

**Subject: Psychology****I. General information**

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| <b>Organization unit</b>                                         | Faculty of Physical Education<br>Department of Pedagogy and Psychology of Physical Culture<br>Supervisor: prof. Jerzy Nowocień |
| <b>Course name</b>                                               | Psychology                                                                                                                     |
| <b>Subject code</b>                                              | 9                                                                                                                              |
| <b>Teaching language</b>                                         | English                                                                                                                        |
| <b>Type of subject<br/>(obligatory/ facultative)</b>             | Obligatory                                                                                                                     |
| <b>Level of studies</b>                                          | Bachelor                                                                                                                       |
| <b>Study year</b>                                                | I year                                                                                                                         |
| <b>Semester</b>                                                  | 1 SEMESTER                                                                                                                     |
| <b>ECTS points</b>                                               | 5                                                                                                                              |
| <b>Teacher/ e-mail</b>                                           | Anna Gala-Kwiatkowska<br>anna.gala@awf.edu.pl                                                                                  |
| <b>Studies program in which the<br/>subject is realized</b>      | PHYSICAL EDUCATION                                                                                                             |
| <b>Method of realization<br/>(stationary/ distance learning)</b> | Stationary                                                                                                                     |
| <b>Prerequisites</b>                                             | -                                                                                                                              |

**II. Detailed Information****Course aims and objectives**

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|----|----------------------------------------------------------------------------|
| A1 | Knowledge about human mental processes.                                    |
| A2 | Basic knowledge about human development.                                   |
| A3 | Acquiring the abilities of using the abovementioned in work with students. |
| A4 | Using knowledge in later professional career.                              |

**Learning outcomes**

| Learning outcome                                                                                                                                                                                                                                                                                                                                                                                                                              | Subject's learning outcomes                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                      |
| K_W02 Familiarity and comprehension of the place of a human being in the universe as a biological and social being. Knows and understands the influence of social, economic and environmental factors as modifiers of physical activity and physical development in ontogenesis. Familiarity with basic methods and measurement techniques aimed at helping the assessment of basic components in the scope of physical fitness and activity. | Student can explain the principles of human functioning in a social group.                                                           |
| K_W03 Familiarity and comprehension of basic functions of the body including those that may occur during physical effort as well as negative and positive effects of physical activity. Comprehension of problems connected with biological recuperation and the process of physical renewal                                                                                                                                                  | Student has knowledge about maintaining the homeostasis of the body.                                                                 |
| K_W04 Familiarity and comprehension of alternative educational concepts, conditions, functions and meaning of education in human life, as well as its main objectives and tasks, as well as the associated basic processes and mechanisms.                                                                                                                                                                                                    | Student knows the basic mechanisms related to learning.                                                                              |
| K_W05 Familiarity with basic concepts, theories and stages of human development and the meaning of cognitive social and motivational processes in planning and implementation of educational processes.                                                                                                                                                                                                                                       | Student has knowledge about human development (cognitive, emotional-motivational, social processes, personality).                    |
| <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                      |
| K_U05 Ability to implement simple motivational techniques needed for working with children and teenagers as well as to evaluate their behaviour. Ability to notice mistakes in parents' as well as teachers' attitude towards children.                                                                                                                                                                                                       | Student is able to arouse and maintain the motivation of the student and teacher.                                                    |
| K_U11 Ability to use the basic theoretical knowledge associated with sport and related disciplines to analyse and evaluate educational effects and problems                                                                                                                                                                                                                                                                                   | Student can use the knowledge in the field of personality and temperament to identify the individual predispositions of the student. |

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| (education and physical education) as well as diagnose and design practical activities.                                                                                                     |                                                                                                         |
| <b>Social Competences</b>                                                                                                                                                                   |                                                                                                         |
| K_K05 Developing and advancing knowledge and skills in an individual way.                                                                                                                   | Student is aware of the importance of developing one's own competences, shows self-education readiness. |
| K_K06 Creating appropriate social relations with individuals and groups using effective available communication channels. Ability to work effectively under pressure and resolve conflicts. | Student is aware of his mental resources, he establishes social relations.                              |

### Syllabus contents

| No                                | Title                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Classes/ Practical classes</b> |                                                                                                                                                                                                                                                                                                                            |
| SC1                               | <b>Psychology and current knowledge, philosophy and sociology. Common sense psychology.</b> Psychology as a knowledge system and applied science. Methods and technics of research in psychology.                                                                                                                          |
| SC2                               | <b>Perception.</b> Visual stimulus as a base of perception. Attention and perception. Illusions. Sensitivity threshold and sensory adaptation.                                                                                                                                                                             |
| SC3                               | <b>Thinking and problem solving.</b> Structure of thinking. Problem solving.                                                                                                                                                                                                                                               |
| SC4                               | <b>Learning.</b> Basic mechanisms of learning. Importance of learning in education process. Learning depending to material, pupil age and motivation. Meaning of punishment and reward in learning process.                                                                                                                |
| SC5                               | <b>Memory.</b> Structure of memory. Types of memory. Methods of improving efficiency, mnemotechnics. Interference phenomenon. Causes and progress of forgetfulness.                                                                                                                                                        |
| SC6                               | <b>Emotions.</b> Emotional process components. Emotions and cognitive processes. Emotional rates. Emotions and mood.                                                                                                                                                                                                       |
| SC7                               | <b>Motivation.</b> Motivational process, motivational equation. Motivation and efficiency of action. External and internal motivation. Motivational conflicts. Achievement motivation. Needs.                                                                                                                              |
| SC8                               | <b>Issue of individual differences in education and training.</b> Individual characteristics: temper and intellectual diversity.                                                                                                                                                                                           |
| SC9                               | <b>Personality.</b> Functions and tasks of personality in cognitive approach. Psychoanalytical and human approach towards personality.                                                                                                                                                                                     |
| SC10                              | <b>Stress.</b> Concepts of stress. Strategies and manners of coping. Resources.                                                                                                                                                                                                                                            |
| SC11                              | <b>Characteristics of children in early childhood.</b> Characteristic of physical and psychological development in infant and after-infants period. Entertainment and speech development. Self-image. What baby needs for proper development?                                                                              |
| SC12                              | <b>Characteristics of children in middle childhood.</b> Physical and physical activity development. Cognitive processes. Emotional and social development. Child morality. Language performance. Personality.                                                                                                              |
| SC13                              | <b>Characteristics of children in late childhood.</b> School maturity. Cognitive processes development (attention, thinking, moral reasoning). Social development in relation with peers and teachers. Conflicts and ways to resolve conflicts. Teacher as a decision maker. Causes of learning difficulties. Personality. |
| SC14-15                           | <b>Human characteristics in adolescence.</b> Physical (biological) and psychological (cognitive, mental, emotional and social) development. Adolescence difficulties. Emotional problems. Youth subcultures. Psychoactive substance abuse.                                                                                 |
| <b>Lectures</b>                   |                                                                                                                                                                                                                                                                                                                            |

|    |                                                                                                                                                                                                                                                                      |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <b>Perception processes.</b> Sensation. Perception of objects. Perceptual organization – influence of expectations and context. Processes of attention.                                                                                                              |
| 2  | <b>Imaginations, concepts, problem solving.</b> Imagination. Concepts. Core and structure of thinking. Algorithms and heuristics. Mental operations. Mistakes in thinking. Solving problems process. Decision making.                                                |
| 3  | <b>Classical conditioning.</b> Instrumental conditioning. Punishment in learning process. Observational learning                                                                                                                                                     |
| 4  | <b>Memory.</b> Core of memory, memory as a process and capacity. Types of memory. Atkinson and Shiffrin memory model, forgetting theories.                                                                                                                           |
| 5  | <b>Emotions.</b> Core of emotions. Four emotion activation systems. Basic emotions. Types of emotional states. Emotional processes and cognitive processes. Emotional regulation. Emotional expressions. Theories of emotion.                                        |
| 6  | <b>Motivation.</b> Motivation theories. Maslow theory of needs. Motivational mechanisms. Motivational conflicts. Tasks and plans.                                                                                                                                    |
| 7  | <b>Intelligence.</b> Core of capacities. Cattell theory. Gardner theory. Biological concepts of intelligence. Cognitive concepts of intelligence.                                                                                                                    |
| 8  | <b>Temper.</b> Temper phenomenon. Pawlow typology. Interactional theory of temper, Buss and Plomin genetic theory of temperament, stimulation demands. Regulational theory of temperament.                                                                           |
| 9  | <b>Personality.</b> Phenomenon of personality. Personality structure. Psychodynamic personality theories. Cognitive approach towards personality. Reykowski regulational theory of personality.                                                                      |
| 10 | <b>Frustration and stress.</b> Frustration phenomenon. Defense mechanisms. Selye biological concept of stress. Psychological concepts of stress. types of stressors. Reykowski concept of stress. Lazarus and Folkman theory. Coping with stress.                    |
| 11 | <b>Science psychology and current psychology.</b> Psychological concepts of human. Science psychology and current psychology. Human concepts in psychoanalysis, behaviorism, human psychology, cognitive psychology and postmodern psychology.                       |
| 12 | <b>Core, problems and tasks in developmental psychology.</b> Development phenomena and concepts. Models of development changes. Sorts of developmental changes. Rules of human development. Research strategies in developmental psychology.                         |
| 13 | <b>Development in early adulthood.</b> Motor development. Changes in cognitive area. Postformal thinking. Adults maturity. Intimate relationships development. Stages of family development. Changes in personality. Career. Professional development.               |
| 14 | <b>Development in average adulthood. Physical, physiological and motor changes.</b> Changes in cognitive area. Intelligence and wisdom. Solving life problems. Transition to middle age. Personality and self-fulfillment. Changes in career. Partnership relations. |
| 15 | <b>Development in late adulthood. Physical obsolescence.</b> Changes in cognitive area and intellectual functioning. Forms of positive aging. Poor mental adjustment. Changes in personality. End of professional career and retirement.                             |

#### Assessment criterion

| Local grade | Grade | Criteria                    |
|-------------|-------|-----------------------------|
| 5           | A     | adequate result in the test |
| 4,5         | B     | adequate result in the test |
| 4           | C     | adequate result in the test |
| 3,5         | D     | adequate result in the test |

|          |          |                                 |
|----------|----------|---------------------------------|
| <b>3</b> | <b>E</b> | adequate result in the test     |
| <b>2</b> | <b>F</b> | Insufficient result in the test |

Obligatory literature:

1. Harwas-Napierała B., Trempała J. (2001), Psychologia rozwoju człowieka. T.2, Charakterystyka okresów życia człowieka. Rozdz. 2. Wczesne dzieciństwo (47-79), Rozdz. 3 Średnie dzieciństwo. Wiek przedszkolny (83-123), Rozdz. 4. Późne dzieciństwo. Młodszy wiek szkolny(130-157), Rozdz. 5. Adolescencja. (163-199). Warszawa, PWN.
2. Harwas-Napierała B., Trempała J. (2002), Psychologia rozwoju człowieka. T.3, Warszawa, PWN.
3. Mietzel G. (2003): Wprowadzenie do psychologii. Rozdz. 3, Rozdz. 5, Rozdz. 4, rozdz. 6, Rozdz. 8. Gdańsk, GWP.
4. Sęk H. (2000), (red.) Wypalenie zawodowe. Przyczyny. Mechanizmy. Zapobieganie. Warszawa, PWN.
5. Strelau J. (2000) (red.), Psychologia. Podręcznik akademicki. Tom 3. Rozdz. 56. T. 2. Rozdz. 25-27, Rozdz. 30-32, Rozdz. 36, Rozdz. 38.1.; 38.3 Rozdz. 34-36. Gdańsk, GWP.

**1 ECTS point = 30 hours students work (contact + self study)**

| <b>TYPES OF CLASSES</b>     | <b>HOURS</b> |
|-----------------------------|--------------|
| Contact hours               | 45           |
| Self study                  | 105          |
|                             |              |
|                             |              |
| <b>Total = hours = ECTS</b> |              |