes are intended to acquire the following partial skills:

- The ability to communicate information clearly in writing, including knowledge of rules and best practices of academic writing.
- The ability to use academic sources, including the skill of evaluating the quality and validity of sources.
- The ability of critical thinking, especially in distinguishing scientific evidence from common knowledge, and conducting insightful and objective analysis of the problem.
- The final product is an electronic essay of approximately 3-4 pages, font size 12, with 1.5 line spacing.

Organization of the course

The classes consist of:

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- Three group meetings,
- Individual work on the essay,
- One consultation of the first version of the essay with the instructor (and teaching assistants*).

Program content and forms of classes

Workshop/project

Program content	Obligatory readings
Meeting 1: Introduction to the class. Research / scientific essay - what is it and how to prepare it? Review of the APA style – title page Review of the grading criteria for the essay – Activity 1	American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th Ed). Washington, DC. Bem, D. J. (2004). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (Eds.), The complete academic: A career guide., 2nd ed. American Psychological Association. Students need to read pages 12-16 Pinker, S. (2014). The sense of style: The thinking person's guide to writing in the 21st century. Viking. Students need to read Chapters 1 & 2
Meeting 2: Choosing an essay topic. Review of the APA style – reference section Review of the style of a scientific paper – Activity 2	American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th Ed). Washington, DC.
Meeting 3: Finalizing the essay topic. Review of the APA style – references – Activity 3	American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th Ed). Washington, DC.
Individual consultations (one consultation per student) regarding the first draft of each student's essay. Consultation may be conducted online or in the form of written feedback.	Literature independently searched by the student relevant to the selected essay topic - at least three sources (peer-review journal articles and scholarly monographs).
The topic depends on the area of interest of the instructor. For mgr Bruździak-Kopczyk the area of interest are - social psychology, especially **prejudice, stereotypes** - social learning, especially **self-efficacy**	For **Prejudice and Stereotypes**: Aronson, E. (2008). The social animal 10th ed., Students need to read Chapter 7 Charlesworth, T. E., & Banaji, M. R. (2022). Patterns of implicit and explicit stereotypes III: Long-term change in gender stereotypes. *Social Psychological and Personality Science*, *13*(1), 14-26. Aronson, J. (2009). Low numbers: Stereotypes and the underrepresentation of women in math and science. *The Science of Women in Science. Washington DC: American Enterprise Institute*. For **Social Learning**: Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, *84*(2), 191-215

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| | Zhang, X., & Ardasheva, Y. (2019). Sources of college EFL learners' self-efficacy in the English public speaking domain. *English for Specific Purposes*, *53*, 47-59.
Yilmaz, R., & Yilmaz, F. G. K. (2023). The effect of generative artificial intelligence (AI)-based tool use on students' computational thinking skills, programming self-efficacy and motivation. *Computers and Education: Artificial Intelligence, 4,* 100147. |

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Requirements to pass the course/assessment criteria

In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:

Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		Score*
Method 1	**Homework 1 Part 1:** 10 Guidelines for Writing Well **Homework 1 Part 2**: APA Style Title Page	**0-10**
Method 2	**Homework 2**: Topic Proposal.	**0-10**
Method 3	**First Draft**: Meeting to discuss the first draft of the essay (this assignment is **not obligatory**).	**0 or 14**
Method 3	**Final Essay** The student's essay grade consists of an assessment of the level of three key skills: - communicating information in writing, - use of academic sources, - critical thinking. Detailed scoring criteria for the essay is included below and will be posted in the Classroom for this course. A student who does not achieve the minimum required score (34) for his/her essay may revise it within two weeks of receiving the grade.	**6-66 (minimum number of points for passing the final essay is 34)**
	One absence Student(s) should be present for all three meetings. One absence will result in negative points. Failure to attend two meetings means that the student will fail the class.	**-5**
	Deadline for the final essay A student(s) who fails to turn in the final essay by the deadline has two weeks to submit the paper. However, he/she loses 10 points for untimeliness. Work that is more than two weeks late will not be accepted and the student(s) will fail the class.	**-1 to -10**

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* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

Credit assignments
1. Revising assignments:

1. **Homework 1**. Homework 1 consists of two parts (each worth 5 points): Part 1 - students will have to prepare 10 guidelines for writing well, based on the obligatory readings listed for Meeting.
   Grading Breakdown:
   - **Relevance to Readings (2 points)**
   - The guidelines must be clearly drawn from the specified obligatory readings.
   - Each guideline should demonstrate an understanding of the principles outlined in the texts.
   - **Clarity and Precision (1 point)**
   - Guidelines must be clearly written, easy to understand, and directly related to improving writing skills.
   - **Completeness (1 point)**
   - Students must provide exactly 10 distinct guidelines.
   - Each guideline should provide a unique and valuable insight without unnecessary repetition.
   - **Format and Structure (1 point)**
   - The guidelines should be well-organized, with consistent formatting and logical flow.

   Part 2 - students will have to prepare the title page formatted according to the APA guidelines and statement regarding authorship formatted according to the instructor's directions.
   Grading Breakdown:
   APA Title Page Formatting (3 points)
   - Correct use of APA style for:
     ○ Title (1 point)
     ○ Author name(s), institution(s), and other required details (2 point)
     ○ Proper use of font, spacing, and alignment per APA guidelines (2 point)
   Score: minimum 0 pts, maximum 10 pts.

2. **Homework 2**. Homework 2 consists of each student preparing two proposals of the topic for their psychological essay. For each proposed topic, the student will prepare at least 3 references of appropriate quality that are formatted according to the APA guidelines. Value of sources and APA style will be evaluated. Score: minimum 0 pts, maximum 10 pts.
3. **First Draft**. Meeting with Instructor - The dates of these meetings will be set up individually. Students prepare the first version of the essay by the deadline set by the instructor. It must meet the basic formal criteria - have the required form (see APA 7 style), length, include the required number of sources in the bibliography. If a

paper does not meet the formal criteria, the student receives information about that and has 2 days to correct the formal criteria. The instructor will not evaluate the first draft, if it does not meet the formal criteria. During the individual meeting the student receives feedback on how many points the first version of the essay deserves according to the evaluation criteria. If the student does not hand in the first version of the essay at all and does not participate in the meeting to discuss it, he/she receives 0 points for this assignment, but can still pass the class on the basis of the final version of the essay. Score: minimum 0 pts, maximum 14 pts.

4. **Final Essay**. The final product is an electronic essay comprising approximately 3-4 pages, font size 12, double-spaced, with normal margins. The essays **MUST** be written in APA format; otherwise, they will receive 0 points. Papers without a statement of authorship or bibliography will be rejected without evaluation.
The student's essay grade consists of an assessment of the level of three key skills:
- communicating information in writing,
- use of academic sources,
- critical thinking.

Criteria	Level 1 Intense skill training required 1 point	Level 2 Skill training required 5 points	Level 3 Fully mastered skill 10 points **EXPECTED STANDARD**	Level 4 Skill mastered excellently 11 points
Written communication skills				
Clarity	Poor level of communicating the purpose of the discussion and scientific knowledge in a clear and structured manner.	Average level of communicating the purpose of the discussion and scientific knowledge in a clear and structured manner.	Good level of communicating the purpose of the discussion and scientific knowledge is conveyed clearly and in a structured manner.	Excellent level of communicating the purpose of the discussion and scientific knowledge in a clear and structured manner.
Style	Poor writing quality and language accuracy.	Average level of writing quality and language accuracy.	Good writing quality and language accuracy.	Excellent writing quality and language accuracy.
Ability to use scientific sources				
Value of sources	Low-value sources.	Medium-value sources	Valuable sources	Exceptional value sources
Relevance of source selection	Sources only minimally relevant to the essay topic.	Sources moderately relevant to the essay topic.	Sources well-suited to the essay topic.	Sources perfectly relevant to the essay topic.
Critical thinking skills				
Differentiating scientific evidence from everyday knowledge (evidence-based).	The student poorly differentiates between scientific knowledge and everyday knowledge.	The student moderately distinguishes between scientific knowledge and everyday knowledge.	The student effectively distinguishes between scientific knowledge and everyday knowledge.	The student excellently distinguishes between scientific knowledge and everyday knowledge.
Understanding complexity. Objectivity in	Poor understanding of the subject matter.	Superficial understanding of the subject matter	Good understanding of the subject matter	Deep understanding of the subject matter

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understanding the issue.				

Detailed scoring criteria for the essay will be available for Student's access in the online Classroom for this course at all times. A student who does not achieve the minimum required score (34) for his/her essay may revise it within two weeks of receiving the grade. minimum 6 pts, maximum 66 pts.

2. Deadlines for submitting credit assignments:

1. **Homework 1 Part 1**: Deadline **October 15, 2024**
   Homework 1 Part 2: Deadline **October 23, 2024**
2. **Homework 2**: Deadline **November 10, 2024**
3. **First Draft**: Deadline **set up individually** with each student depending on the date of the consultation meeting.
4. **Final Essay**: The ultimate deadline for turning in Final Essay is **December 31, 2024**. All written assignments should be submitted via Classroom for this course. A credit assignment turned in 10 days after the established deadline will be graded at a maximum between 50%-90% points possible for that assignment (minus 5% of maximum for each day of delay). For an assignment turned in 11 or more than days after the deadline, the student will receive 0 points.

Attendance:

Attendance at exercises/workshops is compulsory. Unexcused absences are allowed for up to 1 meeting in the case of this course resulting in subtraction of 5 points from the total score. All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments. Absence from more than 50% of meetings will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for health reasons, students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

Suspicion of plagiarism or reliance:

Works suspected of plagiarism (or dependence on others to complete assignments, including AI powered tools) receive zero points.
Any suspected dependence on others or plagiarism shall be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list.
Lack of independence and plagiarism are understood as 1) submitting a work that is not the result of an individual's or team's independent work; 2) submitting the same work in different subjects; 3) copying ideas, texts, or graphics from any source without proper citation.

Other information:

Students are required to comply with the Study Regulations and Study Rules at the Faculty of Psychology in Wroclaw. During the classes, rules of earnest cooperation and

respect for each other apply. Students who do not comply with these rules will face statutory consequences, starting with being removed from class (which equals absence), leading to the initiation of the Disciplinary Committee procedure.

During classes, students should not use electronic devices, especially laptops, tablets, and phones, for purposes other than those indicated by the instructor (§9, section 6 of the Study Regulations).

Participation requirements: Good command of English

Etiquette: The quality of this course depends in large part upon your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills and learn. Therefore criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.

e-Etiquette and Netiquette: We are all expected to show common courtesy and turn off our cell phones when we arrive (or, ideally, just prior to arriving) in class. You may bring a laptop if it helps you to take notes however Facebook is not intended for use during classes. Any non-class related computer activity will serve as a distraction and it will undermine our experience.

<u>Students should come to the class on time. It is disruptive to the class discussion, the lecturer and other students to walk into class late.</u> Thus, students who come 15 minutes after the beginning of class, should not enter. If you are absent from class, it is your responsibility to get notes, handouts, etc., from another student.

Name of the course:

Foreign Language 3

Dzień i godzina zajęć		Course type	Obligatory
Number of contact hours	30	Mode of Study	Full-time
ECTS points	3	Semester	Winter
Total student workload	75		

Materials		
Coursebook	Cambridge Certificate of Proficiency in English for updated exam. Student's Book	
Extra materials	Materials provided by the instructor	

Course learning outcomes
On successfully completing the module you will be able to... 1. Use language creatively and flexibly for a range of purposes and audiences. 2. Accurately employ a broad range of grammar patterns and vocabulary for effective oral and written communication. 3. Engage actively in discussion, showing awareness of the communicative needs of others 4. Engage in analytical and evaluative thinking 5. Extract and synthesize key information from a range of written and spoken sources 7. Take accurate and effective notes from written and spoken texts 6. Organize and present ideas orally and in writing within the framework of a structured and reasoned argument

Methods of verifying the learning outcomes		
Tests (Method 1)	Written Assignment (Method 2)	In class Activities and Participation (Method 3)

MID-TERM Test - during meeting 7 FINAL Test - during meeting 15 Score For each test: minimum 21 pts, maximum 35 pts. In case of not meeting the required minimum, students can retake the test once. The date will be established individually	In class Written Assignment - during meeting 13 Details will be provided during the class Score: minimum 9 pts, maximum 15 pts	Active participation Score: maximum 15 pts, no minimum requirement for this section

Requirements to pass the course/assessment criteria

In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:

00 - 50 - Unsatisfactory (2,0)
51 - 60 - Satisfactory (3,0)
61 - 70 - Satisfactory plus (3,5)
71 - 80 - Good (4,0)
81 - 90 - Good plus (4,5)
91 - 100 - Very good (5,0)

Program content and forms of classes

Lp.	Contact Classes
1	CPE preparation unit 1
2	CPE preparation unit 1
3	CPE preparation unit 2
4	CPE preparation unit 2
5	CPE preparation unit 3
6	CPE preparation unit 3
7	**MID- TERM TEST (units 1- 3)**
9	CPE preparation unit 4
10	CPE preparation unit 4
11	CPE preparation unit 5
12	CPE preparation unit 6
13	In class Writing

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14	Revision
15	**FINAL TEST (units: 4-6)**

Attendance:

Attendance at exercises/workshops is compulsory (§ 22, paragraphs 2 and 4 of the Study Regulations and § 9, paragraphs 3-5 of the Rules and Regulations at the Faculty of Psychology in Wroclaw). Unexcused absences are allowed for up to 2 meetings in the case of this course.

All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments. Absence from more than 5 of meetings will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for health reasons, students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

Name of the course: **Psychopathology**	
Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	1
Semester	Spring
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Dorota Stasik-Rogalińska, PhD dstasik@swps.edu.pl

Form of classes	**Number of hours**
Lecture	30
Workshop	24

Form of classes	**Teacher**
Lecture	Tomasz Wieczorek, MD twieczorek@swps.edu.pl
Workshop	Marta Łysoń, MA mlyson@swps.edu.pl

	Form of classes		**Number of hours**
Number of contact hours	**Lecture**	54	30
	Workshop		24
Student's independent work*	**Reading literature for classes**	96	32
	Completion of assigned tasks		30
	Exam preparation		32
	Exam participation		2

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Total student workload	150

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes

The code of the directional learning outcome	Course learning outcomes
PS1_W16 **PS1_W17**	– The student has an advanced understanding of the concepts of general and specific psychopathology, the etiology and pathogenesis, and the epidemiology of mental disorders. – The student has advanced knowledge of contemporary models of health, which allows them to determine the conditions and possibilities for improving the quality of life of people diagnosed with mental health problems. – The student is familiar with achievements and areas of controversy related to prevention, diagnosis, and psychological help given to people reporting mental health problems.
PS1_U1 **PS1_U1**	– The student is able to use theoretical knowledge from the field of psychopathology to recognize and explain psychological difficulties and determine when these difficulties pose a threat to mental health. – The student is able to indicate forms of help that are appropriate to these difficulties. – The student is able to use advanced terminology from the field of psychopathology.
PS1_K7	– The student demonstrates responsibility for their own decisions made for the benefit of people diagnosed with mental health problems.

Program content and forms of classes

Lecture

Program content	Obligatory readings
Mental health norms and psychopathology	Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology: An Integrative Approach* (7th Ed.), Belmont, CA: Wadsworth Cengage Learning. Chapter 1 & 2, pp. 1-66.
Assessing and investigating mental disorders	Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology: An Integrative Approach* (7th Ed.), Belmont, CA: Wadsworth Cengage Learning. Chapter 3 & 4, pp. 68-120.
Anxiety disorders	Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology: An Integrative Approach* (7th Ed.), Belmont, CA: Wadsworth Cengage Learning. Chapter 5, pp. 122-154.
Obsessive-compulsive related disorders	Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology: An Integrative Approach* (7th Ed.),

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	Belmont, CA: Wadsworth Cengage Learning. Chapter 5, pp. 163-179.
Mood disorders	Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology: An Integrative Approach* (7th Ed.), Belmont, CA: Wadsworth Cengage Learning. Chapter 7, pp. 212-267.
Schizophrenia spectrum and other psychotic disorders	Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology: An Integrative Approach* (7th Ed.), Belmont, CA: Wadsworth Cengage Learning. Chapter 13, pp. 477-509
Personality disorders	Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology: An Integrative Approach* (7th Ed.), Belmont, CA: Wadsworth Cengage Learning. Chapter 12, pp. 440-475.
Disorders related to stress and trauma	Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology: An Integrative Approach* (7th Ed.), Belmont, CA: Wadsworth Cengage Learning. Chapter 5, pp. 155-162.
Neurocognitive disorders and geriatric psychiatry	Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology: An Integrative Approach* (7th Ed.), Belmont, CA: Wadsworth Cengage Learning. Chapter 15, pp. 542-569.
Substance related disorders	Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology: An Integrative Approach* (7th Ed.), Belmont, CA: Wadsworth Cengage Learning. Chapter 11, pp. 396-439.
Eating and sleep-wake disorders	Barlow, D.H., & Durand, V.M. (2015). *Abnormal Psychology: An Integrative Approach* (7th Ed.), Belmont, CA: Wadsworth Cengage Learning. Chapter 8, pp. 269-315.

Workshop	
Program content	**Obligatory readings**
Mental health norms and psychopathology	Kring, A.M., & Johnson, S.L. (2017). *Abnormal Psychology* (13th Ed.). Hoboken, NJ: John Wiley & Sons. Chapter 3, pp. 66-103.
Role of resources in mental health	Kring, A.M. & Johnson, S.L. (2017). *Abnormal Psychology* (13th Ed.). Hoboken, NJ: John Wiley & Sons. Chapter 1, pp. 1-29.
Anxiety disorders	Kring, A.M., & Johnson, S.L. (2017). *Abnormal Psychology* (13th Ed.). Hoboken, NJ: John Wiley & Sons. Chapter 6, pp. 173-198.
Mood disorders	Kring, A.M., & Johnson, S.L. (2017). *Abnormal Psychology* (13th Ed.). Hoboken, NJ: John Wiley & Sons. Chapter 5, pp. 132-171.
Psychotic disorders	Kring, A.M., & Johnson, S.L. (2017). *Abnormal Psychology* (13th Ed.). Hoboken, NJ: John Wiley & Sons. Chapter 9, pp. 250-284.
Personality disorders	Kring, A.M., & Johnson, S.L. (2017). *Abnormal Psychology* (13th Ed.). Hoboken, NJ: John Wiley & Sons. Chapter 15, pp. 451-478.

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Substance related disorders	Kring, A.M., & Johnson, S.L. (2014). *Abnormal Psychology* (14th Ed.). Hoboken, NJ: John Wiley & Sons. Chapter 10, pp. 286-325.
Obsessive-compulsive-related and Trauma-Related disorders	Kring, A.M., & Johnson, S.L. (2017). *Abnormal Psychology* (13th Ed.). Hoboken, NJ: John Wiley & Sons. Chapter 7, pp. 200-219.
Late Life and Neurocognitive Disorders	Kring, A.M., & Johnson, S.L. (2017). *Abnormal Psychology* (13th Ed.). Hoboken, NJ: John Wiley & Sons. Chapter 14, pp. 429-450.

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). https://doi.org/10.1176/appi.books.9780890425596

Requirements to pass the course/assessment criteria	
In order to pass the subject, one must acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		**Points***
Method 1	Exam (a single-choice test)	31-60
Method 2	Two obligatory final tasks - an individual in-class presentations	20-40

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Credit assignments
1. Assessment Tasks:

As part of the workshop, each student will have to complete two practical tasks in the form of two separate oral presentations conducted at different times using PowerPoint/PDF/Word format. Each

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Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

task and the corresponding oral presentation will be scored 0-20 points (maximum total for both tasks: 40 points, minimum number of points required to pass each task is 10 points). Individual practical tasks are mandatory. The condition for passing the course is to complete both practical tasks.

Each practical task will involve discussing a clinical case study during classes, which the presenter will receive in advance. The discussion should be prepared according to the following scheme:

1) What psychopathological symptoms does the patient have?
2) What is the most likely diagnosis?
3) What other diagnoses might fit (differential diagnosis)?
4) What other information would need to be obtained to confirm the diagnosis?
5) What therapeutic procedures should be implemented?

Criteria for in-class presentations evaluation:
- Psychopathological description of the case (what are the symptoms) - 0-5 points
- Proposal of a diagnosis with justification (e.g. indication of the criteria for diagnosis) – 0-4 points.
- Differential diagnosis proposals with justification – 0-3 points.
- Indication of what information would be advisable to obtain (from the interview, additional tests, psychological evaluation) in order to confirm the diagnosis – 0-4 points.
- Suggestions for further treatment (diagnostics, treatment, psychosocial interventions, psychotherapy, etc.) - 0-4 points

In all of the above aspects, the ability to use professional terminology will be assessed.

Credit assignments can be consulted with the instructor before submission. Assignments that have met the passing criteria (have been passed by the instructor) are not subject to correction.

2. Deadlines for submitting credit assignments:

The exact deadlines for turning in individual credit assignments will be indicated by the instructor during the first class. Presentations in PowerPoint/PDF/Word files, as confirmation of task completion, will be archived. Providing the instructor with the material regarding the case study presentation in the form necessary for archiving and storing it in Classroom is obligatory and is to take place no later than in a week after in-class presentation.

A credit assignment turned in by 7 days after the established deadline will be graded at a maximum 50% points possible for that assignment (the presentation has to be delivered in at least digital form and presented in-class in time indicated by the instructor). For an assignment turned in more than 7 days after the deadline, the student will receive 0 points.

Form of exam:

The condition for passing the lecture is taking a knowledge test (a single-choice test consisting of 60 questions). Date A is the actual test date, date B is the make-up date. The student is entitled to one opportunity to make up the failed attempt. The date of the knowledge test will be announced to students through the Virtual University system.

The lecturer reserves the right to change the form of tests (exams) taking place on individual and restored dates referred to in §32 section 5 and section 7 of the Study Regulations. The maximum number of points to be obtained in the exam is 60 points. To pass the test, it is needed to obtain 31 points.

Attendance:

The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes. Unexcused absences are allowed for up to 5 hours in the case of exercises.

All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments. Absence from more than 50% of meetings, will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for health reasons, students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Suspicion of plagiarism or reliance:
Written works are individual works. Works suspected of plagiarism (or dependence on others to complete assignments) receive zero points. Any suspected dependence on others or plagiarism shall be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list. Lack of independence and plagiarism are understood as
1) submitting work that is not the result of an individual's or team's independent work;
2) submitting the same work in different subjects;
3) copying ideas, texts, or graphics from any source without proper citation.

Other information:
Students should come to the class on time. It is disruptive to the class discussion, the lecturer, and other students to walk into class late. Thus, students who come 15 minutes after the beginning of class should not enter. If you are absent from class, it is your responsibility to get notes, handouts, pass unannounced quizzes, etc.
Etiquette: The quality of this course depends in large part upon your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills and learn. Therefore criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.

e-Etiquette and Netiquette: We are all expected to show common courtesy and turn off our cell phones when we arrive (or, ideally, just prior to arriving) at class. You may bring a laptop if it helps you to take notes. Any non-class related computer activity will serve as a distraction, and it will undermine our experience.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:	
Psychology of Individual Differences	
Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	2
Semester	Spring
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Agata Sobkow, PhD (asobkow@swps.edu.pl)

Form of classes	**Number of hours**
Lecture	30
Workshop	24

Form of classes	**Teacher**
Lecture	Agata Sobkow, PhD (asobkow@swps.edu.pl)
Workshop	Supratik Mondal, MSc (smondal@swps.edu.pl)

	Form of classes		**Number of hours**
Number of contact hours	**Lecture**	54	30
	Workshop		24
Student's independent work*	**Reading literature for classes**	96	25
	Completion of assigned tasks		25
	Preparation for knowledge quizzes		12
	Exam preparation		32
	Exam participation		2
Total student workload			150

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W14	– The student has advanced knowledge regarding the fundamental concepts used to describe individual differences, as well as classic and contemporary concepts explaining differences in basic areas of functioning (especially in areas such as intelligence and abilities, temperament, personality, cognitive styles, and creativity). – The student has knowledge of the connections linking the psychology of individual differences with other sub-disciplines of psychology. – The student has advanced knowledge regarding the selected methods for measuring individual differences, as well as the principles and limitations associated with such measurement.
PS1_U1 **PS1_U2**	– The student is able to use advanced knowledge regarding the significance of abilities, temperament traits, and styles to observe, interpret, and evaluate human behavior. – The student can use advanced knowledge concerning the adaptive significance of individual differences to analyze and evaluate human behavior, and formulate proposals for changes in situation or behavior. – The student can choose appropriate methods for diagnosing individual differences.
PS1_K3 **PS1_K8**	– The student is aware of the possibilities, problems, and limitations of functioning in individuals with different levels of abilities, different temperaments, or styles. – The student is convinced of the necessity to adhere to professional ethics in the process of diagnosing individual differences.

Program content and forms of classes	
Lecture	
Program content	**Obligatory readings**
Individual differences paradigm	Chamorro-Premuzic, T. (2016). *Personality and individual differences* (3rd ed.). BPS Blackwell. Chapter 1 – Introducing Individual Differences - From Everyday to Psychological Questions Chapter 7 – Behavioral Genetics
Temperament and personality traits	Chamorro-Premuzic, T. (2016). *Personality and individual differences*, (3rd ed.). BPS Blackwell. Chapter 2 – Personality, Part I Chapter 3 – Personality, Part II - Validating Personality Traits

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	Zenter, M., & Shiner R. (2012). *Handbook of Temperament.* Guilford Press Chapter 1 – Advances in Temperament: History, Concepts, and Measures Chapter 2 - Models of Child Temperament Chapter 3 - Models of Adult Temperament Chapter 8 - Fifty Years of Progress in Temperament Research: A Synthesis of Major Themes, Findings, and Challenges and a Look Forward
Intelligence and abilities	Chamorro-Premuzic, T. (2016). *Personality and individual differences*, (3rd ed.). BPS Blackwell. Chapter 5 - Intelligence, Part I Chapter 6 - Intelligence, Part II - Validating Intelligence and Correlates of IQ (Causes and Consequences) Sternberg, R. (2020). *The Cambridge Handbook of Intelligence*. Cambridge University Press Chapter 3 - A History of Research on Intelligence (Part 2) Chapter 10 - Developing Intelligence through Instruction Chapter 21 - Working memory and intelligence Chapter 28 - The Augmented Theory of Successful Intelligence Chapter 37 - Intelligence in a Worldwide Perspective Chapter 39 - Secular Changes in Intelligence (The Flynn Effect) Chapter 40 - Society and Intelligence Chapter 50 - Speculations on the Future of Intelligence Research
Emotional intelligence	Chamorro-Premuzic, T. (2016). *Personality and individual differences*, (3rd ed.). BPS Blackwell. Chapter 8 - Beyond IQ - Theories of Hot Intelligence Sternberg, R. (2020). *The Cambridge Handbook of Intelligence*. Cambridge University Press Chapter 29 - Emotional Intelligence
Epistemic Motivation	Sternberg, R. (2020). *The Cambridge Handbook of Intelligence*. Cambridge University Press Chapter 44 - Intelligence and Motivation Kruglanski, A. W., & Webster, D. M. (1996). Motivated closing of the mind: "Seizing" and "freezing." *Psychological Review,* 103(2), 263–283. https://doi.org/10.1037/0033-295X.103.2.263 Petty, R. E., Brinol, P., Loersch, C., & McCaslin, M. J. (2009). The need for cognition. In M. R. Leary & R. H. Hoyle (Eds.), *Handbook of individual differences in social behavior* (pp. 318–329). The Guilford Press.
Cognitive styles and types of mentality	Sternberg, R. J., & Grigorenko, E. L. (1997). Are cognitive styles still in style? *American Psychologist, 52*(7), 700–712. https://doi.org/10.1037/0003-066X.52.7.700

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	Kozhevnikov, M. (2007). Cognitive styles in the context of modern psychology: Toward an integrated framework of cognitive style. *Psychological Bulletin, 133*(3), 464–481. https://doi.org/10.1037/0033-2909.133.3.464 Sobkow, A., Olszewska, A. & Sirota, M. (2022). The Factor Structure of Cognitive Reflection, Numeracy, and Fluid intelligence. The evidence from the Polish adaptation of the Verbal CRT. *Journal of Behavioral Decision Making,* doi: 10.1002/BDM.2297
Individual Differences in Rationality and Decision Making	Sternberg, R. (2020). *The Cambridge Handbook of Intelligence.* Cambridge University Press Chapter 24 - Intelligence and Decision Making Chapter 46 - Intelligence and Rationality Sobkow, A., Garrido, D., & Garcia-Retamero, R. (2020). Cognitive Abilities and Financial Decision Making (pp. 71-87). In: T. Zaleskiewicz, & J. Traczyk (Eds.). *Psychological Perspectives on Financial Decision Making.* Springer. doi: 10.1007/978-3-030-45500-2_4
Theories of creativity	Chamorro-Premuzic, T. (2016). *Personality and individual differences*, (3rd ed.). BPS Blackwell. Chapter 10 – Creativity Sternberg, R. (2020). *The Cambridge Handbook of Intelligence.* Cambridge University Press Chapter 45 - Intelligence and Creativity
Leadership and vocational interests	Chamorro-Premuzic, T. (2016). *Personality and individual differences*, (3rd ed.). BPS Blackwell. Chapter 11 – Leadership Chapter 12 – Vocational Interests

The Lecturer reserves the right to include additional reading during the lecture.

Workshop	
Program content	**Obligatory readings**
Individual differences paradigm	Chamorro-Premuzic, T. (2016). *Personality and individual differences* (3rd ed.). BPS Blackwell. Chapter 1 – Introducing Individual Differences - From Everyday to Psychological Questions **Additional reading** Forsythe, A. (2019). Key Thinkers in Individual Differences: Ideas on Personality and Intelligence.
Temperament and personality traits: Eysenck's Gigantic Three vs Big Five	Chamorro-Premuzic, T. (2016). *Personality and individual differences*, (3rd ed.). BPS Blackwell. Chapter 2 – Personality, Part I Chapter 3 – Personality, Part II - Validating Personality Traits **Additional reading** M. Zentner & R. L. Shiner (Eds.). (2012). *Handbook of temperament* (pp. 3–20). The Guilford Press.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	Chapter 24 - Temperament and the Development of Personality Traits, Adaptations, and Narratives
Intelligence and abilities: defining, validating and measuring intelligence	Chamorro-Premuzic, T. (2016). *Personality and individual differences*, (3rd ed.). BPS Blackwell. Chapter 5 - Intelligence, Part I Chapter 6 - Intelligence, Part II - Validating Intelligence and Correlates of IQ (Causes and Consequences)
Emotional intelligence: Origins of EI and measurement problems of EQ	Chamorro-Premuzic, T. (2016). *Personality and individual differences*, (3rd ed.). BPS Blackwell. Chapter 8 - Beyond IQ - Theories of Hot Intelligence **Additional reading** Maltby, J., Day, L., & Macaskill, A. (2021). *Personality, Individual Differences*. Pearson Higher Ed. Chapter 14 - Intelligence and the Self: Emotional Intelligence, Creativity, and Sex Difference in Intelligence
Individual differences in learning	Maltby, J., Day, L., & Macaskill, A. (2021). *Personality, Individual Differences*. Pearson Higher Ed. Chapter 15 - Personality and Intelligence in Education and Work
Theories of creativity: creativity and intelligence, creativity and personality	Chamorro-Premuzic, T. (2016). *Personality and individual differences*, (3rd ed.). BPS Blackwell. Chapter 10 – Creativity **Additional reading** Sternberg, R. J., & Kaufman, S. B. (Eds.). (2011). *The Cambridge handbook of intelligence*. Cambridge University Press. Chapter 45 - Intelligence and Creativity
Mood and motivations – individual differences perspective	Chamorro-Premuzic, T. (2016). *Personality and individual differences*, (3rd ed.). BPS Blackwell. Chapter 9 - Mood and Motivation **Additional reading** Maltby, J., Day, L., & Macaskill, A. (2021). *Personality, Individual Differences*. Pearson Higher Ed. Chapter 18 – Social Anxiety, Shyness and Embarrassment
Individual differences and well-being: health and work	Maltby, J., Day, L., & Macaskill, A. (2021). *Personality, Individual Differences*. Pearson Higher Ed. Chapter 22 – Individual Differences in Health and Illness **Additional reading** Zeigler-Hill, Virgil (Ed) & Shackelford, Todd K. (Ed). (2018). *The SAGE handbook of personality and individual differences:* The science of personality and individual differences. Sage Reference. Chapter 18 - Threat of Infectious Disease
Individual differences and cultures	Maltby, J., Day, L., & Macaskill, A. (2021). *Personality, Individual Differences*. Pearson Higher Ed. Chapter 19 – Interpersonal Relationships Chapter 20 – Social Attitudes and Culture

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	Additional reading
	Hanel, P. H. P., Maio, G. R., Soares, A. K. S., Vione, K. C., de Holanda Coelho, G. L., Gouveia, V. V., Patil, A. C., Kamble, S. V., & Manstead, A. S. R. (2018). Cross-Cultural Differences and Similarities in Human Value Instantiation. *Frontiers in Psychology*, 9. https://www.frontiersin.org/articles/10.3389/fpsyg.2018.00849 Barreto, M., Victor, C., Hammond, C., Eccles, A., Richins, M. T., & Qualter, P. (2021). Loneliness around the world: Age, gender, and cultural differences in loneliness. *Personality and Individual Differences*, 169, 110066. https://doi.org/10.1016/j.paid.2020.110066

Requirements to pass the course/assessment criteria

In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:

Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	**Points***
Component 1. Exam (Scoring of the lecture part takes place in the form of a test). The test could include both open-ended and Multiple-choice questions. The test verifies the knowledge transmitted during the lecture and the knowledge of the assigned literature. The lecturer reserves the right to change the form of an exam held on an individual or reinstated date (§32 section 5 and 7 of the Study Regulations).	26 (min.) – 50 (max.)
Component 2. Class activity (for example, group discussions/ spontaneous class presentations/ brainstorming tasks, etc.,)	5 (min.) – 10 (max.)
Component 3. Two knowledge quizzes (one in the middle of the semester and one at the end). Each quiz will be worth 10 points.	10 (min.) – 20 (max.)
Component 4. Practical application of knowledge on the psychology of individual differences. (group project).	10 (min.) – 20 (max.)

* Obtaining the minimum score given in the table is a condition for passing the task. Component 4 must be handed in on the decided deadline. The exact deadlines for turning in individual credit assignments will be indicated by the instructor.

Detailed requirements to pass the course:

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Attendance:
- Attendance at the workshop is mandatory. A total of two absences (both justified and unjustified) is allowed. If a student exceeds two absences, they are required to familiarize themselves with the literature for all the classes they missed and make up the sessions. The instructor will decide on the form of make-up work and will provide this information at the beginning of the semester. Medical certificates do not exempt students from the obligation to make up missed classes. The total number of absences cannot exceed 50% of the classes. Being absent from more than half of the classes is equivalent to failing the workshop.
- In the case of prolonged illness, students may apply for a health leave for the semester (based on §17-18 of the Study Regulations).

Component 2 - Class activity
A student receives activity points based on their engagement during the exercises (substantive contribution to discussions and/or active participation in tasks during the classes). The instructor may also post additional tasks on Classroom for individual completion, which will earn activity points. Throughout the entire course, a student can earn a maximum of 10 activity points.

Component 3 - Quizzes
A student must earn a minimum of 10 points from the two quizzes (maximum 20 points). If the student does not reach the minimum passing score, they must choose one of the two quiz topics to retake. The retake will be available at the end of the semester after the total points are calculated, and only students who did not meet the minimum passing score can take it. In case of absence during the quiz, the student must take it in the format specified by the instructor. The quizzes may include both open-ended and closed-ended questions.

Component 4 - Practical application of knowledge on the psychology of individual differences (Group Project)

In groups of 2-3, students will work collaboratively to complete a written assignment focused on applying knowledge of individual differences to a real-world psychological issue. The task involves selecting a relevant problem, applying theoretical frameworks, evaluating psychological tools, and proposing practical, evidence-based solutions.

Evaluation criteria for the written assignment (Max: 20 Points):

1. Introduction and problem definition (Max: 4 Points)
- A clear description of the selected psychological issue (2 points)
- Justification of its relevance to individual differences (2 points)

2. Application of theories on individual differences (Max: 6 Points)
- Accurate explanation of relevant psychological theories (3 points)
- A clear connection between theories and the selected problem (3 points)

3. Evaluation of psychological tools and methods (Max: 4 Points)
- Identification of appropriate assessment tools or methods (2 points)
- Justification of tool selection based on theoretical and practical relevance (2 points)

4. Proposed practical solutions (Max: 4 Points)
- Development of feasible, evidence-based solutions (2 points)

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- Clear explanation of how proposed solutions address individual differences (2 points)

5. Quality of the written report (Max: 2 Points)
- Logical structure, clarity, and coherence (1 point)
- Proper use of APA style, citations, and references (1 point)

Assignment guidelines:

- Word Limit: 1,500 to 2,000 words, excluding the title page and references (APA format)
- Submit the assignment via Google Classroom as instructed.

Correction Policy:

- Passed assignments: Assignments that meet the passing criteria and are approved by the instructor cannot be corrected or resubmitted.
- Failed assignments: Students may correct and resubmit a failed assignment once. The correction deadline will be set by the instructor and must be before the end of classes for the semester, according to the approved teaching schedule.

Group collaboration and accountability:

- Students will receive identical grades unless unequal contributions are evident.
- Each team is responsible for dividing tasks fairly and ensuring all members contribute meaningfully.
- If unequal participation is observed, the instructor reserves the right to evaluate individual contributions and adjust grades accordingly.

Suspicion of plagiarism or reliance:
Works suspected of plagiarism (or dependence on others to complete assignments) receive zero points. Any suspected dependence on others or plagiarism shall be reported to the Dean, who shall clarify the matter and may decide to refer the case to the Rector and the disciplinary committee. A finding of plagiarism may result in expulsion from the student list.
Lack of independence and plagiarism are understood as submitting work that is not the result of an individual's or team's independent work; submitting the same work in different subjects; copying ideas, texts, or graphics from any source without proper citation.

Code of Conduct

- Active participation is crucial for course success. Group discussions and debates are integral to the learning process. Feedback should be offered respectfully and constructively. Students are expected to behave professionally and collegially.
- Devices and Distractions:
    - Turn off cell phones before entering the classroom.
    - Laptops are allowed for note-taking only. Any unrelated activities will disrupt the class and diminish the learning experience.
- Students should arrive on time to avoid disrupting the class. Late arrivals (more than 15 minutes after the start) should not enter the classroom.
- If a student misses a class, they are responsible for obtaining notes, handouts, and completing any unannounced quizzes.

Name of the course:

Introduction to Psychometrics

Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	2
Semester	Spring
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Agata Gasiorwoska, PhD agasiorowska@swps.edu.pl

Form of classes	Number of hours
Lecture	30
Workshop	24

Form of classes	Teacher
Lecture	Agata Gasiorwoska, PhD agasiorowska@swps.edu.pl
Workshop	Psychometric part (10 hours): Maryam Khan, MA mkhan@swps.edu.pl Diagnostic part (14 hours): Jakub Chmura, MA jchmura@swps.edu.pl

	Form of classes		Number of hours
Number of contact hours	**Lecture**	54	30
	Workshop		24
Student's independent work*	**Reading literature for classes**	96	20
	Homeworks		10
	Preparing for quizzes/tests		32
	Exam preparation		32
	Exam participation		2
Total student workload			150

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes

The code of the directional learning outcome	Course learning outcomes
PS1_W22	– The student has advanced knowledge regarding the construction, quality assessment, principles of interpretation, and application of psychometric diagnostic tools. – The student is highly proficient in understanding the concepts used in psychometrics. – The student possesses well-organized knowledge of ethical principles and professional ethics; is familiar with legal, organizational, and ethical aspects relevant to their professional activities.
PS1_U1 **PS1_U4**	– The student is able to assess the quality of psychological measurement. – The student is capable of using norms. – The student can create a confidence interval for the obtained result. – The student can interpret the results of a psychological test.
PS1_K7	– The student is prepared to use standardised measures of psychological variables responsibly. – The student is committed to continuously updating their knowledge and skills related to psychological measurement.

Program content and forms of classes

Lecture

Program content	Obligatory readings
Introduction to Psychometrics. Overview of the course objectives and structure What is psychometrics? Basic concepts in psychometrics. Classification and history of psychological tests. Literature and sources on tests. Discussion of lecture topics and presentation of literature (brief presentation of the topics for all meetings; presentation of basic and supplementary literature; ethical standards for the use of tests) Definition of a test and types of tests (discussion of various typologies of tests and their specificities) **Psychological, methodological, psychometric, and ethical aspects of psychological testing and measurement.** 2 hours Criteria for the quality of psychometric tests (discussion of the following concepts: objectivity, standardization, reliability, validity, normalization, adaptation)	Urbina, S. (2014). *Essentials of psychological testing.* Hoboken, NJ: Wiley & Sons. *supporting literature* Rust R., Kosinski M., Sillwell D. (2021). *Modern Psychometrics The Science of Psychological* Assessment: Routledge Groth-Marnat G., Wright, J.A. (2016) *Handbook of Psychological Assessment.* Hoboken, NJ: Wiley & Sons.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Psychometric inference framework (concept of observed score, true score, measurement error; relationships between these concepts) **Construction of psychological tests.** 3 hours (W) Stages, construction strategies, test revision, short forms **Measurement reliability in psychology.** 2 hours Concept of reliability and methods of assessing reliability, definition of reliability. Concept of parallel tests, reliability understood as absolute stability (test-retest technique), as relative stability (parallel forms technique), and as internal consistency (split-half method, K-R 20 technique, Cronbach's alpha, method of correlating item positions with the overall test score, Spearman-Brown formula) **Standard error of measurement** (W) 1 hour Definition, calculation, and interpretation of the standard error of measurement, estimation of the true score, standard error of difference, construction of confidence intervals for comparing the results of two individuals in the same test or two scores of one individual in subtests of the same test **Validity in psychology. Types of validity** 3 hours Concept of validity and methods of its assessment (introduction to validity issues, various types of validity: content, criterion (diagnostic and prognostic), theoretical, validity coefficient and its interpretation, calculation of content and criterion validity coefficients. Theoretical validity of a test and methods of estimation (analysis of intergroup differences, correlation analysis, factor analysis, internal consistency analysis, analysis of non-random changes in test results, analysis of item-solving strategies) **Item analysis** (W) 2 hours Principles of including test items in the final test version (item discriminative power coefficient, item difficulty coefficient, guessing and guessing correction, presentation of selected computational techniques: biserial correlation coefficient, point-biserial correlation coefficient, point-tetrachoric correlation coefficient. Criteria for item selection) **JAMOVI program**. Installation and use of the program. Data preparation (W) 1 hour **Analysis of test items in JAMOVI.** (W) 2 hours Discrimination coefficients. Internal consistency analysis of scales Exploratory and confirmatory factor analysis (EFA and CFA)	

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Conditions for conducting, utilization, and conducting EFA in JAMOVI

Description of results presenting analyses related to the validation of psychological tests (W) 2 hours
Key elements of the method manual. Description of content analysis of items, description of factor analysis and item analysis, description of validity analysis

Normalization of psychological test scores.
Procedure for normalizing test scores (concept of statistical norms, types of scales: scales based on rectangular distribution [e.g., percentile scale], scales based on normal distribution [e.g., T-score, z-score, IQ scores], construction of standard scales, process of normalizing raw score distributions, principles of collecting normative data, general norms vs. local norms

Distortions, biases, and biases in psychological measurement. 2 hours
Factors affecting test results (stylistic variables as a source of errors in test results, simulation and dissimulation issues)

Workshop	
Program content	**Obligatory readings**
1. Concept of content validity, exercises in formulating and evaluating test items 2 hours 2. Factor analysis, exercises with the JAMOVI software 2 hours (W) 3. Quality analysis of test items, discrimination coefficients, reliability coefficients - exercises with the JAMOVI software 2 hours (W) 4. Validity analysis - exercises with the JAMOVI software. Correlation analysis and intergroup differences analysis 2 hours (W) 5. Description of results of factor analysis, item analysis, and validity analysis - report consultations 2 hours (W) 6. Diagnostic process "step by step," from the diagnosis goal through tool selection to feedback, assessment rules for diagnostic tools, ethical issues 2 hours 7. Presentation of the EPQ-R personality questionnaire (S), analysis of correlational data documenting validity 2 hours 8. Interpretation of the EPQ-R test - construction of confidence intervals, use of norms, result analysis 2 hours	Urbina, S. (2014). *Essentials of psychological testing*. Hoboken, NJ: Wiley & Sons. Rust R., Kosinski M., Sillwell D. (2021). *Modern Psychometrics The Science of Psychological Assessment*: Routledge

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9. Interpretation of the Raven's Progressive Matrices Test - construction of confidence intervals, use of norms, result analysis 2 hours 10. Presentation of stress measurement questionnaires (Mini-Cope and CISS), analysis of correlational data documenting validity 2 hours 11. Presentation of the diagnostic report 2 hours	

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Requirements to pass the course/assessment criteria	
In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		Score*
Method 1	Exam (content scope of the exam as per the guidelines of the coordinator at the Faculty)	26-50
Method 2	Tasks performed during psychometric exercises	6-12
Method 3	Written work completed as part of psychometric exercises	7-13
Method 4	Tasks performed during diagnostic exercises	7-12
Method 5	Written work completed as part of diagnostic exercises	8-13

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Credit assignments
    Exam:
- A test consisting of 25 multiple-choice questions covering the lecture and exercise topics. Each question is worth 2 points.
- Instructors reserve the right to change the format of the exam that takes place on an individual or makeup date (§32 para. 5 and para. 7 of the Study Regulations).

    Tasks performed during psychometric exercises:

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- Group task in exercise 1 - verification of items for language correctness and content validity assessment (0-2 points)
- Tasks performed in pairs during exercises 1-4:
  - Exercise 1 – definition of the measured trait (0-1 point)
  - Exercise 2 – factor analysis (0-3 points)
  - Exercise 3 – item analysis (0-3 points)
  - Exercise 4 – validity analysis (correlations and intergroup differences) (0-3 points)
- Exercise 1 should be submitted via elearning on the date set by the instructor.
- Immediately after exercises 2-4, the student saves the file they worked on in JAMOVI format and submits it through e-learning. Failure to submit the file on the day of the class results in a score of 0 points. A complete file submitted on time is worth 3 points. Incomplete data in the file results in a score of 1-2 points (depending on the content).
- Exercise 4 additionally includes consultations on the report of all completed work (description of the validation procedure).

Written work completed as part of psychometric exercises:
- A report on all completed work (0-13 points), submitted on time, with a deduction of 2 points for each day of delay. The report will be assessed based on the following criteria:
  - Completeness and correctness of analyses
  - Completeness and correctness of conclusions drawn
  - Compliance with APA standards

Tasks performed during diagnostic exercises:
- A quiz consisting of 1 to 2 multiple-choice questions related to the content covered in the exercises - conducted at the end of each class (0-2 points for each quiz, depending on the number of questions in the quiz).

Written work completed as part of diagnostic exercises:
- A report on a psychological diagnosis conducted in groups of 2 or 3 people using the Raven's Progressive Matrices test and the EPQ-R test, submitted on time, with a deduction of 2 points for each day of delay. The report will be assessed based on the following criteria:
  - Completeness and correctness of analyses
  - Completeness and correctness of conclusions/interpretations
  - Compliance with APA standards

Revising assignments:
Students are required to correct exercises in Jamovi based on the instructor's feedback to have a complete set of materials for the final report in the psychometric part.

Attendance:
Up to two absences are allowed for lectures, one absence for psychometric exercises, and one absence for diagnostic exercises.

Suspicion of plagiarism or reliance:
Works suspected of lack of independence or plagiarism receive zero points for the assessment task. Each case of suspected lack of independence or plagiarism is reported to the Dean, who investigates the matter and may refer it to the Rector and the disciplinary committee. Detection of plagiarism may result in removal from the list of students. Lack of independence and plagiarism are understood as: 1) submitting work that is not the result of one's own work or the team's work; 2) submitting the same work for different subjects; 3) copying ideas, texts, or graphics from any source without proper citation.

Group work:

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Students working together in groups will receive identical grades. Students themselves divide the work and are responsible for ensuring that the division is fair and sensible. If one of the authors of the work is absent from the class, the others are obliged to present the joint work. The person absent during the project presentation must provide a valid excuse, and the instructor may assign additional assessment tasks. If the instructor believes that the division of work within the team is not equal, they may individually assess the contribution of each team member.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:

Psychological Interview: Individual Project

Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Selectable (refers to a course or subject that a student can choose from a selection of options offered by the faculty. In this context, students are free to select one subject from the list of courses prepared by the department. The courses available in the selectable offer relate to the learning outcomes described below, but they may vary in specific content and syllabus): ● How do we chose relationship partners vs ● The experience of living in Poland as a foreigner
Mode of Study	Full Time
Year of Study	2
Semester	Spring
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Monika Boberska, PhD mboberska@swps.edu.pl

Form of classes	Number of hours
Workshop	24
Project	10

Form of classes	Teacher
Workshop	Natalia Łukaszuk, MA nlukaszuk@swps.edu.pl
Project	Natalia Łukaszuk, MA nlukaszuk@swps.edu.pl

Form of classes		Number of hours	
Number of contact hours	**Workshop**	34	24
	Project		10
Student's independent work*	**Reading literature for classes**	116	40
	Preparing and conducting an interview		20
	Preparation of a recording and a written report from the conducted interview		56
Total student workload		150	

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes

The code of the directional learning outcome	Course learning outcomes
PS1_W19	– Student has advanced knowledge and understanding of the concepts related to interpersonal communication and the descriptive as well as explanatory theories of building the dialogue.
PS1_U3 PS1_U8	– Student formulates a practical problem - the goal of a psychological interview, plans its course, and summarizes it. – Student sets his/her own work plan in order to accomplish the individual project of a psychological interview.
PS1_K2 PS1_K8	– Student notices and recognizes the importance of psychological knowledge for the purpose of accomplishing the interview in practice. – Student follows ethical standards before, during, and after the psychological interview.

Program content and forms of classes

Workshop

Program content	Obligatory readings
1) Course overview and introduction: organization of the workshop, course and project requirements. Discussing students' expectations. Topic of the interview and choice of the interviewee. Choice of team mate. Contract and informed consent.	APA (2017). Ethical principles of psychologists and code of conduct. Retrieved from: https://www.apa.org/ethics/code/ethics-code-2017.pdf Seidman, I. (2019). *Interviewing as Qualitative research. A Guide for Researchers in Education and the Social Sciences. 5th Edition.* New York, London: Teachers College Press. Chapter 9: The ethics of doing good

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2) Ethical issues related to psychological interview, especially in case of intercultural contact. Cultural sensitivity during the interview with a person of a different ethnicity/ cultural background.	APA (2018). APA adopts new multicultural guidelines. Retrieved from: https://www.apa.org/monitor/2018/01/multicultural-guidelines Bennett, M. & Bennett, J. (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In: D. Landis, J. Bennett, & M. Bennett (Eds.), *The handbook of intercultural training, Third Edition*). Thousand Oaks, CS: Sage.
3) Role of rapport during psychological interviews. Processes related to building contact. Cross-cultural communication skills. Dealing with difficult emotions and situations.	Hargie, O. & Tourist, D. (2001). The psychology of interpersonal skill. In: A. A. Memon & R. Bull (Eds.), *Handbook of the Psychology of Interviewing*. Seidman, I. (2006). *Interviewing as Qualitative research. A Guide for Researchers in Education and the Social Sciences. 5th Edition.* New York, London: Teachers College Press. Chapter 7: Interviewing as a Relationship
4) Interviewing techniques – active listening and related methods	Seidman, I. (2019). Technique Isn't Everything, But It Is a Lot. In: I. Seidman (Ed.), *Interviewing as Qualitative research. A Guide for Researchers in Education and the Social Sciences. Fifth Edition.* New York: Teachers College Press. Sommers-Flanagan, J., Sommers-Flanagan, R., (2009). *Clinical Interviewing. 6th Edition.* Hoboken, NJ: John Wiley & Sons Inc., Chapter 4 Non Directive listening skills
5) Conversation instruments: various types of questions and interviewing techniques.	Sommers-Flanagan, J., Sommers-Flanagan, R., (2009). *Clinical Interviewing. 6th Edition.* Hoboken, NJ: John Wiley & Sons Inc., Chapter 5 Directive listening skills
6 & 7) Planning the interview in reference to its aim. Operationalization. Discussing the interview reports.	Coolican, H. (2019). Planning your practical and writing up your report. In: H. Coolican (Ed.)., Research Methods and Statistics in Psychology. 7th Edition. Routledge.
8) Consultations: discussing the structure (detailed plan and questions) of the interview	-
9) Consultations: discussing the structure (detailed plan and questions) of the interview	-
10 & 11) Interpretation of the interview and possible limitations.	Seidman, I. (2019). Analyzing, Interpreting and Sharing Interview Material. In: I. Seidman (Ed.), *Interviewing as Qualitative research. A Guide for Researchers in Education and the Social Sciences. Fifth Edition.* New York, London.

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	Seidman, I. (2019). A structure for in-depth, phenomenological interviewing: Whose meaning is it? Validity and reliability. In: I. Seidman (Ed.), *Interviewing as Qualitative research. A Guide for Researchers in Education and the Social Sciences. Fifth Edition.* New York: Teachers College Press.
12) Summary of the workshops. Discussing students' challenges and insights. ABC of delivering feedback.	

Requirements to pass the course/assessment criteria

In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:

Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		Points*
Workshop	Task 1 "The interview structure" The student prepares a detailed structure of the interview.	5-10

Project	Task 2 "Project"
	Students:
	   1. conducts a 20-minutes long (18-21 minutes) interview dedicated to topics
	       a. How do we chose relationship partners
	       b. The experience of living in Poland as a foreigner
	   2. does and uploads the transcription of the interview;
	   3. writes and uploads a report based on the interview;
	   4. uploads the mp3 file with the record of the interview.
	Detailed guidelines and requirements for the assignment will be given during the workshop.
		46-90

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed requirements to pass the course:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Credit assignments

Evaluation Criteria:	Points	Details

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Preparation of the interview plan along with the interview contract and consultation with the instructor.	0-10	A necessary condition for passing the course is submitting the interview plan for consultation, which must include: the topic of the interview, the goal of the interview, reference to selected psychological knowledge (e.g., concepts/theories), a list of questions, and the contract. The plan must be submitted by the deadline set by the instructor. Failure to meet this requirement (i.e., not submitting or not having the plan approved by the instructor) will prevent the student from proceeding to the next part of the task.
Psychological interview (evaluated based on the recording, transcript, and written report)	0-90 min. 46	The evaluation of the psychological interview conducted by the student includes the assessment of three key skills: ● The ability to prepare the interview, ● The ability to conduct the interview, ● The ability to analyze and interpret the interview. Detailed scoring criteria for the interview are presented in the evaluation rubric. A student who submits the project on time and does not achieve the minimum required score (46 points) for their interview may revise the work and resubmit it within two weeks of receiving the grade.
Sum	max 100, min. 51	In order to pass the entire course, it is necessary to obtain at least 51 points out of 100.

Attendance: A maximum of 4 class hours may be missed without the need for justification. Additional absences require justification, but no more than 2 class hours (a class hour lasts 45 minutes). Missing more than 6 class hours will result in failure to pass the course.

Timeliness: Assignments must be submitted by the deadline set by the instructor during the first meeting. Assignments submitted on time can only be revised if the task has not been passed. A student who fails to submit the psychological interview on time has two weeks to submit the work, but loses the possibility of revising the task. Assignments submitted more than two weeks late will not be accepted, and the student will fail the course.

Submission: Dedicated folders on the classroom platform, separate for the interview plan and the final project submission. Detailed guidelines on naming files will be provided by the instructor during the class.

Independence: The work must be prepared independently. In case of suspected intellectual property violations, the matter may be referred to the disciplinary committee.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

PROJECT (PSYCHOLOGICAL INTERVIEW)
EVALUATION FORM TEMPLATE

Name, surname, and student ID number of the project author

…………………………………………………………….… ID……………...……..

…………………………………………………………….… ID……………...……..

MAIN CRITERIA:	SCALE
Preparation for the interview	
Substantial and technical preparation for the interview	0-5
Compliance with ethical standards	0-15
Performance during the interview	
Application of interviewing techniques	0-15
Relational and communicational skills	0-15
Report: Interpretation of the interview and analysis of the interviewer's performance	
Correctness of the analysis of the interviewers performance	0-15
Correctness and depth of the interviewers' self-reflection	0-5
Correctness and depth of interpretation	0-15
Project execution diligence (formal correctness, clarity of presented content)	0-5
ADDITIONAL INFORMATION (optional):	
SUM OF POINTS:	……….../90
Evaluator's signature, date:	

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:

Foreign Language 4

Dzień i godzina zajęć		Course type	Obligatory
Number of contact hours	30	Mode of Study	Full-time
ECTS points	3	Semester	Summer
Total student workload	75		

Materials			
Coursebook	Cambridge Certificate of Proficiency in English for updated exam. Student's Book		
Extra materials	Materials provided by the instructor		

Course learning outcomes			

On successfully completing the module you will be able to...
1. Use language creatively and flexibly for a range of purposes and audiences.
2. Accurately employ a broad range of grammar patterns and vocabulary for effective oral and written communication.
3. Engage actively in discussion, showing awareness of the communicative needs of others
4. Engage in analytical and evaluative thinking
5. Extract and synthesize key information from a range of written and spoken sources 7. Take accurate and effective notes from written and spoken texts
6. Organize and present ideas orally and in writing within the framework of a structured and reasoned argument

Methods of verifying the learning outcomes		
Tests (Method 1)	Written Assignment (Method 2)	In class Activities and Participation (Method 3)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

MID-TERM Test - during meeting 7 FINAL Test - during meeting 15 Score For each test: minimum 21 pts, maximum 35 pts. In case of not meeting the required minimum, students can retake the test once. The date will be established individually	In class Written Assignment - during meeting 13 Details will be provided during the class Score: minimum 9 pts, maximum 15 pts	Active participation Score: maximum 15 pts, no minimum requirement for this section

Requirements to pass the course/assessment criteria

In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:

00 - 50 - Unsatisfactory (2,0)
51 - 60 - Satisfactory (3,0)
61 - 70 - Satisfactory plus (3,5)
71 - 80 - Good (4,0)
81 - 90 - Good plus (4,5)
91 - 100 - Very good (5,0)

Program content and forms of classes

Lp.	Contact Classes
1	CPE preparation unit 7
2	CPE preparation unit 7
3	CPE preparation unit 8
4	CPE preparation unit 8
5	CPE preparation unit 9
6	CPE preparation unit 9
7	**MID- TERM TEST (units 7- 9)**
9	CPE preparation unit 10
10	CPE preparation unit 10
11	CPE preparation unit 11
12	CPE preparation unit 12

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13	In class Writing
14	Revision
15	**FINAL TEST (units: 10-12)**

Attendance:

Attendance at exercises/workshops is compulsory (§ 22, paragraphs 2 and 4 of the Study Regulations and § 9, paragraphs 3-5 of the Rules and Regulations at the Faculty of Psychology in Wroclaw). Unexcused absences are allowed for up to 2 meetings in the case of this course.

All absences beyond this limit must be excused, e.g., with a medical release in case of illness. The instructor may designate a way to make up for the absence, such as an oral answer during consultations or completion of substitute assignments. Absence from more than 5 of meetings will result in failure to pass the course, regardless of the reason for the absence. In the case of long-term absence for health reasons, students may apply for a medical leave of absence for the semester (based on §17-18 of the Study Regulations).

V SEMESTR

Name of the course:	
Clinical and Health Psychology	
Academic Year	2024/25
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full Time
Year of Study	3
Semester	Winter
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Justyna Ziółkowska, PhD

Form of classes	Number of hours
Lecture	30
Workshop	24

Form of classes	Teacher
Lecture	Dominic Willmott, PhD (dwillmott@swps.edu.pl)
Workshop	Magdalena Witkowicz, MA (mwitkowicz@swps.edu.pl)

	Form of classes		Number of hours
Number of teaching hours	**Lecture**	54	30
	Workshop		
Student's independent work*	**Reading literature for classes**	96	30
	Completion of assignment tasks		32

	Exam preparation		32
	Exam participation		2
Total student workload			150

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W16 **PS1_W17**	The student is familiar with the area of interests in clinical and health psychology, and is able to highlight the differences between the field of clinical psychology and health psychology and related fields. The student has advanced knowledge regarding the theories of mental and somatic health in the context of directions and approaches in clinical and health psychology. The student has advanced knowledge regarding the fields of application of clinical and health psychology.
PS1_U1 **PS1_U4**	The student can describe, from various theoretical perspectives, situations in which psychological help is needed. The student can indicate situations in which psychological help is necessary. They can determine the type of help most appropriate for a given situation. The student is able to distinguish the competencies of a psychologist from those of a medical doctor and other specialists in related fields, while demonstrating a collaborative attitude within the team.
PS1_K2 **PS1_K7**	The student is sensitive to ethical issues related to the activities of a psychologist in the field of clinical and health psychology.

Program content and forms of classes	
Lecture	
Program content	**Obligatory readings**
Foundations of clinical psychology ● historical overview ● ways of defining, area of interest, tasks ● relations of clinical psychology with other disciplines ● empirical basis of psychological practice ● the scientist-practitioner model	Davey, Lake & Whittington (2021) Clinical Psychology (3rd Ed.). Routledge. Abraham, Conner, Jones & O'Connor (2024). Health Psychology (3rd Ed.). Routledge. Morrison & Bennett (2022). Introcution to Health Psychology. (5th Ed.). Pearson

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The concept of health and disease in clinical psychology. ● the notion of psychological health ● different criteria in assessing mental health and disorders (social, cultural, statistical) ● the notion of diagnosis and classification of psychological problems	
Between clinical assessment and clinical diagnosis. ● different assessment tools used by clinical psychologists ● the role of intelligence, personality and behavioural assessment in clinical psychology ● clinical judgment	
Main models of human functioning and approaches used in clinical psychology. ● one-dimension model and multipath models ● diathesis-stress model ● psychodynamic, humanistic, behavioural and cognitive approach	
Characteristic features of psychological help and psychological interventions used in clinical psychology. ● helping relationship - its elements and determinants (stages of change, ethics) ● common factors of psychotherapy associated with positive outcome ● the role of clinical assessment in providing effective psychological help	
Types of psychological help available in solving various psychological and health problems. • variety of professional activities of clinical psychologist due to the purpose of help (psychoeducation, prevention, promotion, counselling, crisis intervention, psychotherapy) ● psychotherapy theories and approaches	

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Foundations of health psychology ● historical overview ● ways of defining, area of interest, tasks ● relations with clinical psychology and other related disciplines ● the concept of health – models and approaches used in health psychology. ● pathogenic and salutogenic approach ● the concept of resilience resources and deficits	
Health and disease in the psychological stress paradigm. The concept of coping with stress. ● different ways of defining stress (as stimuli, state or a relationship) ● main theoretical models of stress ● sources of stress ● coping with stress ● the role of social support in coping with stress	
Health promotion and disease prevention. ● health and lifestyle ● determinants of people's health-related behaviours ● preventive and risk factors ● three levels of preventions ● promoting health in diverse populations ● methods for promoting health and preventing disease	
Fields of application of clinical psychology ● neuropsychology ● forensic psychology ● adult clinical psychology ● child and adolescent clinical psychology ● geropsychology ● community psychology	

Workshop
Program content **Obligatory readings** for all workshops are the same as for the lecture. Additionally, every week, 4 days before the workshop students will be provided with one additional material (book chapter, video, case study description) that they will have to read and study before the upcoming meeting. These materials are obligatory and will be posted on the google classroom site accompanying the workshop course.
Workshop 1. **Health and disease in clinical psychology.** **Diagnosis and classification of psychological problems.**
Workshop 2-3. **Main models of human functioning used in clinical psychology.**

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Workshop 4.
Characteristic features of psychological help and psychological interventions in clinical psychology.
Workshop 5-6
Types of psychological help available in solving various psychological and health problems.
Workshop 7
Foundation of Health Psychology.
Workshop 8-9
Health and disease in the psychological stress paradigm.
The concept of coping with stress.
Workshop 10-11
Health promotion and disease prevention. Students presentations
Workshop 12
Fields of application of clinical psychology. Students presentations

Requirements to pass the course/assessment criteria

In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:

Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
Final exam (multiple choice test) in the exam session; exam questions refer to the whole material covered during the module, including materials from lectures and workshops together with all obligatory readings.	26-50
Assignment 1: Presentation of a prevention program. In groups, students prepare a plan of a prevention program aimed at a selected issue from within the area of clinical/health psychology. Specific project requirements will be given in Workshop 5. Presentation will be held in Workshop 11 and 12. Attendance in these workshops is compulsory. A maximum of 50 points can be awarded for a project. Submissions will be assessed according to the following criteria: - Concept of the project (0 to 25 points). Points will be awarded for understanding the complexity of the topic addressed, identification and presentation of key aspects of the topic, selection of academic sources. - Language and terminology (0-10 points) Points are awarded for correct terminology and language (style, grammar, spelling). - Presentation (0 to 10 points)	25-50

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Points are awarded for the structure of the presentation, readability, planning and time management of the presentation. - <u>Adherence to ethical standards (0-5 points)</u>	

* Obtaining the minimum score given in the table is a condition for passing the task.

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Absence of a maximum of 20% of hours during compulsory classes in a given module is allowed.

Compulsory classes are considered classes in which attendance is required and checked, in accordance with the course syllabus.

Detailed requirements to pass the course:

Students are required to comply with the Study Regulations and Study Rules at the Faculty of Psychology at the SWPS University in Wroclaw. During the classes, rules of earnest cooperation and respect for each other apply. Students who do not comply with these rules will face statutory consequences, starting with being removed from class (which equals absence), leading to the initiation of the Disciplinary Committee procedure.

Etiquette: The quality of this course depends in large part upon your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while trying to improve their skills and learn. Therefore criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.
e-Etiquette and Netiquette: We are all expected to show common courtesy and turn off our cell phones when we arrive (or, ideally, just prior to arriving) in class. You may bring a laptop if it helps you to take notes however Facebook is not intended for use during classes. Any non-class related computer activity will serve as a distraction and it will undermine our experience.

Students should come to the class on time. It is disruptive to the class discussion, the lecturer and other students to walk into class late. Thus, students who come 15 minutes after the beginning of class, should not enter. If you are absent from class, it is your responsibility to get notes, handouts, etc., from another student.

For any graded assignment there is no possibility to work alone or in groups smaller or bigger than outlined above. Work should be handed in in due time, no later than the deadline. Only failed papers will have the chance to be corrected for a passing mark. If you hand in the assignment after the deadline, you will be given penalty points – 10 points for every day of being late. Work handed in more than three days after the deadline will not be checked and graded, what is equal with failing the module.

Students are entitled to have one chance to correct all the above mentioned tasks, that were not passed (that is the minimum number of points was not obtained for their completion) when submitted or completed for the first time, provided that those were completed/submitted in accordance with the requirements specified by the tutor. There is no possibility to retake tasks that were passed (this excludes final exam).

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:	
Work and Organizational Psychology	
Academic Year	2024/25
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full Time
Year of Study	3
Semester	Winter
ECTS points	4 ECTS
Total number of student work hours	100
Language of instruction:	English
Course coordinator	Aleksandra Penza, MA

Form of classes	Number of hours
Lecture	24
Workshop	12

Form of classes	Teacher
Lecture	Aleksanda Penza, MA (apenza@swos.edu.pl)
Workshop	Aleksanda Penza, MA (apenza@swos.edu.pl) Wioleta Kicman, MA (wkicman@swps.edu.pl)

	Form of classes		Number of hours
Number of contact hours	**Lecture**	36	24
	Workshop		12
Student's independent work*	**Reading literature for classes**	64	22
	Preparing for quizzes/tests		20
	Exam preparation		20
	Exam participation		2
Total student workload			100

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Learning outcome	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W2 **PS1_W4** **PS1_W7** **PS1_W8**	– The student has advanced knowledge about the role of psychology in managing an organization and its people. – The student has advanced knowledge about the applications of psychology in business. – The student has knowledge about psychosocial working conditions and the impact of these conditions on the functioning of people in the organization as well as the functioning of the organization as a whole.
PS1_U3	– The student can recognize negative phenomena within an organization and propose appropriate preventive and intervention measures. – The student is capable of planning communication actions based on psychological knowledge.
PS1_K2 **PS1_K6**	– The student demonstrates a commitment to designing interventions in the areas of work, organization, and marketing. – The student is aware of the necessity for continuous improvement of their skills and expanding their knowledge.

Program content and forms of classes

Lecture

Program content	Obligatory readings
Introduction to Work and Organisational Psychology. Organisation and the context of its functioning. · history of Work and Organisational Psychology as a science and challenges facing contemporary Work and Organisational Psychology · organisation in managerial and psychological perspectives · cultural, political, and economic context of organization functioning · contemporary labour market	Riggio, R. E. & Johnson, S. K. (2022). *Introduction to Industrial/Organisational Psychology.* Routledge. (chapter 1, p. 3-29) Rothmann, S. & Cooper, C. L. (2022). *Work and Organizational Psychology.* Routledge. (chapter 1, p. 1-11)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

The role of psychologist in the context of processes throughout the entire organization. · the core areas of work and organisational psychology · working in work and organisational psychology · ethical and evidence-based practice	Rothmann, S. & Cooper, C. L. (2022). *Work and Organizational Psychology.* Routledge. (chapter 1, p. 11-24) **Supplementary literature:** Yates, J., Zibarras, L. & Mahmood, L. (2024). *Organisational Psychology. An Essential Guide.* Routledge. (chapter 12, p. 187-199, chapter 13, p. 200-216)
Basic concepts in the field of marketing communication. · what is marketing? · integrated marketing communication and the promotional mix · customer needs · market segmentation · marketing in non-profit organisations	Kotler, P., Armstrong, G., Balasubramanian, S. & Agnihotri, P. Y. (2023). *Principles of marketing.* Pearson. (chapter 1, p. 2-35)
Psychology of Advertising and Consumer – introduction. · definition of advertising and its function · advertising on consumer responses · the AIDA model and other contemporary approaches · emotions in advertising	Fennis, B. M. & Stroebe, W. (2010). The Psychology of Advertising. Psychology Press. (chapter 1, p. 1-40) **Supplementary literature:** Poels, K. & Dewitte, S. (2019). The role of emotions in advertising. A call to action. *Journal of Advertising, 48*(1), 81-90. https://doi.org/10.1080/00913367.2019.1579688
Ethical business - CSR and ESG. · internal and external context: employees, customers, social and natural environment	Armstrong, A. (2020). Ethics and ESG. *Australasian Accounting Business and Finance Journal, 14*(3), 6-17.
Psychological contract, work engagement and organisational commitment. · what is psychological contract? · antecedents and consequences of work engagement · employees commitment and job satisfaction · burnout	Robbins, S. P., & Judge, T. (2022). *Organizational behavior.* Pearson. (chapter , p. 112-134) **Supplementary literature:** Bakker, A. B. & Albrecht, S. (2018). Work engagement: current trends. *Career Development International, 23*(1), 4-11. https://doi.org/10.1108/CDI-11-2017-0207 Meyer, J. P. & Herscovitch, L. (2001). Commitment in the workplace. Toward a general model. *Human Resource Management Review, 11*, 299-326.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Motivation to work. · different concepts of work motivations · the role of motivation in achieving organizational goals · relationship between strong work motivations, workaholism, and employees' mental health	Robbins, S. P., & Judge, T. (2022). *Organizational behavior.* Pearson. (chapter 7, p. 234-267) Ryan, R. M., Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology, 25*(1), 54-67. https://doi.org/10.1006/ceps.1999.1020 **Supplementary literature:** Robbins, S. P., & Judge, T. (2022). *Organizational behavior.* Pearson. (chapter 8, p. 268-298)
The role of supervisor and employees' psychological well-being. · management vs. leadership · power and social influence of the supervisor: utilising authority vs. abusing it · supervisor-subordinate relationships and employees' mental health	Riggio, R. E. & Johnson, S. K. (2022). *Introduction to Industrial/Organisational Psychology.* Routledge. (chapter 14, p. 409-442) Rothmann, S. & Cooper, C. L. (2022). *Work and Organizational Psychology.* Routledge. (chapter 13, p. 219-242) **Supplementary literature:** Robbins, S. P., & Judge, T. (2022). *Organizational behavior.* Pearson. (chapter 18, p. 626-661)

Workshop	
Program content	**Obligatory readings**
Organizational culture and climate - definitions and types - social working conditions (trust and interpersonal relationships in the organisation, cooperation, competition) - teamwork	Robbins, S. P., & Judge, T. (2022). *Organizational behavior.* Pearson. (chapter 16, p. 546-587)
Organizational opportunities and threats - job/organisation characteristics and employee characteristic - job satisfaction and work engagement - frustration and occupational stress - workaholism - burnout - discrimination and bullying - lack of work-life balance	Cunningham, C. J. L. & Black, K. J. (2021). *Essentials of occupational health psychology.* Routledge. (chapter 4, p. 81-106) Wong, K., Chan, A. H.S. & Teh, P-L. (2020). How Is Work–Life Balance Arrangement Associated with Organisational Performance? A Meta-Analysis. *International Journal of Environmental Research and Public Health, 17*(12), 4446. https://doi.org/10.3390/ijerph17124446
Psychology in relation to marketing and human economic behaviour	Zaleśkiewicz, T. & Traczyk, J. (2020). *Psychological Perspective on Financial Decision Making.* Springer. (chapter 6, p. 107-134)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

- assumptions of economic psychology - attitudes toward money - financial decision-making - marketing mix - traditional and modern concepts: 4P, 4C, 5P, 7P - consumer segmentation - building a marketing strategy	**Supplementary literature:** Zaleśkiewicz, T. & Traczyk, J. (2020). *Psychological Perspective on Financial Decision Making.* Springer. (chapter 7, p. 135-166)
Strategic human resource management in an organisation - goals and assumptions of strategic human resource management in an organisation - designing and implementing HR processes, including employee selection, performance evaluation, development, and training - the role of employer branding and communication in an organisation - best practices in human resource management	Armstrong, M. (2006). *Strategic Human Resource Management. A Guide to Action.* Kogan Page. (chapter 1, p. 3-18) **Supplementary literature:** Storey, J., Ulrich, D. & Wright, P. M. (2019). *Strategic Human Resource Management. A Research Overview.* Routledge. (chapter 1, p. 1-14)

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Requirements to pass the course/assessment criteria

In order to pass the subject, one must acquire 51-100 points. The points will be transformed into grades according to the following rules:

Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes		Points*
Method 1	Written exam (in test format, covering the entire lecture content)	0 - 60 (minimum to pass 32 points)
Method 2	Case study analysis (in test format, covering the workshop content)	0 - 20 (minimum to pass 12 points)
Method 3	Tasks completed during classes and participation in class activities	0 - 12 (minimum to pass 6 points)
Method 4	Additional (optional) tasks on Classroom	0-8

* Obtaining the minimum score given in the table is a condition for passing the task.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Detailed requirements for passing the course:

Exam format:

The exam will be in the form of a multiple-choice test (30 questions, with 2 points awarded for each correct answer, maximum score of 60 points). The exam will take place within 2 months after the last lecture. The date will be set by the Department of Academic Organization. The lecturer reserves the right to change the exam format for individual or rescheduled exams (as per §32 sections 5 and 7 of the Study Regulations).

Assessment task during workshops:

Case study analysis. It is conducted in the form of two tests during the classes specified by the lecturer. Each test consists of 5 close-ended questions, with only one correct answer. The test questions are based on descriptions of organizational situations (short case studies). Each correct answer on the test is worth 2 points, with a minimum passing score of 6 points per test and a maximum of 10 points. In total, a student can earn a maximum of 20 points from both tests. It is necessary to pass each test. The lecturer reserves the right to change the quiz format for individually scheduled sessions (as per §31 section 5 of the Study Regulations).

Tasks completed during classes and participation in class activities. During each exercise session, students are awarded points for active participation in discussions and for completing the exercises conducted in class (maximum of 2 points per session attended).

Additional (optional) tasks on Classroom. The lecturer will make additional tasks available on Classroom for individual completion by students. These tasks are not mandatory.

Task Revisions:

Students can consult with the lecturer about the assessment task before submitting it. Submitted and graded additional (optional) assignments on Classroom cannot be revised.

A failed case study analysis can only be retaken once (the retake date is set by the lecturer; the retake must occur before the end of the semester, in line with the Dean's approved academic schedule). Only failed tasks can be retaken. If a student misses the task on the first date, they have one chance to take it.

Task Submission Deadlines:

The exact deadlines for submitting additional tasks will be posted on Classroom.

Tasks submitted up to 3 days after the deadline will be graded at a maximum of 50% of the possible points for that task. Tasks submitted more than 3 days after the deadline will receive 0 points. There is no possibility of revising additional (optional) tasks posted on Classroom once they have been graded.

Attendance:

Attendance during lectures is highly recommended. Attendance at workshops is mandatory. Up to 1 unexcused absence is allowed. Any absences beyond this limit must be justified, e.g., with a medical certificate in the case of illness. The instructor may assign a way to make up for missed sessions, such as an oral response during consultations or completing substitute tasks. Missing more than 50% of the sessions will result in failing the course, regardless of the reason for the absence. In cases of prolonged absence due to health reasons, students may apply for medical leave for the semester (based on §17-18 of the Study Regulations).

Suspicion of plagiarism or lack of independence:

Tasks suspected of plagiarism or lack of independent work will receive zero points. Every case of suspected plagiarism or lack of independence will be reported to the Dean, who will investigate the matter and may decide to refer the case to the Rector and the disciplinary committee. Confirmed plagiarism may result in expulsion from the student register.

Plagiarism and lack of independence are understood as: 1) submitting work that is not the result of independent effort by the individual or team; 2) submitting the same work for different courses; 3) copying ideas, text, or graphics from any source without appropriate citation.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Other information:

During class, students should not use electronic devices, such as laptops, tablets, or phones, for purposes other than those indicated by the instructor (§9 section 6 of the Study Regulations).

Responses provided by students for additional (optional) tasks on Classroom should not be generated using AI tools (e.g., ChatGPT)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:

Educational psychology

Academic year	2024/25
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	3
Semester	Winter
ECTS points	4 ECTS
Total number of student work hours	100
Language of instruction:	English
Course coordinator	Magdalena Krol, PhD (mkrol1@swps.edu.pl)

Form of classes	Number of hours
Lecture	24
Workshop	12

Form of classes	Teacher
Lecture	Małgorzata Wojcik, PhD (mgolonka-wojcik@swps.edu.pl)
Workshop	Agata Tokarek, MA (atokarek1@swps.edu.pl)

	Form of classes		Number of hours
Number of contact hours	**Lecture**	36	24
	Workshop		12
Student's independent work*	**Preparation for classes**	64	20
	Completion of assigned tasks		22
	Exam preparation		20
	Exam participation		2
Total student workload			100

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Learning outcome

The code of the directional learning outcome	Course learning outcomes
PS1_W2 **PS1_W4** **PS1_W7** **PS1_W8**	▪ The student has an advanced knowledge of the research areas and approaches in educational psychology. ▪ The student has an advanced understanding of educational and developmental difficulties in the education process.
PS1_U3	▪ The student is able to identify the most common educational and developmental difficulties. ▪ The student is able to design a workshop on a chosen educational goal.
PS1_K2 **PS1_K6**	▪ The student is aware of the need for continuous improvement of their skills and expansion of their knowledge.

Program content and forms of classes

Lecture

Program content	Obligatory readings
Part 1 Introduction to Educational Psychology	
Lecture 1. Introduction to psychology and education : some essential background. Educational psychologist as science practitioners	Cline, T., Gulliford, A., & Birch, S. (Eds.). (2024). *Educational psychology*. Routledge. Chapter 1
Lecture 2. How educational psychology helps create expert teachers and learners. Research methods in educational psychology	Kirschner, P., Hendrick, C., & Heal, J. (2022). *How teaching happens: Seminal works in teaching and teacher effectiveness and what they mean in practice*. Routledge. Section 1 Wójcik, M., & Mondry, M. (2020). Student action research: Preventing bullying in secondary school—Inkla project. *Action Research, 18*(2), 251-269. (Extra reading Sternberg, R. J., & Williams, W. M. (2010). *Educational psychology*. Merill Chapter 1
Part 2 Cognitive, Social, Moral and Emotional Development	
Lecture 3 Cognitive development **Lecture 4** Social, moral and emotional	Slain, E.. (2020). *Educational psychology. Theory and Practice* Pearson. Chapter 2 and 3

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

development	
Part 3 Individual Approach	
Lecture 5 Individual differences – exceptional children	Sternberg, R. J., & Williams, W. M. (2010). *Educational psychology* Chapter 5
Lecture 6 Inclusion for children with special educational needs	Cline, T., Gulliford, A., & Birch, S. (Eds.). (2024). *Educational psychology*. Routledge chapter 4 + Educating children with autism chapter 8
Lecture 7 and 8 Motivating students	Slain, E.. (2020). *Educational psychology. Theory and Practice* Pearson Chapter 10
During Lecture 8 - Exam 1 (Written examination during one of the lectures) 0-24 points (min. 12)	Written Examination will cover topics and issues from lectures 1 to 8 and will include open-ended and multiple choice questions. Resit exam will take place during the exam session
Part 4 Social, Emotional and Mental Health Issues in School	
Lecture 9 Mental Health in Schools	Cline, T., Gulliford, A., & Birch, S. (Eds.). (2024). *Educational psychology*. Routledge. Chapter 9
Lecture 10 School Climate and Bullying	Thornberg, R. (2011). 'She's weird!'—The social construction of bullying in school: A review of qualitative research. *Children & society*, *25*(4), 258-267. Wójcik, M., Thornberg, R., Flak, W., & Leśniewski, J. (2022). Downward spiral of bullying: Victimization timeline from former victims' perspective. *Journal of interpersonal violence*, *37*(13-14), NP10985-NP11008. (extra reading -Horton, P., Forsberg, C., & Thornberg, R. (2023). Places and spaces: exploring interconnections between school environment, resources and social relations. *Educational Research,* 65(4), 462-477.
Lecture 11 -12 Managing classroom behaviors	Cline, T., Gulliford, A., & Birch, S. (Eds.). (2024). *Educational psychology*. Routledge Chapter 10

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Program content and forms of classes

Workshop

Program content	Obligatory readings
Tutorial 1: ● Course Requirements and Group Division ● Project of Intervention. First stage of the group project	Eliot, L. (2010). *Pink brain, blue brain: How small differences grow into troublesome gaps-and what we can do about it*. Simon and Schuster. Chapter 4.
Tutorial 2: ● Case study: student with autism spectrum condition ● Inclusive Education – Practical Aspects of Managing a Classroom that Meets the Needs of Every Student	Eliot, L. (2010). *Pink brain, blue brain: How small differences grow into troublesome gaps-and what we can do about it*. Simon and Schuster. Chapter 6. Hendrickx, S. (2015). *Women and girls with autism spectrum disorder: Understanding life experiences from early childhood to old age*. Jessica Kingsley Publishers. Chapter 6.
Tutorial 3: ● Student oral presentations (Assignment 1)	
Tutorial 4: ● Project of Intervention Student Presentations (Assignment 2)	Kirschner, P., Hendrick, C., & Heal, J. (2022). *How teaching happens: Seminal works in teaching and teacher effectiveness and what they mean in practice*. Routledge. Chapters 11-12.
Tutorial 5: ● Difficult behaviors and behavioral management in the classroom (practical case studies and effective methods of management)	
Tutorial 6: ● Students with special education needs (case studies)	Willingham, D. T. (2021). *Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. John Wiley & Sons. Chapter 1.

Requirements to pass the course/assessment criteria

In order to pass the subject one must acquire 51-100 points. The points will be transformed into grades according to the following rules:

Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
Tutorial Assignment 1 (Oral presentation)	0-26 points (min. 13)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Tutorial Assignment 2 (Project of Intervention)	0-26 points (min. 13)
Exam 1 (Written examination during one of the lectures)	0-24 points (min. 12)
Exam 2 (Oral examination during the exam session)	0-24 points (min. 13)

* Obtaining the minimum score given in the table is a condition for passing the task.

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Absence of a maximum of 2 academic hours (2 x 45 min) during compulsory classes in a given module is allowed.

Compulsory classes are considered classes in which attendance is required and checked, in accordance with the course syllabus.

Students should come to the class on time. It disrupts the class discussion, the lecturer, and other students to walk into class late. Thus, students who arrive 15 minutes after the beginning of class should not enter. If you are absent from class, it is your responsibility to get notes etc.

1. Work in groups
Students working together in groups will receive identical grades. Students divide the work themselves and take responsibility for ensuring that this division is fair and meaningful. If one of the authors of the paper is absent, the others are required to submit a joint paper.

2. Plagiarism
Students who commit plagiarism receive zero points for a given work. Each case of plagiarism will be reported to the disciplinary committee of the university and may result in striking off the list of students.
Plagiarism is understood as: 1) submitting assignment or test that is not the result of independent work; 2) submitting the same work in different courses; 3) copying ideas, texts or graphics from any source without proper citation.

3. Other rules
The grades for the module will be issued at the latest after the end of session B.
The lecturer reserves the right to change the form of individual examinations (§32 item 5 of the Study Regulations).

4. Assessed assignments during tutorials
As part of the tutorial work, you can get 52 points. There will be the following assessed assignments:
   1) **Oral presentation (0-26 points)**
      Presentation topics:
Eliot, L. (2010). *Pink brain, blue brain: How small differences grow into troublesome gaps-and what we can do about it*. Simon and Schuster. Chapter 4.

Eliot, L. (2010). *Pink brain, blue brain: How small differences grow into troublesome gaps-and what we can do about it*. Simon and Schuster.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Chapter 6.

Hendrickx, S. (2015). *Women and girls with autism spectrum disorder: Understanding life experiences from early childhood to old age.* Jessica Kingsley Publishers.
Chapter 6.

Kirschner, P., Hendrick, C., & Heal, J. (2022). *How teaching happens: Seminal works in teaching and teacher effectiveness and what they mean in practice.* Routledge.
Chapters 11-12.

Willingham, D. T. (2021). *Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom.* John Wiley & Sons.
Chapter 1.

Rules of presentation preparation
   A.   Time limit: 15 minutes. The limit will be respected and exceeding it will result in a deduction of points.
   B.   The next task is to prepare the presentation as a group (max. group size 3 students). Your task is to divide the responsibilities in such a way that all members of the group have a sense of equal allocation of work.
   C.   The oral presentation should be accompanied by some kind of visual aid, such as a PowerPoint.
   D.   Before the presentation please make sure that the presentation conveys the most important information on the topic and that the information is prepared in a way that is clear, understandable and interesting to the audience.

Evaluation Criteria

Criterion	Description	Score
Text processing	Degree of text processing (e. g. amount of text on slides, reading or talking in your own words). Inclusion of important information and omission of less important information (do you speak to the point, are you able to pick out the main points of the text, can we follow your argument)	8
Attractiveness	Present in a way that is interesting and easy to understand to the audience (is the audience listening, do you have a deep understanding of the topic, do we understand what you are saying, do you give your own examples to facilitate understanding, is the presentation visually appealing and presented in a lively manner)	5
Factual correctness	Evaluation of the correctness of the content of the presentation, including the correct information and choosing right main message and conclusions	8
Organization	Organization of the presentation - does everyone speak, does the distribution of tasks among group members seem equal, do they fit in time?	5
	Total	**26**

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

2) **Project of Intervention (0-26 points)**

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Rules of presentation preparation

   A. The intervention should be presented in the form of a presentation (for example PowerPoint), which will last 15 minutes. Extremely negligent presentations can be scored 0 points by the decision of the teacher. Exceeding the time limit will result in a deduction of points (1 point per minute but not more that 3 points)

   B. Your intervention should be evidence-based, i.e., not entirely based on what you think, you are supposed to have solid support in the literature.

   C. You choose the target group yourself, but you should justify it somehow. E.g. What do you think is the best age for the intervention and why - the answers can vary, but should be well justified.

   D. First, the goal of the intervention should be set very specifically. Second, the purpose of the intervention must be justified. Third, the manner in which the intervention is carried out should also be specific and, most importantly, tailored to its purpose.

   E. Intervention plan - what it will consist of, how long it will last, who will carry it out and how, what elements it will include, feasibility of your plan

   F. Evaluation of the intervention - how will you measure whether the intervention has achieved its goals, what are the strengths and weaknesses of the intervention

Evaluation criteria

Criterion	Description	Score
Theoretical outline of the problem	Clearly defined problem, presented based on scientific literature	5
Selection of the target group	Selection of the target group with good justification, preferably based on scientific literature	5
Purpose and method of intervention	Concrete, realistic and adequate formulation of the purpose of the intervention, described clearly, the method is interesting, well suited to the purpose and realistic	5
Intervention plan	Thoughtful, detailed and realistic intervention plan	6
Evaluation of interventions	Identification of a variable that is related to the purpose of the intervention and can be measured. Selecting a tool to measure the effect of the intervention (may be existing, may be a plan to develop your own). A good plan for making measurements to evaluate the intervention. A realistic and purposeful analysis of the intervention's strengths and weaknesses.	5
	Overall	**26**

5. Exams
   1) **Exam 1 (0-24 points; min. 12)**
Written examination during lecture 8 will cover issues and topics from lectures 1 to 8. Questions will include both theoretical and practical aspects.

   2) **Exam 2 (0-24 points; min. 13)**
Oral examination during the exam session will cover topics and issues from lectures 1 to 12. Each student will receive two questions and will be asked to discuss theoretical issues as well as analyze a case (eg. plan intervention in case of bullying or adjust feedback to developmental stage).

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:

Personal Skills

Academic year	2024/25
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Selectable A. **Burnout prevention & Stress Management** B. **Personal Effectiveness & Assertive Communication**
Mode of Study	Full Time
Year of Study	3
Semester	Winter
ECTS points	4 ECTS
Total number of student work hours	100
Language of instruction:	English
Course coordinator	Slawomir Prusakowski (sprusakowski@swps.edu.pl)

Form of classes	Number of hours
Practical workshop	24

Form of classes	Teacher
Practical workshop	Michal Zawadzki (mzawadzki@swps.edu.pl)

	Form of classes		Number of hours
	Practical workshop	24	24
Student's independent work*	**Reading literature for classes**	76	28
	Preparation of the final project		48
Total student workload			100

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes

The code of the directional learning outcome	Course learning outcomes
PS1_W15	– The student defines and identifies concepts in the field of personal development. – The student defines and explains the mechanisms of self-supporting methods in development.
PS1_U8 **PS1_U10**	– The student is capable of independently planning and organizing work towards achieving their own developmental goals.
PS1_K2 **PS1_K8**	– The student recognizes and acknowledges the importance of psychological knowledge in solving practical problems in the area of personal development.

Program content and forms of classes

Practical workshop

Program content	Obligatory readings
Topic 1 **Personal Development** ● The background of Personal Development in Humanistic Psychology and Positive Psychology ● Personal development vs Personality Development. ● What is the meaning of personal development? What is the direction of personal development?	Hart, R. *Positive Psychology* (2021). Routledge. Chapter 1. Fadiman, J., & Frager, R. (2013). *Personality and personal growth* (7th ed.). Pearson Education, Inc. Chapter 11&12.
Topic 2 **Personal Development** **- Skills** ● Self-management vs self-kindness and self-regulation ● Emphatic skills ● Tasks competence ● Creative and Productive thinking Success: focus on goal or process? **Topic 3** **Personal Development – Goals** ● Personal goals ● Goals and well-being ● Goals and achievements ● Goals: strategies or needs?	Cottrell, S. (2021). *Skills for success*. Red Globe Press. Part 1,2 and 3. Peyton, S. (2017). *Your resonant self*. W.W. Norton & Company. Chapter 2. Hart, R. *Positive Psychology* (2021). Routledge. Chapter 6.

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Topic 4 i 5 **Personal Development** **– Resources** ● Inner and outer resources ● Self-esteem ● Hope and optimism Emotional intelligence	Hart, R. *Positive Psychology* (2021). Routledge. Chapter 4,5 .
Topic 6 **Personal Development - Values** ● Values as life motivation ● The horizontal and vertical theories of moral development ● Value judgements vs moralistic judgements	Hart, R. *Positive Psychology* (2021). Routledge. Chapter 6.
Topic 7 **Personal Development - Resilience** ● The definition of resilience ● Resilience in psychological research ● Resilience in self-evaluation	Hart, R. *Positive Psychology* (2021). Routledge. Chapter 12
Psychology of Faculty in Wrocław topics (max. 40% of hours) - program content	**Obligatory readings**
Topic 8 **Personal Development in practice:** ● Communication skills ● The comprehensive model of life enriching communication ● Demands vs requests ● General and supportive agreements	Rosenberg, M. (2005). *Nonviolent Communication: A Language of Life.* PuddleDancer Press, p. 1-22. Rosenberg, M. (2005). *Nonviolent Communication: A Language of Life.* PuddleDancer Press, p. 67-88.
Topic 9 **Personal Development in practice** ● What is the base of our actions and choices? ● Observation/facts vs interpretation/judgements ● Cognitive filters ● Observing and working on thoughts: working with automatic negative thoughts, cognitive defusion, decatastrophisation, mindfulness skills for working with thoughts	Rosenberg, M. (2005). *Nonviolent Communication: A Language of Life.* PuddleDancer Press, p. 25-34.
Topic 10 **Personal Development in practice** ● Observing and naming feelings ● Owning feelings	Rosenberg, M. (2005). *Nonviolent Communication: A Language of Life.* PuddleDancer Press, p. 37-65.

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● Linking feelings with met or unmet needs ● Emotional surfing	
Topic 11 **Personal Development in practice** ● Burnout: Definition ● Circumstances that trigger Burnout ● Consequences of Burnout ● Prevention Strategies	Edú-Valsania, S., Laguía, A., & Moriano, J. A. (2022). Burnout: A Review of Theory and Measurement. International journal of environmental research and public health, 19(3), 1780. https://doi.org/10.3390/ijerph19031780
Topic 12 **Personal Development in practice** ● Meditation in practice ● Meditation in psychological research ● Gratitude ● Mindfulness Techniques ● Self-compassion and acceptance	Germer, C. K. (2009). *The mindful path to Self-Compassion: Freeing Yourself from Destructive Thoughts and Emotions*. Guilford Press, p. 9-60. Chapter 1&2

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Branden, N. (2012). *Six pillars of self esteem*. Bantam.

Csikszentmihalyi, M.(2013). *Flow: The psychology of happiness.* Ebury Digit.

Cyrulnik, B. (2004). *The whispering of ghosts*. Other Press LLC.

Hanson, R., Hanson, F., (2018). *Resilient*. Penguin Random House.

House, R., Kalish, D., Maidman, J. (2018*). Humanistic psychology: Current trends and future prospects*. Routledge.

Kennerley, H., Kirk, J., & Westbrook, D. (2017). *An introduction to cognitive behaviour therapy: Skills & applications*. SAGE Publications.

Killen, M., Smetana, J.G. (2022). *Handbook of moral development,* Routledge.

Laycraft, KC. (2020) *The Theory of Positive Disintegration as Future-Oriented Psychology*. Ann Cogn Sci 4(1):118-126.

Linehan, M. M. (2017). *DBT skills training manual*. Guilford.

Lyubomirsky, S. (2013). *The myth of happiness*. Penguin.

Maslow, A.H. (2013). *Toward a psychology od being*. Start Publishing LLC.

Requirements to pass the course/assessment criteria	
In order to pass the subject, one must acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	**Points***

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Method 1	Learning logs / Reflection Journal: Students write brief reflection based on their learning experiences & keep tracks of skills development progress	21-40
Method 2	Group project: in a group of 3 students write discussion about a chosen distinction (2-3 pages). The deadline is two weeks after the last class. 1. Personal development vs personality development 2. Self-management vs self-kindness and self-regulation 3. Strategies vs needs 4. Inner vs outer personal resources 5. Value judgements vs moralistic judgements 6. Resilience vs indifference 7. Observations/facts vs interpretations/judgements 8. Feelings vs alleged feelings/judgements 9. Requests vs demands Group project: in a group of 3 students prepare the presentation & lead / facilitate in-class discussion based on the books and movies of their choice, related to / illustrating the process of acquiring the Personal Skills / transformational point (stress / burnout / assertiveness related) in life / quality of life change, due to Personal Skills improvement. The deadline for arrangement is the second class and the deadline for running the presentation / discussion is within the semester / classes dates available.	15-30
Method 3	Burn-out prevention plan: Students create their personal burn-out prevention plan which will incorporate all practical skills which students will learn during the course (e.g. working with thoughts, assessing their personal level of expression of burn-out symptoms, working with values and goals). The deadline is one week after the last class	15-30

* Obtaining the minimum score given in the table is a condition for passing the task.

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Absence of a maximum of 20% of hours during compulsory classes in a given module is allowed.

Compulsory classes are considered classes in which attendance is required and checked, in accordance with the course syllabus.

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Name of the course:

Group Research Project

Academic year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Selectable (refers to a course or subject that a student can choose from a selection of options offered by the faculty. In this context, students are free to select one subject from the list of courses prepared by the department. The courses available in the selectable offer relate to the learning outcomes described below, but they may vary in specific content and syllabus): **1. The relationship between emotion and cognition** **2. The situational factors in judgment and decision making**
Mode of Study	Full-Time
Year of Study	3
Semester	Winter
ECTS points	6 ECTS
Total number of student work hours	150
Language of instruction:	English
Course coordinator	Jakub Kuś , Ph.D. (jkus@swps.edu.pl)

Form of classes	Number of hours
Workshop	12
Project	10

Form of classes	Teacher
Workshop +	Suprartik Mondal, smondal@swps.edu.pl
Project	

	Form of classes		Number of hours
Number of	**Workshop**	2	12

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contact hours	Project	2	10
Student's independent work*	**Reading literature for classes**	1 2 8	28
	Preparing a plan and conducting a scientific study, elaborating the results		80
	Preparation and presentation of the poster		20
Total student workload			150

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes

The code of the directional learning outcome	Course learning outcomes
PS1_W20 **PS1_W22**	– Student has advanced knowledge and understanding of the methodology of psychological research as well as basic ways of planning scientific research. – Student has advanced knowledge and understanding of the applications of statistics in psychology, including methods of clear presentation of empirical research results.
PS1_U2 **PS1_U5** **PS1_U8**	– Student can formulate research problems, develop hypotheses, and select appropriate research methods for the problem. – Student can process and present the results of empirical research. – Student can actively participate in teamwork at every stage of research implementation (defining the problem, collecting or obtaining data, analysis, and presentation of results).
PS1_K5 **PS1_K8**	– Student critically reflects on personal and team goals and ways of achieving them. – Student adheres to ethical standards in conducting scientific research. – Student can critically evaluate the outcomes of scientific research. – Student is open to discussions regarding their conducted empirical research. – Student can communicate the results of their work.

Program content and forms of classes

Workshop

Program content	Obligatory readings
One topic does not have to equal one class meeting.	Required and suggested chapters will be specified by the instructor at the beginning of the course. Required readings are available from the SWPS library. Instructors may add more readings throughout the semester if needed. Please, stay tuned. Students are expected to refresh their knowledge of statistics and methodology obtained during their studies at SWPS University and search for additional scientific resources necessary to complete their project.
Topic 1. Stages of research method How to properly formulate a research problem and posit a hypothesis. Theoretical vs. operational level of the	Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2015). *Research Methods in Psychology*. Boston: McGraw-Hill Companies, Inc.

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problem area. Designing a study while taking into account the proposed way to analyze the data. Ways to control confounding variables. Rules of sample selection and assignment of participants to conditions. Randomization: proper and improper understanding of the term.	Additional resources: ● Noba Project open resources, for example http://noba.to/qu4abpzy http://noba.to/acxb2thy http://noba.to/hsfe5k3d ● Other open resources, such as https://kpu.pressbooks.pub/psychmethods4e https://open.lib.umn.edu/psychologyresearchmethods/ https://opentextbc.ca/researchmethods/ https://lakens.github.io/statistical_inferences/01-pvalue.html
Topic 2. Analysis of study results Selecting the right statistical tool while checking if one fulfils the conditions to use it. Interpretation and reporting of the results. (Students should be able to apply Student's t-tests for independent and repeated measures, Chi-square tests, Pearson and Spearman correlations.)	**Learning Statistics with JASP** https://learnstatswithjasp.com/ **YaRrr! The Pirate's Guide to R** https://bookdown.org/ndphillips/YaRrr/ Additional resources: ● Noba Project open resources: http://noba.to/nt3ysqcm http://noba.to/ruaz6wjs
Topic 3. Presenting the results Visualization of the results in graphic form. How to choose the right type of figure to present your results. Key elements of the lab report. Scientific poster.	*Publication Manual of the American Psychological Association*, Seventh Edition (2020). https://apastyle.apa.org/style-grammar-guidelines/ Additional resources: ● APA Style Blog: https://apastyle.apa.org/blog ● Purdue Online Writing Lab resources on APA: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Project	
Program content	**Obligatory readings**
The 10 hours of the project are intended as independent work outside of class, where students prepare subsequent steps of their assignments as explained and introduced during workshops, and, ultimately, produce their group research project. Please see the Class Organization section for details of what happens between workshop classes, which constitutes the program content of the project component of the module.	As per the workshop part.

Requirements to pass the course/assessment criteria	
In order to pass the subject one needs to acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

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Methods of verifying the learning outcomes	Points*

Method 1 — **Group Research Project**, consisting of three main assignments.
 	
Assignment 1: Preparation and description of the **study plan (30 points)**.
 	
To pass this task/part, each team has to submit a written document of a minimum of 1-2 pages, which should include the following:
 	
    1.   Hypotheses along with a brief justification (based on the literature review of relevant theoretical and empirical papers) **(8 points).**
    2.   Study design **(8 points).**
    3.   Descriptions of the study materials **(6 points).**
    4.   Proposed procedure **(8 points).**
 	
Assignment 2: **Gathering data** (option where teams complete a study for this class) or **preparation of the existing data** to run the relevant analyses (both options to reanalyze existing data) **(30 points)**.
 	
To pass this task/part of the module, the team has to submit the following:
 	
    1.   The **data set** in .csv format, including necessary data transformations **(15 points).**
    2.   A **report** based on their data analysis **(15 points).**
 	
Assignment 3: **Conference poster** preparation and presentation by the whole team during the last class **(30 points).**
 	
Positive evaluation of the posters will be based on the following criteria:
    1.   Content Quality **(10 points)**
    2.   Technical Accuracy **(10 points)**
    3.   Visual Appeal **(5 points)**
    4.   Presentation **(5 points)**
 	
Content quality assesses the clarity of the research question, methodology, results, and conclusions. Technical accuracy ensures precision and consistency in the information presented. Visual appeal focuses on the poster's layout, design, and clarity. Presentation evaluates the presenters' ability to explain the research, engage the audience, and demonstrate confidence.
 	
Should a University poster session be organized, the best poster will have a chance to be presented again during this event (details to be announced later).
 	
Important.
 	
    1.   Specific deadlines to complete each assignment will be confirmed at the beginning of the course, along with detailed requirements and scoring criteria. Within the below table, those three main assignments may be broken down into smaller subsequent steps.
    2.   Teams that fail to submit a given assignment within a deadline have **2 work days** to submit it while losing the possibility of correcting it. After this
	90 (46)

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	deadline, the assignment will not be accepted, and the team will fail the course. If the failure pertains to the last assignment, the presentation of the conference poster, the format of the submission will be specified by the instructor. 3. It is your responsibility to monitor your progress, especially whether you are likely to reach the required minimum score. Contacting the instructor at the very end of the classes period or at the end of the semester to inform them that you did not manage to gather the minimum activity points required to pass, may result in their refusal to offer any makeup task. Any email communication to justify why you did not manage to complete a given activity should include information about the reasons for not being able to do so, as well as documented evidence to support your claim issued by a relevant office.	
Method 2	**Group Work evaluation**, based on the self-evaluation of the cooperation submitted by all team members on the day of the presentation of the poster (at the latest: by noon of the following day). **Important** A person who did not take part in the preparation of their team's empirical project or participated only to a minimal degree not only loses the points for group work but may also fail the course (by the decision of the instructor).	10 (5)
* Acquiring the minimum score specified in parentheses is required to pass a given component (method/task), while completing just one of the two tasks, even if the minimum required to pass the whole module is reached, does not equal passing the module.		

Course aims

This course aims for teams of students to complete a research project, from hypothesis formulation to presentation of the study results. The research project may take one of the three possible forms (options), while specific topics of research will be according to the research interests of the instructor (to be briefly presented in class):

- **A study based on data gathered for this class (*Group Research Projec*t).**
  During class students, with the support of the instructor, formulate a new research problem and hypotheses, then design the study and prepare research materials and tools. Next, each student individually gathers data from a number of participants specified by the instructor. Those data are then combined into one data set, on which analyses are run to verify the hypotheses and prepare the poster, as in other options. The study may be a replication of existing research or a new project. This project can be done in teams of a maximum of 3 students. Each team will be assigned a group number and that group number is crucial and must be reported in all "**Deliverables**".

- **A study based on already existing data.**
  The instructor presents students with an example of an open data set, while students will also search for their own open data set. Data included in the data set are to serve teams as the basis to do a literature search and formulate the hypothesis. Students are expected to formulate their own research hypotheses, based on a literature review, then run relevant analyses and prepare a poster, presenting their study and the study results. Since this option may include having access to a study that has already been done and described in an empirical article, students are required to critically analyze the existing procedure and study materials (if available). This project can be done in teams of a maximum of 3 students.

- **A study based on already existing data gathered by the students for a different class**.
  Here the project should be based on data gathered by the students on some other occasion, for example for a different class. In this case, the main research hypothesis may be already

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formulated, while students may formulate additional hypotheses for this project. Then, students are expected to do a relevant literature review, analyze the data, and prepare the poster, as in other project options. Since this option may include having access to a study that has already been done and described in an empirical paper, students are required to critically analyze the existing procedure and study materials (if available). This project can be done in teams of a maximum of 3 students.

Project milestones:
1. Desk/literature review (existing theories and empirical studies),
2. Formulating the research problem and hypotheses (based on the literature review),
3. Data analysis (reanalysis),
4. Poster preparation (for the poster session).

The instructor must approve the topic of the project, project materials, and data file along with selection and data transformation (depending on the study option).

Class organization

Class hours: Within this module 12 hours are completed in class (workshop/tutorials, contact hours, white background in the table below), while 10 hours are project hours, where students are expected to work outside of class, completing subsequent stages of the project (assignments and their steps; light gray background, titled "BREAK" 1, 2, 3, etc.). Classes will be planned within the usual 90-minute slots, while those are not scheduled to happen every week. Due to their other work duties, the class dates proposed by individual instructors delivering this course may differ, while they will inform their class about the schedule at the beginning of the semester. Please consult the class schedule published on the Virtual University and on the online platform used to support this class (Google Classroom, Moodle, etc.).

Availability of computers and required software: Teams, please check if there are computers in the classroom and if those are equipped with the required software (for example, the JASP or R software if you need to open output report or data file). If not, while you require a computer to progress with your work in class, please bring your device(s) with the software installed and licensed–at least one device per team.

Meeting #	What happens then and around that time **Important.** All of the deadlines provided in this table are tentative and as such will be confirmed along with all the necessary details (date, hour, format) by the instructor. You should also verify class dates, class hours, and classroom numbers on the Virtual University. In rare cases, the schedule may change.
Meeting 1	**Introduction to topics and research process** Introduction to class and class assignments. Presentation of project options, division into project teams, and looking for ideas. Introduction to the research process and research reporting via a scientific poster.
"BREAK" 1 – No classes (See the schedule on the VU) **What to do before Meeting 2? - Step 1 of Assignment 1 (Study Plan)** Teams are to meet to discuss possible project ideas, including the preferred option and topic of their project. Teams should also prepare a plan for their work that suits all the team members and acknowledges their weaknesses and strengths (in other words, you should decide how you assign roles on your team, taking into account that during the presentations all team members should have their fair share of the talk).	

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Having decided on the topic of your project, read more about it, to get ideas about how to define key terms, what theories to employ, and how typically such problems are researched (in other words, gathering ideas on how to design their study for this class). Avoid Wikipedia and any non-scientific sources.

Deliverables: Teams are to select and read a minimum of one and a maximum of three research articles on a selected topic, which show(s) how a given topic can be researched, and prepare a **6-slide PowerPoint presentation**, including their topic (however it is formulated for now), key definitions, theories, usual research aims, methods, most common results and how those are understood and discussed by other authors (based on the literature review). They are also to select possible research questions and hypotheses they would like to pursue in their exploration (those can be changed or edited later). Do your best to show how your study would contribute to science. For example, does it aim to resolve some issues present in the literature? Would it have a different setting or sample, and why? Would it apply some theoretical knowledge to resolve some practical issues?

Only one team representative uploads the presentation (PPTX or Google Slides formats only, no links to Canvas and similar apps will be accepted, while you can surely use those as you present in class, just as long as the university equipment supports those).

Required filename format:
Assignment1_Step1_group_No#, where # stands for the tutorial group number (1, 2, 3, 4...).

Deadline: Your presentation slides are to be uploaded **two workdays before Meeting 2** via Google Classroom (unless otherwise specified by the instructor; details are to be confirmed and announced in class). This presentation is for the team and the instructor only, and will not be presented in class.

Meeting 2	**Study design and planning**
	Research design and methods recapitulation. Introduction to current methods (specificity of each instructor's interests may be responsible for some variation of the method presented in this part). Research questions and hypotheses. Choosing a study design that best suits your research goals.

"BREAK" 2 – No classes (See the schedule on the VU)

What to do before Meeting 3? - Step 2 of Assignment 1 (Study Plan)

Teams prepare a draft of their study plan, including key terms, definitions, theories, a summary of the literature review as far as existing studies are concerned, and final research questions or hypotheses for their own study, as well as the procedure and research materials for the next class. For teams working on existing data sets—they must include a list of variables they would potentially require to verify their research questions and/or hypotheses, how those could be measured, or transformed, and what study design would be best for their purpose, etc.

Deliverables: Teams are to submit a **document** including the above information, following a template provided by the instructors (Literature review, General Research Question, Testable Research Hypothesis, General Methodology). A general requirement is a maximum of 4 pages, 1.5 interline, font size 12, including the list of references and descriptions of the proposed study materials along with links to full materials (select those that are both reliable and freely available at no cost/ with no license fee required).

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Only one team representative uploads the assignment in a Docx or Google Docs format. Required filename format: Assignment1_Step2_group_No#, where # stands for the tutorial group number (1, 2, 3, 4…). **Deadline**: The draft is to be uploaded **two workdays before Meeting 3** via Google Classroom (unless otherwise specified by the instructor; details are to be confirmed and announced in class).	

Meeting 3	**study preparation and approval** Depending on the project option: ● Teams further work on their submitted study materials–to be approved by the instructor <u>before</u> they start gathering data. Completing a study without this approval may equal failure of the module. ● Teams decide on the existing dataset and variables within it and consider what data transformations must be performed before they can run the analyses necessary to verify their hypotheses. The datasets must be approved by the instructor before teams proceed with the analyses.

"BREAK" 3 – No classes (see the schedule on the VU)

What to prepare before Meeting 4? – Assignment 1 (Study Plan)

During that time teams should finalize the materials and get the approval of the study design and materials before they start gathering data. Unless they got their materials approved during the previous meeting, they must get those approved during the break, upon the submission of the final study plan (inclusive of full versions of study materials, if they do a study), when they get feedback from the instructor. For teams choosing to work on existing data sets, this time should be dedicated to making a final decision as to which data set to choose and getting to know what is in it, and how to best prepare it for their study purposes, for example, which variables require transformations, ideas how they can run analyses, etc.

Deliverables: Teams are to submit a **final study plan** including a literature review (key terms, theories, and research, with sources) that backs up the hypotheses or justifies the research questions, and a design of the study, including the proposed materials and procedure (or plan of data cleaning, transformations, and analysis—for teams working on existing data sets). In general, the final study plan may recap and refine what your team already stated in the draft, adding new information.

Only one team representative uploads the assignment in a Docx or Google Docs format.

Required filename format:
Assignment1_Final_Study_Plan_group_No#, where # stands for the tutorial group number (1, 2, 3, 4…).

Deadline: The document is to be uploaded within **three workdays after Meeting 3** via Google Classroom (unless otherwise specified by the instructor).

Within a few workdays from the submission, teams will get feedback from the instructor along with info on whether they have the green light to start the study or analyze existing data sets. Upon getting it, they should immediately start gathering data (or cleaning, transforming, and analyzing their data—for teams working on existing data sets).

Meeting 4	**Completing the study - Consultations I**

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	Insight into what teams got so far (partial data, issues that surfaced, ideas on how to analyze a given type of data, etc.). For classes not equipped with computers or required software, please make sure to bring your devices (at least one per team).

"BREAK" 4 – No classes (see the schedule on the VU)

What to prepare before Meeting 5? - Step 1 of Assignment 2 (Data Set with Analyses)
Teams finish gathering data and should start doing analyses (descriptive statistics, normality testing, main analyses). It is possible to submit a partial data set if the study is not finished yet.

Deliverables: Teams upload their **data set ready for statistical analyses and a file with basic analyses.** In the analyses file, tables pasted from JASP are fine, just as long as those are in APA format, pertinent to your point and you also include your commentary on those, as far as your decisions and analyses are concerned).

Deadline: A data file (csv format) and a document with an overview of analyses done so far (docx or Google Docs format) are to be uploaded **two workdays before Meeting 5** to Google Classroom (unless another platform is indicated). (unless otherwise specified by the instructor; details to be confirmed and announced in class).

- For teams doing their study, the term "data set" means all the raw–and transformed, if you can do the necessary transformations by that moment–data (variables) gathered during the study.
- For teams using existing data sets, it means they upload a copy of the original existing data set file in which they only left the raw data (variables) they require to run their analyses (all not required for analyses variables deleted) AND the required transformed data (variables).

Only one team representative uploads the assignment in a JASP or R file alongside Docx or Google Docs format.

Required filename format:
Assignment2_Step1_group_No#
Assignment2_Step1_Data Set_group_No#
Assignment2_Step1_Analyses_group_No#, where # stands for the tutorial group number (1, 2, 3...).

Meeting 5	**Analysis of the results - Consultations II** Ideally, teams have the data analyzed by that moment and can consult the results of the final analyses. In the case of partial data sets, teams may consult how to analyze those, then continue gathering data and repeat the analyses on the final sets. Teams may also get feedback on how those can be presented in the form of a poster (in this case, bring electronic drafts of those).

"BREAK 5" – No classes (see the schedule on the VU).

Teams finish gathering and analyzing data and prepare their posters.

What to do before Meeting 6?

☐ **Assignment 2 (Data Set with Analyses)**

Teams are to send their **final data sets** (including raw and transformed variables) and a **report with full analyses** (as before, tables pasted from JASP are fine, just as long as those are in APA

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format, pertinent to your point and you also include your commentary on those, as far as your decisions and analyses are concerned).

Deadline: within **one week after Meeting 5** via Google Classroom (unless otherwise specified by the instructor; details to be confirmed and announced in class).

Only one team representative uploads the assignment in a JASP or R file and Docx or Google Docs format.

Required filename format:
Assignment2_Step2_group_No#
Assignment2_Step2_Data Set_group_No#
Assignment2_Step2_Analyses_group_No#, where # stands for the tutorial group number (1, 2, 3...).

☐ **Step 1 of Assignment 3 (Poster Presentation)**

Deliverables: Teams must upload their final poster in a PDF format to Google Classroom.

Only one team representative uploads the assignment.

Deadline: Posters must be uploaded **one workday before Meeting 6** (unless otherwise specified by the instructor; details to be confirmed and announced in class).

Meeting 6	**Poster session - class presentations by all teams**
	Assignment 3 (Poster Presentations)
	All teams bring their poster** to class, to deliver a flash talk of up to 5-7 minutes. Each poster will be anonymously evaluated by the audience, meaning all students in the audience present in the class during your talk. This is not a contest and it will not be possible to vote for one's poster. The goal is to give each team as much feedback about their work, as possible, next to the feedback they will get from the instructor, via an anonymous online form.
	All teams are to complete a **group work self-evaluation form** provided by the instructor. The link will be sent to them via email or provided via an online platform used for this class, after your presentations.
	Deadline to complete the self-evaluation: preferably **on the day of the presentation** and by the next work day after the presentation at the latest, by noon.
	—
	** It is not obligatory to print an A0 poster (as the cost is on the students), teams may present a PDF version of it using the instructor's station.

Important

Please note that all the products that you will be submitting as course requirements for this class may be used as an example for students completing this class in the future, while the posters will be shared with the students enrolled in this class, on the platform used to support this class. In the case of anybody from your team disagreeing with the idea that your work may be shared outside of this class, for educational purposes, you must include a clear statement on the last slide of the presentation or on the last page of the document, by pasting the following phrase: "The team or individual team members do not grant the right to share this work outside of the current class". For the data sets, please include the statement about the data set and the analyses in the analysis document. In the absence of this phrase, the instructor may share your assignments with future students or any third party, for educational purposes.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Detailed requirements to pass the course

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Absence of a maximum of 20% of hours during compulsory classes (or 1 full class) in a given module is allowed.

Compulsory classes are considered classes in which attendance is required and checked, in accordance with the course syllabus.

DURING CLASSES TEACHER-STUDENT RULES OF COMMUNICATION AND NETIQUETTE APPLY. Students must comply with the Study Regulations and Study Rules at the Faculty of Psychology at SWPS University in Wroclaw. During the classes, rules of earnest cooperation and respect for each other apply. Students who do not comply with these rules will face statutory consequences, starting with being removed from class (which equals absence), leading to the initiation of the Disciplinary Committee procedure.

Etiquette. The quality of this course depends in large part upon your level of engagement. Classes will include group discussions and debates. Students are expected to encourage and support each other while improving their skills and learning. Therefore criticism should be offered tactfully as a part of the learning process. Please remember to conduct yourself collegially and professionally.

e-Etiquette and Netiquette. We are all expected to show common courtesy and turn off or put into silent mode our cell phones when we arrive (or, ideally, just before arriving) in class. You may bring a laptop if it helps you to take notes, however, Facebook and other social media are not intended for use during classes. Any non-class-related computer activity will serve as a distraction and will undermine our experience.

Be on time. Students should come to class on time. It disrupts the class discussion, the instructor, and other students to walk into class late. Thus, students who come 15 minutes after the beginning of class, should not enter. If you are absent from class (or late), it is your responsibility to get notes, handouts, etc., from another student. Being late for the delivery of your assignment equals no points for that task.

Breaks. A break is a break for everyone, including the instructor, so please respect that. If you have questions about the topic or module, or any other question you would like to ask your instructor or other students and it is already the time of the break, save it for the next class period or ask via email.

Eating and drinking in class. It is okay to eat or drink in class, just as long as you do it in a way that does not prevent you from participating in the class assignments or disturb everyone around you.

Other participation requirements. Good command of English (CEFR B2 level). This is not a language course, although most likely we will all learn some new words in the process.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:	
Ethical Dilemmas in Psychology	
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	1
Semester	Spring
ECTS points	5 ECTS
Total number of student work hours	125
Language of instruction:	English
Course coordinator	Małgorzata Gamian-Wilk, PhD (mgamian@swps.edu.pl)

Form of classes	Number of hours
Workshop	24

Form of classes	Teacher
Workshop	Dominic Willmott, PhD (dwillmott@swps.edu.pl)

	Form of classes		Number of hours
Number of contact hours	**Workshop**	24	24
Student's independent work*	**Reading literature for classes**	101	50
	Preparation of written work		51
Total student workload		125	

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes

The code of the directional learning outcome	Course learning outcomes
PS1_W24	– The student understands what ethics is as a field of philosophy, and knows how it differs from morality and professional ethics. – The student understands what an ethical dilemma is. – The student is familiar with the specifics of implementing ethical principles in scientific research. – The student is aware of the dangers of using psychological knowledge in business, advertising, and media relations.
PS1_U6	– The student is able to recognize and identify ethical dilemmas related to the use of psychological knowledge. – The student can analyze the ethical aspects of research procedures in psychology. – When participating in a debate, the student can formulate and analyze arguments concerning ethical dilemmas.
PS1_K6 **PS1_K9**	– The student is sensitive to lapses in core values and is prepared to counteract them. – The student is willing to engage in actions for the common good.

Program content and forms of classes

Workshop

Program content	Obligatory readings
1. What is ethics as a field of philosophy. Ethics and morality. Developing an individual's ethical awareness. Activity - Section 1 - APA Ethics Code https://www.apa.org/ethics/code	Banyard, P., & Flanagan, C. (2006). *Ethical Issues and Guidelines in Psychology*. Routledge. Chapter 1.
2. Thought experiments in ethics (trolley problem). The origin of ethical norms and their enforcement. Activity - Section 2 - APA Ethics Code https://www.apa.org/ethics/code	Boone, B. (2017). *Ethics 101: From Altruism and Utilitarianism to Bioethics and Political Ethics, an Exploration of the Concepts of Right and Wrong (Adams 101)*. Adams Media. Chapter 9.
3. Categorical imperative, British utilitarianism. Activity - Section 3 - APA Ethics Code https://www.apa.org/ethics/code	Panza, C., & Potthast, A. (2010). *Ethics For Dummies*. Wiley. Chapters 7 & 8.
4. Does ethics impede scientific progress? Activity - Section 4 - APA Ethics Code https://www.apa.org/ethics/code	Lilienfeld, S. O., & Waldman, I. D. (Eds.). (2017). *Psychological Science Under Scrutiny: Recent Challenges and Proposed Solutions*. John Wiley & Sons. (selected chapters)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

5. Ethical values at risk in scientific research. Principle of informed and voluntary consent. Ethical competences of a researcher. Activity - Section 5 - APA Ethics Code https://www.apa.org/ethics/code	Leach, M. M., & Welfel, E. R. (Eds.). (2016). *The Cambridge Handbook of Applied Psychological Ethics (Cambridge Handbooks in Psychology).* Cambridge University Press. (selected chapters)
6. The risk of discrimination in psychological services (refusal to provide services; non-adaptation of services to the individual's needs; stereotyping of minority groups). Activity - Section 6 - APA Ethics Code https://www.apa.org/ethics/code	Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in Psychology and the Mental Health Professions: Standards and Cases (4th ed.).* Oxford University Press. (selected chapters)
7. Can a psychologist invoke the conscience clause? Conflict of worldviews vs. personal issues of the psychologist. Activity - Section 7 - APA Ethics Code https://www.apa.org/ethics/code	Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in Psychology and the Mental Health Professions: Standards and Cases (4th ed.).* Oxford University Press. (selected chapters)
8. Ethical dilemmas in the application of psychology in various areas of psychology. Activity - Section 8 - APA Ethics Code https://www.apa.org/ethics/code	Lilienfeld, S. O., & Waldman, I. D. (Eds.). (2017). *Psychological Science Under Scrutiny: Recent Challenges and Proposed Solutions.* John Wiley & Sons. (selected chapters)
9. Ethical aspects of working with adults Activity - Section 9 - APA Ethics Code https://www.apa.org/ethics/code	Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in Psychology and the Mental Health Professions: Standards and Cases (4th ed.).* Oxford University Press. (selected chapters) Leach, M. M., & Welfel, E. R. (Eds.). (2016). *The Cambridge Handbook of Applied Psychological Ethics (Cambridge Handbooks in Psychology).* Cambridge University Press. (selected chapters)
10. Ethical aspects of working with children Activity - Section 10 - APA Ethics Code https://www.apa.org/ethics/code	Reading will be provided two weeks before the class.
11. Student presentations	none
12. Student presentations	none

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty..
O'Donohue, W., & Ferguson, K. E. (2003). *Handbook of professional ethics for psychologists.* Sage.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Requirements to pass the course/assessment criteria	
In order to pass the subject, one must acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
Oxford Debate	23-45
Written Assignment	23-45
Activity during classes. Points for completing the tasks assigned during the classes and active in-class participation.	5-10

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed Conditions for Course Completion:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Assignments:

1. **Oxford Debate:** The task of the debate is to discuss a thesis. Opponents of the thesis and its defenders participate in the debate. Each participant arrives prepared for the discussion, and the positions are drawn on the day of the debate. The debate proceeds with alternating speeches, with the side defending the thesis speaking first. At the end of the debate, both sides summarize all the arguments. Insulting or mocking the speakers of the opposing side is prohibited.

   Evaluation Criteria:
   - Activity during the debate: 15 points
   - Use of arguments based on scientific knowledge/literature: 15 points
   - Ability to defend arguments: 10 points
   - Adherence to the rules of the Oxford debate: 5 points

2. **Written Assignment:** The essence of the task is to reflect on the importance of ethical awareness in the work of a psychologist. Referring to a dilemma or ethical situation that a psychologist may encounter in practice and determining the significance of knowledge of ethical norms and principles in this context is acceptable. Specific guidelines will be provided during the first session. The assignment should be between 3000 and 5000 characters.

   Evaluation Criteria:
   - Relevance of the text to the subject of the assignment: 15 points
   - Development of the topic: 10 points
   - Relevance of selected examples and information: 8 points
   - Compliance with APA standards: 7 points
   - Appropriate character count: 5 points

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Task Corrections: Consultation of tasks is allowed during designated office hours, but already submitted tasks cannot be revised.

Attendance: Attendance at the workshop is mandatory (§ 22, section 2 and 4 of the Study Regulations and § 9, section 3-5 of the Principles of Studying at the Faculty of Psychology in Wrocław). Unexcused absences are allowed for a maximum of 2 sessions for the workshop. Any absences beyond this limit must be justified (e.g., a doctor's note for illness). The instructor may assign a method for compensating for absences, such as an oral response during consultation or completing substitute tasks. Absence from more than 50% of the classes results in failure to pass the course, regardless of the reason for the absence. In cases of long-term absence due to health reasons, students may apply for medical leave for the given semester (based on §17-18 of the Study Regulations).

Suspected Plagiarism or Lack of Independence: Assignments suspected of lacking independence or involving plagiarism will receive zero points for the task. Any suspicion of non-independence or plagiarism will be reported to the Dean, who will investigate the matter and may decide to refer it to the Rector and the disciplinary committee. Plagiarism may result in expulsion from the student list. Non-independence and plagiarism are understood as: 1) submitting a solution that is not the result of the individual or group's independent work; 2) submitting the same work in different courses; 3) copying ideas, texts, or graphics from any source without proper citation.

Group Work: Students working in groups will receive the same grade. Students divide the work themselves and take responsibility for ensuring that the division is fair and meaningful. If one of the authors of the work is absent from class, the others are required to present the joint work. The absent person must excuse their absence, and the instructor may assign an additional credit task. If the instructor believes the division of labor within the team was not equal, they may individually assess each team member's contribution.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:	
Humanistic perspective on mankind	
Academic Year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Selectable (refers to a course or subject that a student can choose from a selection of options offered by the faculty. In this context, students are free to select one subject from the list of courses prepared by the department. The courses available in the selectable offer relate to the learning outcomes described below, but they may vary in specific content and syllabus). The list of topics prepared by the department will be released in January.
Mode of Study	Full-time
Year of Study	3
Semester	Spring
ECTS points	4 ECTS
Total number of student work hours	100
Language of instruction:	English
Course coordinator	Justyna Ziółkowska, PhD (jziolkowska@swps.edu.pl)

Form of classes	Number of hours
Workshop	18
E-learning	6

Form of classes	Teacher
Workshop	Magdalena Witkowicz, MA (mwitkowicz@swps.edu.pl)
E-learning	Magdalena Witkowicz, MA (mwitkowicz@swps.edu.pl)

	Form of classes	Number of hours

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Number of contact hours	Workshop	24	18
	E-learning		6
	Reading literature for classes		25
Student's independent work*	Completion of assigned tasks	76	25
	Preparation to perform final tasks on the e-learning platform		26
Total student workload			100

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes

The code of the directional learning outcome	Course learning outcomes
PS1_W23 PS1_W24	– The student knows and understands selected humanistic paradigms of knowledge about human beings.
PS1_U5 PS1_U10	– The student is able to plan and organize their own work in carrying out a task, while monitoring their own learning process;
PS1_K4	– The student recognizes the need to seek the opinions of experts from other disciplines and fields in solving problems related to the field of psychology.

Program content and forms of classes

Workshop - Sample content and readings (will be updated in January depending on topics proposed by the instructor).

Program content	Obligatory readings
1. Introduction to the course and course content	Berry, J. W., Poortinga, Y.H., Breugelmans, S.M., Chasiotis, A. & Sam, D.L. (Eds.). (2015). Cross-cultural Psychology. Research and Applications. Third Edition. Cambridge University Press. Ch. 5: Personality (p. 121-131).
2. The Confucian perspective on self and mankind	Yang, Ch.-F., The Chinese conception of the self. Towards a Person-Making（做人）perspective. In: Kim, U., Yang, K.-S.& Hwang, K.-K. (eds.) (2006) Indigenous and Cultural Psychology. Understanding people in context. Springer. (ch. 15, p.327-356) Gardner, Daniel.K (2014). A very short introduction to Confucianism. Oxford University Press. Chapter 2: The individual and self-cultivation in the teachings of Confucius. (p.16-33).
3. Theravada Buddhism and its perspective on mankind	Komin, S., & Scholar, S. F. (1990). National character in the Thai nine values orientations. TUSEF/Fulbright. Martin, S. A. (2018). Cultivating an Eastern self: A qualitative study of the impact of mindfulness meditation on

		Western-born practitioners' views of self and well-being. Mental Health, Religion & Culture, 21(7), 667-685
		Olendzki, A. (2003). Buddhist psychology. Encountering Buddhism: western psychology and Buddhist teachings, pp. 9-30.
4.	Hinduism and its perspective on mankind	Rao, K.R., Paranjpe, A. and Dalal, A. (eds.) (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press (ch. 7: Indian Buddhist Theories of Persons, p. 130-141, ch. 9: Transpersonal Psychology in Bhagavad-Gita: Reflections on Consciousness, Meditation, Work and Love, p.163 -185). Kakar, S., Kakar, K. (2007). The Indians. Portrait of the people. Sabon Roman by Surya, New Delhi. Chapter 1: Hierarchical Man (p. 7), Chapter 2: The Inner Experience of Caste (p. 25) , Chapter 8: The Indian Mind (p.80) - copies provided by the course instructor.
5.	A Muslim perspective on mankind. Quranic and hadith' light on the topic of human nature.	Smither, R., Khorsandi, A. The Implicit Personality theory of Islam. Psychology of Religion and Spirituality. 2009, Vol. 1, No. 2, 81–96 https://www.researchgate.net/profile/Robert-Smither/publication/228347754_The_Implicit_Personality_Theory_of_Islam/links/551a7d660cf2f51a6fea527f/The-Implicit-Personality-Theory-of-Islam.pdf Gregg, Gary, S. (2005). The Middle East. A cultural psychology. Series in Culture, Cognition, and Behavior. Oxford University Press. Chapter 3: Honor and Islam (p. 90-133), Chapter 9: Mature Adulthood (p.325-358).
6.	A Jewish perspective on mankind	Sampson, E. E. (2000). Reinterpreting individualism and collectivism: Their religious roots and monologic versus dialogic person–other relationship. American psychologist, 55(12), 1425. Tapper, A. J. H. (2016). Judaisms: A twenty-first-century introduction to Jews and Jewish identities. University of California Press. Introduction, Chapters 1 & 12
7.	A Western perspective on mankind	Boski, P. Humanism-Materialism. In: Kim, U., Yang, K.-S.& Hwang, K.-K. (eds.) (2006) Indigenous and Cultural Psychology. Understanding people in context. Springer. (p. 373-402). Weber, M. (2001). The protestant ethic and the spirit of capitalism. London: Routledge.
8.	Culture and Feminism	Matsumoto, D., & Juang, L. (Eds.). (2017). Culture and Psychology. Sixth Edition. Cengage Learning. Chapter 7: Culture and Gender (p. 147-170)
9.	A cross-cultural take on LGBTQ+ communities	Moreno, A., Ardila, R., Zervoulis, K., Nel, J. A., Light, E., & Chamberland, L. (2020). Cross-cultural perspectives of LGBTQ psychology from five different countries: current

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	state and recommendations. Psychology & Sexuality, 11(1-2), 5-31.

E-learning	
Program content	**Obligatory literature**
Content relevant to the E-Learning topic	- indicated in the e-learning

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Yang, K.-Sh. Indigenous Personality Research. The Chinese Case. In: Kim, U., Yang, K.-S.& Hwang, K.-K. (eds.) (2006) *Indigenous and Cultural Psychology. Understanding people in context*. Springer. (p.285-281).

Mishra, R.C. Indian perspective on cognition. In: Kim, U., Yang, K.-S.& Hwang, K.-K. (eds.) (2006) I*ndigenous and Cultural Psychology. Understanding people in context*. Springer. (Ch. 12, p.263-281.

Wagner-Tsukamoto, S. (2012) Questioning the Weber Thesis: Capitalist Ethics and the Hebrew Bible? *Sociology Mind, 1, ,* 1-11 https://www.scirp.org/pdf/SM20120100017_51356253.pdf

Requirements to pass the course/assessment criteria	
In order to pass the subject one must acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
Essay Preparation on a Given Topic **Formal Requirements:** ● Length: 6,000-12,000 characters (including spaces). ● The essay must include references to literature and a bibliography formatted according to APA standards (2-3 sources). ● The essay should address one selected topic from the course. It must reference at least one piece of literature from the course and at least one cultural text outside the syllabus (this can be a scientific article, essay, research findings, academic book, or another cultural text such as prose, poetry, film, or TV series). **Assessment Criteria:** ● Originality of the approach to the topic (15 points) ● Correct references to course literature and additional literature (10 points) ● Style and language accuracy (10 points) ● Correct bibliographic formatting (5 points) The essay must be submitted on the Google Classroom platform. **Plagiarism Policy:** If plagiarism is suspected, the student will not pass the course, and the case will be referred to the Dean. **Improving Essay Scores Through Class Participation:**	21-40

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

- Active participation in class (answering questions, engaging in discussions) can earn an additional 1-2 points per session. - A maximum of 10 points can be added to the essay score. However, the total essay score cannot exceed 40 points. **Important Notes:** - If the essay is not submitted on time or plagiarism is suspected, points for class participation will not be added.	
E-learning Assignment To pass the e-learning component, students must earn at least 30 out of 60 available points. Points can be obtained by completing quizzes/tests available on the e-learning platform. Detailed information about deadlines for earning points is provided on the course page at **learnonline.swps.edu.pl** (Course: Humanistic perspective on mankind).	30-60

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed Conditions for Course Completion:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Student Responsibilities and Course Requirements

1. Preparation for Classes:

Students are required to prepare for active participation in discussions by reading the assigned literature before each class. Classes follow a discussion-based format, making familiarity with the readings essential.

2. Course Assignments:

Essay Assignment:

Details about essay development and specific requirements will be discussed during the first class meeting.

Declaration on the Use of Generative AI:

Generative AI tools (e.g., GPT-4) can assist in tasks like literature search or minor language corrections. However, the final submission must be an independent work. Using AI-generated content as the main text is prohibited. The student is responsible for the entire essay's creation, revision, and final version. The assignment must include a declaration regarding the use of generative AI models:

☐ *I used [AI tools] for [specific purpose] while preparing this work. I take full responsibility for its final form.*

☐ *I did not use generative AI models while preparing this work.*

3. Task Revisions:

If the essay is not approved, the student will be assessed through an oral exam based on course-assigned literature. Failure to pass the oral exam results in not passing the course.

4. Attendance:

Attendance is mandatory (§ 22 sec. 2 and 4 of the Study Regulations and § 9 sec. 3-5 of the Study Rules at the Faculty of Psychology in Wrocław). Students may miss one class without an excuse. Additional absences must be justified, such as with a medical certificate. Instructors may assign compensatory tasks like oral responses or extra assignments. Missing more than 50% of classes, regardless of the reason, results in failing the course. Students with long-term health-related absences may apply for a health leave for the semester (§17-18 of the Study Regulations).

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

5. Academic Integrity:

Assignments suspected of plagiarism or academic dishonesty will receive zero points. Cases will be reported to the Dean, who may refer the matter to the Rector and the disciplinary committee. Proven plagiarism can result in expulsion.

6. Additional Course Guidelines:

Use of Electronic Devices: Students should not use electronic devices (laptops, tablets, phones) during classes unless permitted by the instructor (§9 sec. 6 of the Study Rules).

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:

Cross-Cultural Psychology

Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Obligatory
Mode of Study	Full-time
Year of Study	3
Semester	Spring
ECTS points	4 ECTS
Total number of student work hours	100
Language of instruction:	English
Course coordinator	Katarzyna Cantarero, PhD (kcantarero@swps.edu.pl)

Form of classes	Number of hours
Lecture	12
E-learning	12

Form of classes	Teacher
Lecture	Katarzyna Cantarero, PhD (kcantarero@swps.edu.pl)
E-learning	Katarzyna Cantarero, PhD (kcantarero@swps.edu.pl)

	Form of classes		Number of hours
Number of contact hours	Lecture	24	12
	E-learning		12
Student's independent work*	**Completion of assigned tasks**	76	34
	Exam preparation		40
	Exam participation		2
Total student workload			100

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Learning outcomes

The code of the directional learning outcome	Course learning outcomes
PS1_W18 **PS1_W26**	– The student understands the importance of an intercultural perspective in describing and explaining human behavior. – The student understands the role of cultural context in a psychologist's professional activity. – The student has advanced knowledge of both classical concepts and research, as well as the current achievements of global and Polish cultural and cross-cultural psychology.
PS1_U1 **PS1_U4**	– The student uses theoretical knowledge from the field of cross-cultural psychology to describe and interpret human behavior. – The student uses terminology from the field of cross-cultural psychology.
PS1_K2	– The student recognizes the importance of knowledge from the field of cross-cultural psychology; they perceive the points of view and problems of people functioning in different cultures and intercultural teams.

Program content and forms of classes

Lecture

Program content	Obligatory readings
1. Cross-cultural psychology – what is it? Directions of research in cross-cultural psychology.	Matsumoto, D., & Juang, L. (Eds.). (2017). Culture and Psychology. Sixth Edition. Cengage Learning. Chapter 1: An Introduction to Culture and Psychology (p. 1-29) Boski, P. Cultural psychology and acculturation. (2023) (under review - to be provided by the course instructor).
2. Multiculturalism around the world.	Kymlicka, W. (2012). Multiculturalism: Success, Failure, and the Future. Washington, DC: Migration Policy Institute (p. 1-32). Kymlicka, W. (2015). The Three Lives of Multiculturalism, in: A. Guo, L. Wong (Eds.), Revisiting Multiculturalism in Canada. Sense Publishers (p. 17-37).
3. Psychology of migrations and migrants' acculturation.	Benet-Martinez, V., & Haritatos, J. (2005). Bicultural Identity Integration (BII): Components and Psychosocial Antecedents. Journal of Personality, 73(4), 1015–1050. https://doi.org/10.1111/j.1467-6494.2005.00337. Boski, P. (2013). A Psychology of Economic Migration. Journal of Cross-Cultural Psychology, 44(7) 1067–1093.[DOI: 10.1177/0022022112471895] Boski, P. Cultural psychology and acculturation. (2023) (under review - to be provided by the course instructor).

	Sam, D.L., & Berry, J. W. (2006). Cambridge Handbook of Acculturation Psychology. Cambridge: Cambridge University Press. [Chapter 4&5]
4. Culture differences in values and practices. Pan-cultural study projects.	Matsumoto, D., & Juang, L. (Eds.). (2017). Culture and Psychology. Sixth Edition. Cengage Learning. Chapter 15: Culture and Organizations (p. 371- 378) House, R., Hanges, P.J., Javidan, M., Dorfman, P. W. & Gupta, V. (2004) Leadership, Culture and Organizations. The GLOBE study of 62 societies. Sage, Thousand Oaks, CA. Selected chapters provided by the instructor.
5. Cultural psychology: culture and self. Cultural influences on emotion	Matsumoto, D., & Juang, L. (Eds.). (2017). Culture and Psychology. Sixth Edition. Cengage Learning. Chapter 5: Culture and Self (p. 105 - 124) Matsumoto, D., & Juang, L. (Eds.). (2017). Culture and Psychology. Sixth Edition. Cengage Learning. Chapter 9: Culture and Emotion (p. 205 - 224)
6. Culture and cognition: Holistic vs analytical style of thinking.	Matsumoto, D., & Juang, L. (Eds.). (2017). Culture and Psychology. Sixth Edition. Cengage Learning. Chapter 8: Culture and Cognition (p.171-200)

E-learning	
Program content	**Obligatory readings**
1. Cultural diversity and ethnocentrism. Cultural norms and scripts across cultures.	Bennett, J.M., & Bennett, M.J. (2004). Developing cross cultural sensitivity. An Integrative approach to global and domestic diversity. In D. Landis, J. M. Bennett, & M.J. Bennett (Eds.), Handbook of cross-cultural training (pp. 147 – 165). Sage Publications Thousand Oaks. Matsumoto, D., & Juang, L. (Eds.). (2017). Culture and Psychology. Sixth Edition. Cengage Learning. Chapter 14: Culture and Social Behavior (p. 348-365)
2. Cross-cultural communication. Differences in communication styles.	Matsumoto, D., & Juang, L. (Eds.). (2017). Culture and Psychology. Sixth Edition. Cengage Learning. Chapter 10: Culture, Language and Communication (p.226-252)
3. Culture differences in values and practices. Cross-cultural organizational psychology. - case studies.	Matsumoto, D., & Juang, L. (Eds.). (2017). Culture and Psychology. Sixth Edition. Cengage Learning. Chapter 15: Culture and Organizations (p. 376- 399)
4. Cross cultural vs. indigenous psychology - case studies	Berry, J. W., Poortinga, Y.H., Breugelmans, S.M., Chasiotic, A. & Sam, D.L. (Eds.). (2015). Cross-cultural Psychology. Research and Applications. Third Edition. Cambridge University Press. Chapter 14: Intercultural relations (p. 336-355).
5. Acculturation experiences in Poland	Sussman, N. (2011). Sojourners to Another Country: The Psychological Roller-Coaster of Cultural Transitions. in: Online readings in psychology and culture. (http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?articl

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	e=1067&context=orpc) Bochner, S. (2011). Culture shock due to contact with unfamiliar cultures. in: Online readings in psychology and culture. (http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?articl e=1073&context=orpc)

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty:

Benet-Martinez, Veronica, & Hong, Ying-yi (Eds.). (2014). *The Oxford Handbook of Multicultural Identity.* Oxford: Oxford University Press. [Parts 1, 2, and 3].

Berry, J. W. (2018). How Shall We All Live Together? *Applied Psychology: An International Review.*

Boski, P. (2008). Five meanings of integration in acculturation research. *International Journal of Intercultural Relations, 32(2),* 142-153.

Hofstede, G., Hofstede G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind. Revised and Expanded 3rd Edition.* New York: McGraw-Hill

Tadmor, C. T., Hong, Y.-Y., Chao, M. M., Wiruchnipawan, F., & Wang, W. (2012). Multicultural experiences reduce intergroup bias through epistemic unfreezing. *Journal of Personality and Social Psychology, 103(5),* 750–772.

Requirements to pass the course/assessment criteria	
In order to pass the subject, one must acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
Task 1. Final Test – pursued during the last class based on obligatory literature enlisted in the syllabus (20 questions * 3 points)	0-60 (min. 31)
Task 2. E-learning activities (ongoing) completed within the deadline. The successful completion is a prerequisite for taking the final exam. To pass the e-learning component, students must earn at least 20 out of 40 available points. Points can be obtained by completing quizzes/tests available on the e-learning platform. Detailed information about deadlines for earning points is provided on the course page at **learnonline.swps.edu.pl** (Course: Cross-cultural psychology).	0-40 (min. 20)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed Conditions for Course Completion:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Course Assessment Tasks:

The course concludes with a multiple-choice exam consisting of 20 questions, each worth 3 points. To be eligible for the exam, students must complete the e-learning course and all related tasks beforehand. The exam will consist of closed-ended questions with four answer options, from which students must select the best answer. Questions will cover the entire course content, including both e-learning materials and lecture topics.

Task Revisions:

Tasks that meet the assessment criteria and are approved by the instructor cannot be revised.

Exam Format:

Instructors reserve the right to change the exam format for individual or rescheduled exams (§32 sec. 5 and 7 of the Study Regulations).

Attendance:

Attendance at lectures is not mandatory.

Plagiarism and Academic Dishonesty:

Assignments suspected of plagiarism or lack of independent work will receive zero points. All such cases will be reported to the Dean, who may escalate the matter to the Rector and the disciplinary committee. Proven plagiarism may result in expulsion from the student list.

Academic dishonesty and plagiarism are defined as:

1. Submitting work that is not the result of the student's independent effort.
2. Submitting the same work for different courses.
3. Copying ideas, texts, or graphics from any source without proper citation.

Additional Information:

Use of Electronic Devices: Students should not use electronic devices such as laptops, tablets, or phones during classes unless explicitly permitted by the instructor (§9 sec. 6 of the Study Rules).

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:

Applications of Psychology: Group Project

Academic Year	2024/25
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Selectable (refers to a course or subject that a student can choose from a selection of options offered by the faculty. In this context, students are free to select one subject from the list of courses prepared by the department. The courses available in the selectable offer relate to the learning outcomes described below, but they may vary in specific content and syllabus): 1. Business vs 2. Clinical
Mode of Study	Full-time
Year of Study	1
Semester	Winter
ECTS points	4 ECTS
Total number of student work hours	100
Language of instruction:	English
Course coordinator	Boguslawa Bloch, PhD (bbloch@swps.edu.pl)

Form of classes	Number of hours
Workshop	12
Project	10

Form of classes	Teacher
Workshop	Joanna Smieja, MA (jsmieja@swps.edu.pl)
Project	Joanna Smieja, MA (jsmieja@swps.edu.pl)

	Form of classes		Number of hours
Number of contact hours	**Workshop**	22	12
	Project		10

Student's independent work*	Reading literature for classes	78	30
	Preparation of a team project (in the form of a written report and presentation)		48
Total student workload			100

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Learning outcomes

The code of the directional learning outcome	Course learning outcomes
PS1_W4 **PS1_W8**	– The student describes the issues related to human functioning in a social environment and identifies theories explaining such functioning and methods of conducting research in psychology.
PS1_U8 **PS1_U9**	– The student formulates a practical problem and proposes its solution, using psychological knowledge to prepare a team project in accordance with the proposed scheme and methodology. – The student prepares a presentation and text in accordance with the required substantive and formal criteria. – The student is able to actively participate in teamwork at every stage of project implementation (problem determination, data collection or acquisition, analysis, and presentation of results).
PS1_K4 **PS1_K8**	– The student utilizes expert opinions within the field and from other fields in order to solve a social or practical problem. – The student justifies the choice of a social or practical problem and the method of its solution while maintaining ethical standards.

Program content and forms of classes

Workshop
Please note that the detailed scenario for each workshop group may differ from the below-presented general overview, depending on the instructor's individual preferences. As a result, the specific schedule and a more detailed description of the workshop tasks and activities may divert from what follows below.

Program content	Obligatory readings
Classes 1. and 2. Introduction • Course introduction – course aims, assignments, project goals, and evaluation criteria. Exemplary projects from previous years (if available in English). • Brief intro to psychosocial interventions and social innovation, with examples. Presentation of expected approach: evidence-based, applied psychology, design thinking	Lehman, P.K., Geller, E.S., Y Bolderdijk, W. (2017). Applications of social psychology to increase the impact of behaviour-focused intervention. In L. Steg, K. Keizer, A.P. Buunk, & T. Rothengatter (Eds.). *Applied Social Psychology. Understanding and Managing Social Problems* (pp. 82-108). Cambridge University Press. Lodzinski, A., Motomura, M.S., & Schneider, F.W. (2017). Intervention and Evaluation. In J.A. Gruman, F.W. Schneider, & L.M. Coutts (Eds.). *Applied Social Psychology: Understanding and Addressing Social*

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

methodology (Empathize—Define—Ideate—Prototype—Test—Assess), SMART (specific, measurable, achievable, relevant, timebound). ● Division into project teams	*and Practical Problems* (pp. 69-93). Sage Publications.

Class 3. Elevator pitch
Flash presentations and discussions of your chosen problem, including its definition based on desk and own research and an overview of similar projects to address such issues (empathize + define).

Class 4. Elevator pitch
Flash presentations and discussions summarizing the ideation phase, describing ideas to solve the problem based on the psychological analysis, including such elements as information on partnership and a business model.

Class 5. Project & presentation consultations
Finishing touches. Considering possible project risks and how to mitigate those. Anything that you need to progress with your projects.
Teams will sign up for consultation slots by the end of the day preceding the consultation day.

Class 6. Pitch deck presentations and discussions of final projects
All presentations should be done in a way that you would apply if your audience would be your potential investors, partners, or specific target groups (in other words, stakeholders), so those should be attractive, interesting, coherent, and brief. Depending on the number of teams, those should not exceed 5-7 minutes + discussion and Q&A session.

Doran, G. T. (1981). There's a S.M.A.R.T. Way to Write Management's Goals and Objectives. *Management Review*, *70*, 35-36. Retrieved from https://community.mis.temple.edu/mis0855002fall2015/files/2015/10/S.M.A.R.T-Way-Management-Review.pdf

Savaya, R., & Waysman, M. (2005). The Logic Model: A Tool for Incorporating Theory in Development and Evaluation Programs. *Administration in Social Work*, *29*(2), 85-103. DOI: 10.1300/J147v29n02_06
Retrieved from https://www.researchgate.net/publication/254357736_The_Logic_Model

Yeager, D. S., Romero, C., Paunesku, D., Hulleman, C. S., Schneider, B., Hinojosa, C., Lee, H. Y., O'Brien, J., Flint, K., Roberts, A., Trott, J., Greene, D., Walton, G. M., & Dweck, C. S. (2016). Using Design Thinking to Improve Psychological Interventions: The Case of the Growth Mindset During the Transition to High School. *Journal of Educational Psychology*, *108*(3), 374–391. Retrieved from https://doi.org/10.1037/edu0000098https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4981081/

Schroer, A. (2020). Social Innovation in Education and Social Service Organizations. Challenges, Actors, and Approaches to Foster Social Innovation. Conceptual Analysis Article, *Frontiers in Education*, *5*. https://www.frontiersin.org/articles/10.3389/feduc.2020.555624/full

Porteous, N., Sheldrick, B.J., & Stewart, P.J. (2002). Introducing Program Teams to Logic Models: Facilitating the Learning Process. *The Canadian Journal of Program Evaluation*, *17*(2), 113-141 Retrieved from https://med-fom-familymed-research.sites.olt.ubc.ca/files/2012/03/faciliter_modele_logiques_CJPE-2002_f.pdf

Farber, V., & Reichert, P. (2019). Finding purpose through social innovation. Why companies should care about their impact on society? https://www.imd.org/research-knowledge/articles/finding-purpose-through-social-innovation/

Grilo, R., & Carrizo Moreira, A. (2022). The social as the heart of social innovation and social entrepreneurship: An emerging area or an old crossroads? *International Journal of Innovation Studies*, *6*(2), 53-66. https://www.sciencedirect.com/science/article/pii/S209624872200011X

Brown, T. & Wyatt, J. (2010). Design Thinking for Social Innovation. *Stanford Social Innovation Review*.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	Retrieved from https://ssir.org/articles/entry/design_thinking_for_social_innovation
	Crotty, Y., Kinney, T., & Farren, M., (2017). Using the Business Model Canvas (BMC) strategy tool to support the Play4Guidance online entrepreneurial game. *International Journal of Transformative Research*, *4*(1), 34-41 https://doi.org/10.1515/ijtr-2017-0005 Retrieved from https://www.researchgate.net/publication/323997300_Using_the_Business_Model_Canvas_BMC_strategy_tool_to_support_the_Play4Guidance_online_entrepreneurial_game
	Additional readings (also on the online platform used for this class):
	Frontiers in Education - various articles on social innovation in education: https://www.frontiersin.org/research-topics/9363/social-innovation-in-education#articles
	Social Innovations Journal, 16(1), 2023 – several articles: https://socialinnovationsjournal.com/index.php/sij

Project: Proposed schedule of activities in project teams	
Program content	**Obligatory readings**
1. **START**. Teams created. Teams brainstorm to choose their problem area and engage in an initial analysis of possible challenges, draft their action plan (along the lines of design thinking: Empathize—Define—Ideate—Prototype—Test—Assess // Hasso-Plattner Institute of Design at Stanford (d.school).	Same as for the workshop.
2. **Empathize and define** – literature/desk research and own research to identify and define the problem and needs of the target group and all stakeholders, choosing appropriate methods/actions, assigning tasks, creating a schedule of actions, and considering possible costs.	
3. Teams prepare a brief class presentation (and a report, if required) summarizing their chosen problem and its diagnosis based on literature review/desk research and own research using appropriate methods	
4. **Ideate** – generating ideas to resolve the selected problem(s), and choosing the theoretical context to address those. Lots of brainstorming, avoiding groupthink.	
5. Teams prepare a brief class presentation (and a report, if required), summarizing the ideate stage, including a	

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

	presentation of ideas to resolve a problem of their choice using psychological knowledge	
6.	Teams prepare a class presentation of their solution to the problem of their choice, presenting the outcomes of the stages of design thinking they applied, following the SMART methodology	

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Requirements to pass the course/assessment criteria

In order to pass the subject, one must acquire 51-100 points. The points will be transformed into grades according to the following rules:

Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
Development of an action/intervention project based on psychological knowledge (theories/concepts/laws/data) and its presentation in the form of a written report and an oral presentation (teamwork).	46-85
Assessment of team collaboration based on the team's evaluation provided by the students	5-15

* Obtaining the minimum score given in the table is a condition for passing the task.

Detailed Conditions for Course Completion:

The rules for attendance during classes are set forth in two documents: Study Regulations in SWPS University and Rules of Studies at the Faculty of Psychology in Wroclaw of SWPS University. The student is required to comply with the attendance requirement for classes. Tardiness or unjustified early departure from classes may result in the student being considered absent from classes.

Assessment Tasks:
Detailed information on project preparation, such as group size, work stages, and presentation deadlines, will be published in Google Classroom.

Lp.	Tasks (Assessment Criteria)	Points
1	The problem being solved	15
2	The recipients/target	5
3	The objectives of the project and expected outcomes.	15

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

4	Timeline	5
5	Description of the psychological intervention/action	20
6	Implementation	5
7	Evaluation	5
8	Public Presentation	15
Sum		**85**

Teamwork Assessment:
Teamwork will be evaluated based on the assessment of the group's work, as rated by the students using the questionnaire provided at the end of the document.

Assignment Correction:
The assignments will be discussed during the classes.
Assignments that meet the completion criteria (approved by the instructor) will not be subject to correction.
The exact deadlines for submitting each assignment will be indicated during the classes and communicated through Classroom.
Assignments submitted up to 7 days after the deadline will receive a maximum of 50% of the points possible for that task. For assignments submitted more than 7 days after the deadline, the group will receive 0 points

Attendance:
Attendance at exercises is mandatory (§ 30 of the Study Regulations, Section 4, and § 9, Sections 2 and 3 of the Principles of Studying at the Faculty of Psychology in Wrocław).
Unjustified absences are allowed for a maximum of 4 teaching hours. Arriving late to class or leaving class more than 20 minutes early will be considered an absence for one teaching hour.
All absences due to illness must be justified, e.g., with a medical certificate. If there is an absence for any of the above reasons or others, the instructor may assign a method to make up for it, such as an oral answer during office hours or completing substitute tasks.
Absences from more than 50% of the classes will result in failing the course, regardless of the reason for the absence. In case of long-term health-related absences, students can apply for a medical leave for the semester (based on §17-18 of the Study Regulations).

Suspected Plagiarism or Lack of Originality:
Assignments suspected of plagiarism or lack of originality will receive zero points. Every case of suspected lack of originality or plagiarism will be reported to the Dean, who may decide to refer the matter to the Rector and the disciplinary committee. A proven case of plagiarism may lead to removal from the list of students.
Lack of originality and plagiarism are understood as:
1. submitting a solution that is not the result of the independent work of the individual or team;
2. submitting the same work for multiple courses;
3. copying ideas, texts, or graphics from any source without proper citation.

Group Work:
Students working in groups will receive identical grades. Students will divide the work among themselves and are responsible for ensuring that the division is fair and reasonable. If one of the authors is absent during the class, the others must present the collective work. The student who is absent during the project presentation must justify their absence, and the instructor may assign an additional task.
Differentiated final grades for individual students may arise from their evaluation of their own work and the work of their group members.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Other Information:

During class, students should not use electronic devices, especially laptops, tablets, or phones, for purposes other than those indicated by the instructor (§9, Section 6 of the Principles of Studying).

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Teamwork – Self and Peer Evaluation

Your name and student number:
Person 1:
Person 2:
Person 3:
Each student in the team working on the project evaluates their own engagement in completing the project (column "Me") and also evaluates the participation of all other team members in carrying out the tasks. The final score awarded to the student is the average of the grades given to themselves and by the other members of the team. When giving grades, please consider all stages of the project implementation (see the table "Tasks (Evaluation Criteria)" in the syllabus).

Criterion	Unacceptable* 0	Minimal 5	Acceptable 10	Very well 15	You	P1	P2	P3
Actively participates in team meetings	Does not participate in key team meetings.	Participates in meetings but is inactive, making no contribution to the group's progress during the meetings.	Takes an active part in meetings, provides suggestions, and proposes courses of action. Contributes to the progress of the team's work.	Takes an active part in meetings, offers suggestions and ideas, and also, drawing from others' ideas, offers alternative suggestions and solutions, presenting the benefits they bring.				
Positively influences the engagement of other team members	Their attitude negatively affects the work atmosphere and reduces the engagement of team members.	Enhances team engagement by actively listening to others without interrupting.	Strengthens team members' engagement by maintaining enthusiasm and a good working atmosphere, as well as by repeating statements made by other team members and/or asking questions to seek clarification.	Strengthens the engagement of team members, ensuring that everyone feels their contribution is important, by summarizing others' statements and noticing when someone is not participating in the meeting and encouraging them to get involved.				
Individual contribution outside of team meetings	Does not complete assigned tasks or does so with significant delays.	Completes all assigned tasks on time, although not always accurately or at an appropriately high level.	Completes all assigned tasks on time; the work done is accurate, and complete, and significantly contributes to the progress of the project.	Completes all assigned tasks on time; the work is accurate, and complete, and significantly contributes to the progress of the project. Helps other team members with the tasks assigned to them.				
Final grade (average of ratings):								

Source: The rubric was created based on the Association of American Colleges and Universities (AAC&U) Teamwork VALUE Rubric. Retrieved from: https://www.aacu.org/value-rubrics

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Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:
Elective 1; Elective 2; Elective 3; Eelective 4; Eelective 5

Academic year	2024-25
Faculty	Psychology in Wroclaw
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Elective (refers to a course or subject that a student can choose from a selection of options offered by the faculty. In this context, students are free to select one subject from the list of courses prepared by the department. The courses available in the selectable offer relate to the learning outcomes described below, but they may vary in specific content and syllabus)
Mode of Study	Full Time
Year of Study	3
Semester	Winter
ECTS points	3 ECTS
Total number of student work hours	75 / 75 / 75 / 75 / 75
Language of instruction:	English

Form of classes	Number of hours
Workshop	30 / 30 / 30 / 30 / 30

Form of classes	Teacher
Workshop	

	Form of classes		Number of hours
Number of contact hours	**Workshop**	30	30
Student's independent work*	**Reading literature for classes**	45	20
	Completion of assigned tasks		25
Total student workload			75

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Learning outcome	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W_	– The subject-specific learning outcome depends on the topic and scope of the faculty
PS1_U8 **PS1_U10**	– The student independently plans the development of their academic and practical skills
PS1_K7	– The student is prepared to responsibly undertake social and professional commitments

Program content and forms of classes
Workshop
Program content

The elective course serves to achieve one or more of the following educational objectives:
  ▪ Introduce a segment of knowledge and/or practical activity in the field of psychology, constructed using widely accepted scientific methods in this field.
  ▪ Present this knowledge/practice in a communicative, comprehensive, and coherently organized manner.
  ▪ Deepen knowledge and/or develop skills acquired by students during their education.
  ▪ Showcase original, new (also in progress) research approaches (both theoretical and empirical) and/or practical implementations.
 	
Literature consistent with the elective's theme is indicated by the coordinator/lecturer in the syllabus.

Supplementary literature for lectures and classes indicated by the coordinator/lecturer of the subject at the Faculty.

Requirements to pass the course/assessment criteria	
In order to pass the subject, one must acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0) Good plus (4,5) Good (4,0) Satisfactory plus (3,5) Satisfactory (3,0) Unsatisfactory (2,0)	91 to 100 points 81 to 90 points 71 to 80 points 61 to 70 points 51 to 60 points below 51 points

Methods of verifying the learning outcomes	Points*
Appropriate assessment task for the covered content.**	51-100

* Obtaining the minimum score given in the table is a condition for passing the task.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Name of the course:

Humanistic/Psychological Elective Course 2; Humanistic/Psychological Elective Course 2

Academic Year	2024/2025
Faculty	Psychology
Profile of the program	Academic
Level of study	Bachelor's degree
Course type	Elective (refers to a course or subject that a student can choose from a selection of options offered by the faculty. In this context, students are free to select one subject from the list of courses prepared by the department. The courses available in the selectable offer relate to the learning outcomes described below, but they may vary in specific content and syllabus)
Mode of Study	Full-time
Year of Study	2 / 3
Semester	Summer
ECTS points	3 / 3 ECTS
Total number of student work hours	75 / 75
Language of instruction:	English

Form of classes	Number of hours
Workshop	30

Form of classes	Teacher
Workshop	

	Form of classes	Number of hours	
	Workshop	30	30
Student's independent work*	**Reading literature for classes**	45	20
	Homeworks		25
Total student workload		75	

*The average number of hours dedicated to completed types of classes (one instructional hour equals 45 minutes)

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim

Learning outcome	
The code of the directional learning outcome	**Course learning outcomes**
PS1_W_	– The learning outcome depends on the subject matter and scope of the faculty.
PS1_U4	- The student uses terminology specific to a particular sub-discipline within the field of social or human sciences.
PS1_K7	- The student completes assigned tasks in a timely and thorough manner.

Workshop
Program content
The elective course serves to achieve one or more of the following educational objectives: ▪ Introduce a segment of knowledge and/or practical activity in the field of psychology and/or related sciences (humanities or social sciences) built using widely accepted scientific methods in this field. ▪ Present this knowledge/practice in a communicative, comprehensive, and coherently organized manner. ▪ Deepen knowledge and/or develop skills acquired by students during their education. ▪ Expand students' intellectual horizons by presenting issues at the intersection of psychology and other sciences (humanities or social sciences). ▪ Showcase original, new (also in progress) research approaches (both theoretical and empirical) and/or practical implementations. Literature consistent with the topic of the elective is indicated by the coordinator/lecturer in the syllabus.

Requirements to pass the course/assessment criteria	
In order to pass the subject one must acquire 51-100 points. The points will be transformed into grades according to the following rules:	
Very good (5,0)	91 to 100 points
Good plus (4,5)	81 to 90 points
Good (4,0)	71 to 80 points
Satisfactory plus (3,5)	61 to 70 points
Satisfactory (3,0)	51 to 60 points
Unsatisfactory (2,0)	below 51 points

Methods of verifying the learning outcomes	Points*
Appropriate assessment task for the covered content.**	51-100

* Obtaining the minimum score given in the table is a condition for passing the task.

Załącznik 2.1.3 Sylabusy psychologii pierwszego stopnia w języku angielskim