

Chair of Psychology

<http://psych.up.krakow.pl/>

Courses given in English

COURSE TITLE winter semester	ECTS CREDITS
<u>Psychology of emotions</u>	5
<u>Social Psychology</u>	4

COURSE TITLE summer semester	ECTS CREDITS
<u>Introduction to Neuropsychology</u>	4
<u>Psychology of child development</u>	5
<u>Intercultural communication</u>	4
<u>The Fairy Tales in Therapy and Education</u>	4
<u>Pedagogical Psychology</u>	5
<u>Narrative Gerontology</u>	5

Course title	Introduction to Neuropsychology		
Semester (winter/summer)	Summer semester	ECTS	4
Lecturer(s)	Karolina Czernecka, PhD		
Department	Department of Psychology		

Course objectives (learning outcomes)

The main objective of the course is to familiarize the students with basic concepts and issues in neuropsychology and clinical neuropsychology. During first part of the course, participants will be acquainted with structure and functions of the nervous system (with particular emphasis on the brain), developmental changes as well as selected tools and methods used in scientific research and diagnostic process. Second part of the course will be focused on basic psychological functions, such as language, sensory or motor processes, their neural correlates, realization in a healthy brain and possible changes as a consequence of brain damage or other pathological processes. Possible forms of therapy and neuropsychological rehabilitation will also be presented for each condition.

Prerequisites

Knowledge	Basic knowledge about human nervous system and understanding of elementary psychological terms and processes (introductory level) – recommended.
Skills	-
Courses completed	-

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours	15	15					

Teaching methods

1. Lecture.
2. Group discussion (case studies analysis).
3. Rehabilitation methods presentation.

Assessment methods

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
								x	x		x	

Assessment criteria	Knowledge test (assigned reading and lecture content)
Comments	-

Course content (topic list)

<ol style="list-style-type: none"> 1. Anatomy of the nervous system. Directional and sectional planes. Neurons – structure and function. Impulse generation and propagation. Synapses and neurotransmitters. Central and peripheral nervous system – overview and functional details. 2. Research methods in neuropsychology. Case studies. Lesions, ablations. EEG and evoked potentials. Neuroimaging: CT, fMRI, PET. 3. Senses. Sight, hearing, touch, smell, taste and their brain localization. Sensory pathways in a normal brain. Agnosias in different modalities. Complex types of agnosia (prosopagnosia, amusia). Developmental plasticity and compensation mechanisms in sensory loss. 4. Movement. Reflex and praxis. Brain areas involved in motor planning and execution of movement. Mirror neurons system. Basic types of apraxia – symptoms, diagnosis, rehabilitation. Developmental apraxia in children. 5. Language. Language asymmetry in the brain. Basic research methods. Broca's and Wernicke's areas. Types of aphasia – symptoms, causes, diagnosis, forms of therapy. Developmental aphasia. Role of the non-dominant hemisphere in language processes. 6. Memory. Basic types of memory (short/long-term, working memory), brain correlates. Diagnostic methods and memory tests. Anterograde and retrograde amnesia. Korsakoff's syndrome. Dementia. Developmental amnesia. 7. Attention. Definition, types and basic functions. Examples of diagnostic and research methods in children and adults. Hemineglect. Brain correlates of developmental attentional deficits. 8. Emotions. Affects and emotions – definition. Emotional priming, somatic markers and their brain localization. Basic emotions and limbic system. Amygdala, frontal cortex and their role in emotional processing. Disinhibition. Kluver-Bucy syndrome. Emotions asymmetry in the brain. 9. Individual differences and the brain. Influence of differential variables on brain structure and functioning (e.g. left/right-handedness, gender). Brain adaptation to individually chosen activities (e.g. musical education, dancing).

Compulsory reading

<p>Selected chapters from, among others:</p> <p>Darby, D., Walsh, K.W. (2005). <i>Walsh's Neuropsychology. A clinical approach</i>. Churchill Livingstone.</p> <p>Donders, J., Hunter, S. J. (2010). <i>Principles and Practice of Lifespan Developmental Neuropsychology</i>. Cambridge University Press.</p> <p>Kalat, J.W. (2012). <i>Biological Psychology</i>. Cengage Learning.</p> <p>Kolb, B., Whishaw, I.O. (2008). <i>Fundamentals of Human Neuropsychology</i>. Worth Publishers.</p> <p>Pinel, J.P.J. (2011). <i>Biopsychology. 8th edition</i>. Allyn & Bacon.</p> <p>Yeates, K. O (2010)(Ed.). <i>Pediatric Neuropsychology. Research, Theory and Practice</i>. The Guilford Press.</p>
--

Recommended reading

Per request.

Course title	Psychology of emotions		
Semester (winter/summer)	winter	ECTS	5
Lecturer(s)	Agnieszka Lasota, PhD		
Department	Department of Psychology		

Course objectives (learning outcomes)

The course aims to provide students with the current knowledge concerning the development of emotion in childhood and adolescence. Students will have the opportunity to learn about two approaches used in studying emotions, to compare and contrast major modern theories of emotion. They find the answer to the question: which emotions are inherited and which are learned. Students will learn an examples of emotion as an independent variable, an intervening variable and a dependent variable.

Prerequisites

Knowledge	basic knowledge of general psychology
Skills	
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			30					

Teaching methods:

1. Group discussion
2. Workshop
3. Presentation

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
x	x				x		x	x	x			x

Assessment criteria	Attendance and discussion during the classes based on the obligatory literature Positive assessment of an essay about development selected emotion in ontogeny
---------------------	---

Comments	
----------	--

Course content (topic list)

<ol style="list-style-type: none">1. What is emotion?2. Dimensions of emotions: observable emotional behaviors (such as facial expressions), arousal, verbal labels or explanations attached to emotional states3. Faces and emotions4. The language of emotions: Internal, Observed behavior, Function of emotion5. Theories of emotions6. The development of emotions (such as: jealousy, love, envy, shame, anger, empathy)

Compulsory reading

Paula Niedenthal, Silvia Krauth-Gruber, Francois Ric, 2006, <i>Psychology of Emotion. Interpersonal, Experimental and Cognitive Approaches</i> . Psychology Press (fragments)
Richard A. Kasschau , 1985, <i>Psychology: Exploring Behavior.</i> , chapter 1, Pearson Prentice Hall; 2nd edition,

Recommended reading

Selected articles about psychology of emotions

Course title	Psychology of child development		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	Agnieszka Lasota, PhD		
Department	Department of Psychology		

Course objectives (learning outcomes)

The course aims to provide students with the current knowledge concerning the psychological development of children and adolescents, taking into account the fundamental areas of development: emotional, social, cognitive, moral.
Students will have the opportunity to learn about the fundamental psychological theories regarding the correctness of the psychological development in childhood.

Prerequisites

Knowledge	basic knowledge of general psychology
Skills	
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			30					

Teaching methods:

4. Group discussion
5. Workshop
6. Presentation
7. Films

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
			x	x			x				x	x

Assessment criteria	Attendance and discussion during the classes based on the obligatory literature Positive assessment of an essay on child development
---------------------	---

Comments	
----------	--

Course content (topic list)

<ol style="list-style-type: none"> 7. Cognitive development: Piaget's theory and Vygotsky's Sociocultural Viewpoint 8. Intelligence: Measuring Mental Performance 9. Development of Language and Communication Skills 10. Emotional Development and Attachment 11. Social and Personality Development 12. Moral Development, Aggression and Altruism.

Compulsory reading

<p>David Shaffer, Katherine Kipp, 2010., <i>Developmental Psychology Childhood and Adolescence</i>, Cengage Learning (fragments)</p> <p>Helen Bee, 1998, <i>Lifespan Development</i>, 2nd Edition, Prentice Hall, (fragments)</p>
--

Recommended reading

Five selected articles about psychology of child development

Course title	Social Psychology		
Course code		ECTS*	4
Lecturer(s)	Karolina Pietras, Ph.D.		
Department	Department of Psychology		

Course objectives (learning outcomes)

The course is aimed to provide students with the current knowledge of social psychology (including its application to educational environment), as well as practical skills of predicting and explaining social behavior. Students will have opportunity to learn about research methods in social psychology, social cognition (schemas, attributions, stereotypes), social influence (cultural values, shaping attitudes, conformity and obedience, group influence) and social relations (prejudice, aggression, helping behavior, interpersonal attraction).

Prerequisites

Knowledge	General knowledge of psychology
Skills	
Courses completed	Introduction to psychology

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

Teaching methods:

8. Lecture
9. Group discussion
10. Workshop
11. Film screening

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
	X		X		X							

Assessment criteria	<ol style="list-style-type: none"> Attendance and discussion during the classes based on the obligatory literature Final test (multiple choice), which is based on understanding human behavior in social situations and covers material from lectures and obligatory reading
---------------------	---

Comments	<ol style="list-style-type: none"> Extra 1 ECTS credit is available for the essay on ethical dilemmas in social psychological experiments
----------	--

Course content (topic list)

<ol style="list-style-type: none"> Introduction to Social Psychology. Ethical dilemmas in Social Psychology. Discussion based on movie “Quiet Rage. The Stanford Prison Experiment” by Musen, Zimbardo (1988). Social perception and social cognition. Attribution. Attitudes and Behavior. Persuasion and attitudes change. Social influence and group dynamic. Conformity and Obedience. Group influence. Attraction and romantic relationships. Altruism and pro-social behavior. Prejudice, aggression and conflicts. Conclusions about Social Psychology. Essay assessment and final test.

Compulsory reading

<ol style="list-style-type: none"> Aronson, E., Wilson, T. D., & Akert, R. M. (2010). <i>Social Psychology</i> (7th ed.). Upper Saddle River, NJ: Prentice Hall. Millon, T., Lerner, M.J. (2003). <i>Handbook of Psychology. Vol.5 Personality and Social Psychology</i>. New Jersey: John Wiley & Sons, Inc. Myer, D.G. <i>Psychology</i>. Fifth Edition. Chapter 18. Social Psychology. (pp. 548-591). New York: Worth Publishers.

Recommended reading

1. Forgas, J.P., Williams, K.D., Wheeler, L. (Eds.) (2001). *The Social Mind. Cognitive and Motivational Aspects of Interpersonal Behavior*. London: Cambridge University Press, Cambridge.
2. Myers D.G. (1990), *Social Psychology*, NY, McGraw-Hill, Inc.
3. Zimbardo, P. (2007) *The Lucifer Effect. How Good People Turn Evil*. New York: Random House.

Course title	Intercultural Communication		
seemster	summer	ECTS*	4
Lecturer(s)	Karolina Pietras, Ph.D.		
Department	Department of Psychology		

Course objectives (learning outcomes)

The course is aimed to provide students with the current knowledge of intercultural communication, as well as stimulate the development of intercultural competencies. Students will have opportunity to learn about the models of communication and characteristics of culture including the influence of culture on perception and behavior, social categorization and identities, typologies of culture, verbal and nonverbal differences in communication.

Prerequisites

Knowledge	
Skills	
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

Teaching methods:

- 12. Lecture
- 13. Group discussion
- 14. Workshop
- 15. Intercultural simulation

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
	X		X		X							

Assessment criteria	<ol style="list-style-type: none"> Attendance and discussion during the classes based on the obligatory literature Final test (multiple choice), which covers material from lectures and obligatory reading
---------------------	---

Comments	<ol style="list-style-type: none"> Extra 1 ECTS credit is available for the essay on intercultural differences based on literature and analysis of the students' home and host country
----------	---

Course content (topic list)

<ol style="list-style-type: none"> Introduction to Intercultural Communication. Understanding culture. Understanding communication. Intercultural communication barriers. Prejudice, stereotyping and discrimination. From ethnocentrism to cultural relativism. Breaking through cultural shock and developing intercultural competencies. Culture typology (part I). The basis of cultural differences by Trompenaars and Hampden-Turner. Culture typology (part II). Hofstede's cultural dimensions. Gesteland's patterns on cross-cultural business behavior. Verbal and nonverbal communication and culture. Communication in selected European countries. Conclusions about Intercultural Communication. Essay assessment and final test.
--

Compulsory reading

<ol style="list-style-type: none"> Liu, S., Volčič, Z., Gallois, C. (2001) <i>Introducing Intercultural Communication. Global Cultures and Contexts</i>. Sage: London. Trompenaars, F., Hampden-Turner, C. (1997) <i>Riding the Waves of culture. Understanding cultural diversity in business</i>. Nicholas Brealey Publishing: London.
--

Recommended reading

1. Bennett, M. J. (1998) *Basic concepts of Intercultural Communication. Selected Reading*. Intercultural Press, a Nicholas Brealey Publishing Company: Boston, London.
2. Stephan, W.G., Stephan, C.W. (2003) *Intergroup Relations*. Westview Press, A Subsidiary of Perseus Books L.L.C.

Course title	The Fairy Tales in Therapy and Education		
Semester (winter/summer)	winter	ECTS	4
Lecturer(s)	Urszula Tokarska		
Department	Department of Psychology		

Course objectives (learning outcomes)

- gaining the knowledge and deeper understanding about the topic
- improving selected skills useful in the future professional activity
- improving selected skills useful in the future private life (as parents)
- increasing the motivation for ongoing learning inside the subject

Prerequisites

Knowledge	<ul style="list-style-type: none"> • the general knowledge about the human development • the basic orientation in human & social sciences
Skills	<ul style="list-style-type: none"> • creative thinking • basic narrative competence • motivation for self-activity
Courses completed	<ul style="list-style-type: none"> • no required

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15				8		7
30 total									

Teaching methods:

- The subject will be elaborated in the form of lecture and the elements of the workshop, which includes:
1. the analysis of selected texts;
 2. creating the scenarios useful in the practical applications of the topic;
 3. group discussions about the main issues;
 4. individual presentations;
 5. non-verbal activities.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
		X				X		X	X	X		X	

Assessment criteria	<ul style="list-style-type: none"> * active participation (the topic oriented discussions); * the individual presentation in the group as the audience; * writing the essay around some chosen aspects of the topics.
---------------------	--

Comments	
----------	--

Course content (topic list)

1. The cross-culture narrative patterns in human life.
2. The possibilities of therapeutic written & movie) educational & corrective influences based on narrative text's (selected stories for example *fairy tales*).
3. The fields of applications of therapeutic, relaxation and educational stories: some children problems and behavioral disturbances, early emotional education, developmental crisis and existential dilemmas.
4. The art of selection correct and effective texts, the art of reading and telling stories, constructing and telling our own stories.
5. Selected forms or non-verbal work with stories (plastic art, psychodrama, visualization).
6. The author's (U. Tokarska) VI step model of psychological & pedagogical strategies of working with stories.
7. Creating individual scenarios based on selected narratives useful in educational process.

Compulsory reading

- Angus, E. & McLeod J. (Eds.). (2004). *The Handbook of Narrative and Psychotherapy: Practice, Theory and Research*. US: Sage Publications.
- Bettelheim, B. (1989). *The Uses of Enchantment: the Meaning and Importance of Fairytales*. New York: Vintage Books.
- Tokarska, U. (2014). The beneficial life stories. The mental health and resilience from the narrative perspective. In T. Ostrowski & I. Sikorska (Eds.), *Health and Resilience* (pp. 57-85). Kraków: Jagiellonian University Press.

Recommended reading

- Biechonsky, J. (1998). *The use of fairytales in adult psychotherapy*. SACH Publications.
- Chinen, A. B. (1992). *Once Upon a Midlife. Classic Stories and Myth Tales to Animate the Middle Years*. Jeremy Tarcher Inc.
- Dieckman, H. (1997). Fairy tales in psychotherapy. *Journal of Analytic Psychology*, 42(2), 253-268.
- Haase, D. (2008). *The Greenwood Encyclopedia of Folktales and Fairytales*. Westport: Greenwood Press.
- Morgan, A. (2000). *What is Narrative Therapy? An Easy-to-read Introduction*. Australia: Dulwich Centre Publications.
- Olshansky, D. (2008). *The Birth of Structuralism. From the Analysis of Fairytales*. University of Toronto Press.
- Payne, M. (2006). *Narrative Therapy: an Introduction for Counselors*. London: Sage Publications.
- Sikes, P. & Gal E. (2006). *Narrative Approaches to Educational Research*. University of Plymouth Press.
- Tokarska, U. (2013). In Eighty Stories around the Human Life. The psychological time binding strategies in the (auto)BIOGRAPHICAL Narrative GAME. Special Issue "On Time Perspective", *Annales Universitatis Paedagogicae. Studia Psychologica VI*, 180-199.
- White, Ch. & Denborough D. (1999). (Eds.). *Introducing Narrative Therapy. A Collection of Practice-based Writings*. Adelaide: Dulwich Centre Publications.

Course title	Pedagogical Psychology		
Semester (winter/summer)	winter	ECTS	5
Lecturer(s)	Urszula Tokarska		
Department	Department of Psychology		

Course objectives (learning outcomes)

- gaining the knowledge and deeper understanding about the applied pedagogical psychology field;
- improving selected skills useful in the future professional activity;
- improving selected skills useful on the self-improvement level;
- increasing the motivation for ongoing learning inside the subject.

Prerequisites

Knowledge	<ul style="list-style-type: none"> • the general knowledge about the human development • the basic orientati0n in human & social sciences
Skills	<ul style="list-style-type: none"> • creative thinking • motivation for self-activity
Courses completed	<ul style="list-style-type: none"> • no required

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15			8	7
30 total							

Teaching methods:

The subject will be elaborated in the form of lecture and the elements of the workshop, which includes:

6. the analysis of selected texts;
7. creating the scenarios useful in the practical applications of the topic;
8. group discussions about the main issues;
9. individual presentations;
10. non-verbal activities.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
		X				X		X	X	X		X	

Assessment criteria	<ul style="list-style-type: none"> * active participation (the topic oriented discussions); * the individual presentation in the group as the audience; * writing the essay around some chosen aspects of the topics.
---------------------	--

Comments	-
----------	---

Course content (topic list)

<p>1. The narrative psychology in the educational & therapeutic process.</p> <ul style="list-style-type: none"> * The possibilities of using the narrative methods to activate and support a narrative way of understanding self and the world, self-reflection and autobiographic awareness of future teachers (<u>the self-improvement level</u>). * The strategies of constructing and professional using of narrative tools of supporting human development on different stages of the life course (<u>the education and therapeutic methods level</u>). <p>2. Narrative approach to the psychological processes inside the family life.</p> <ul style="list-style-type: none"> * Narrative approach to the psychological processes inside the family life. * The systemic approach in psychotherapy as the theoretical context of investigating and supporting deep relations between spouses, parents and children, siblings and grandparents. * The concept of Robert Sternberg of “love as the story” as the starting point to the process of constructing effective tools useful for investigating and transforming family life. <p>3. Therapeutic and educational aspects of fairy tales & other stories.</p> <ul style="list-style-type: none"> * The possibilities of therapeutic, educational & corrective influences based on narrative texts. * The fields of applications of therapeutic, relaxation and educational stories. * The art of selection correct texts. <p>4. Effective & creative strategies of dealing with some life problems ourselves.</p> <p>This part of teaching programme had been prepared for participant` s individual use (dealing with some real life problems) and for their future professional use as teachers & educationists who plane to work with children and teenagers. It is based on C. S. Pearson concept of <i>archetypal scenarios</i> of “twelve” psychological ways of effective dealing with small and big problems in children` s and adult` s life.</p>
--

Compulsory reading

- Bettelheim, B. (1989). *The Uses of Enchantment: the Meaning and Importance of Fairy Tales*. New York: Vintage Books.
- Bruner, J. (2004). Life as Narrative. *Social Research*, 71(3), 691-710.
- Campbell, J. (1973). *The Hero with a Thousand Faces*. Princeton University Press.
- Kotre, J. & Hall, E. (1997). *Seasons of Life. The Dramatic Journey from Birth to Death*. The University of Michigan Press: Ann Arbor Paperback.
- Tokarska, U. (2014). Reaching Narrative Identity Inside the Inner Plurality Within the Dialogical Context. In M. Pourkos (Ed.), *Perspectives and Limits of Dialogism in Mikhail Bakhtin. Applications in Psychology, Education, Art & Culture* (pp. 206-226). Saarbrücken: Lambert Academic Publishing.

Recommended reading

- McAdams, D. (2008), American Identity: the Redemptive Self. *The General Psychologist*, vol. 43, no 1.
- Perason, C. S. (1991). *Awakening the Heroes Within: Twelve Archetypes to Help Us Find Ourselves and Transform Our World*. San Francisco: Harper.
- Sarbin, Th. (Ed.). (1986). *The Narrative Psychology: The Storied nature of Human Conduct*. New York: Preager.
- Sternberg, R. (1998). *Love is a Story*. New York: Oxford University Press.
- Sternberg, R. & Weis K. (2006). *The New Psychology of Love*. Yale University Press.
- Tokarska, U. (2013). In Eighty Stories around the Human Life. The psychological time binding strategies in the (auto)BIOGRAPHICAL Narrative GAME. Special Issue "On Time Perspective", *Annales Universitatis Paedagogicae. Studia Psychologica VI*, 180-199.
- White, M. & Epston D. (1990). (Eds.). *Narrative Means to Therapeutic Ends*. New York, London: W.W. Norton & CO.

Course title	Narrative Gerontology		
Semester (winter/summer)	winter	ECTS	5
Lecturer(s)	Urszula Tokarska		
Department	Department of Psychology		

Course objectives (learning outcomes)

- gaining the knowledge and deeper understanding about the relatively new approach to the process of supporting a human development in the last period of life cycle;
- improving selected skills useful in the future professional activity;
- improving selected skills useful on the personal level (intergenerational communication);
- increasing the motivation for ongoing learning inside the subject.

Prerequisites

Knowledge	<ul style="list-style-type: none"> • the general knowledge about the human development • the basic orientation in human & social sciences
Skills	<ul style="list-style-type: none"> • creative thinking, empathy • motivation for self-activity • the interest in elderly` rights, developmental rules & problem`s solving
Courses completed	<ul style="list-style-type: none"> • no required

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			8	7	

Teaching methods:

The subject will be elaborated in the form of a lecture combined with some elements of the workshop, which includes:

11. the analysis of selected texts from the topic (the rich latest references offered!);
12. completing the autobiographical narrative interviews with Seniors elaborated via common analysis and interpretation;
13. creating the detailed scenarios of supporting elderly`s development;
14. group discussions about the main issues;

15. individual presentations;
 16. non-verbal activities (*The Game of Life`* active and reflective participation).

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
	X		X	X	X		X				X	

Assessment criteria	<ul style="list-style-type: none"> * active participation (the topic oriented discussions); * the individual presentation in the group as the audience; * completing the autobiographical interview with the elderly * writing the essay around some chosen aspects of the topics.
---------------------	--

Course content (topic list)

4. ***What is narrative gerontology?***
 - “The 3 psychologies marriage”: some significant interconnections between life-span psychology, existential psychology and narrative approach in social sciences.
 - Integration & wisdom OR chaos & despair - the main factors of “late happiness”. *Gerotranscendence* possibilities wasted? (developmental dimension).
 - Life as the story to be told and re-told till the end of life (narrative point of view).
 - The meaningful “summing up of biography” vs. the danger of empty and/ or distorted life review process (existential approach).
 - The Elderly` world: how old people could be understood by young one?
5. ***The narrative gerontology in practice***
 - The possibilities and limits of using selected narrative methods to activate and support a narrative way of understanding self and the world, self-reflection and autobiographic awareness in Elderly. “The beneficial life stories indicators” in deep education practices.
 - Selected strategies of constructing and professional use of narrative tools for supporting elderly` development.
 - Fairy tales, movies and other stories as effective tools for workshops, trainings and reminiscence groups designed for Elderly (the art of selection appropriate stories and composing effective detailed, ready for use, scenarios).
6. ***The intergenerational life-wisdom transmission***
 - Narrative approach to the psychological processes inside the family life.
 - The theoretical, clinical and empirical contexts of investigating and supporting deep relations between representatives of different generations.
 - Narrative gerontology research projects (for ex. *The Letter to a Grandchild Project* conducted

actually by Tokarska, U., Dryll, E. & Cierpka, A).

Compulsory Reading:

- Agronin, M. E. (2014). From Cicero to Cohen: developmental theories of aging, from antiquity to the present. *The Gerontologist*, 54(1), 30-9.
- Chochinow, H. M. (2012). *Dignity Therapy: Final Words for Final Days*. Oxford University Press.
- de Medeiros, K. (2014). *Narrative Gerontology in Research and Practice*. New York: Springer Publishing Company.
- Edmondson, R. (2015). *Aging, insight and wisdom. Meaning and practice across the life course*. Chicago University Press.
- Erikson, E. H. & Erikson, J. M. (1998). *The life cycle completed. Extended version with new chapters on the ninth stage of development*. New York: W. W. Norton.
- Kenyon, G., Bohlmeijer, E., & Randall, W. L. (2011). *Storying Later Life. Issues, Investigations and Interventions in Narrative Gerontology*. Oxford University Press.
- Randall, W. L. & Mc Kim A. (2008). *Reading Our Lives: the Poetics of Growing Old*. Oxford University Press.
- Williams, A., & Nussbaum, J. F. (2012). *Intergenerational communication across the life span*. New York: Routledge.

Recommended Reading:

- Aubin, de St. E., McAdams, D., & Kim, D. (2004). *The Generative Society. Caring for Future Generations*. Washington: American Psychological Association.
- Baerger, D., & McAdams, D. (1999). Life story coherence & its reliability to psychological well-being. *Narrative Inquiry* 9(1), 69-96.
- Kotre, J. (1996). *Outliving the Self. How We Live on in Future Generations*. New York, London: WW. Norton & Company.
- Kotre, J. & Hall, E. (1997). *Seasons of Life. The Dramatic Journey from Birth to Death*. The University of Michigan Press: Ann Arbor Paperback.
- de Lange, F. (2011). Inventing yourself. How older adults deal with the pressure of late modernity identity construction. In G. Kenyon, E. Bohlmeijer & W. L. Randall, *Storying Later Life. Issues, Investigations and Interventions in Narrative Gerontology* (pp. 51-65). Oxford University Press.
- Morgan, A. (2000). *What is Narrative Therapy? An Easy to Read Introduction*. Australia: Dulwich Centre Publications.
- Ramirez-Esparza, N., & Pennebaker, J. (2006). Do good stories produce good health? Exploring words, language and culture. *Narrative Inquiry*, 16, 211-219.
- Thornstam, L. (2005). *Gerotranscendence: A developmental theory of positive aging*. New York: Springer.
- Tokarska, U. (2016). Narrative foreclosure prevention. In U. Tokarska (Ed.), *Applied psychology of time*. Warszawa: Państwowe Wydawnictwo Naukowe.
- Tokarska, U. (2014). The beneficial life stores: The mental health and resilience from the narrative perspective. In T. Ostrowski, I. Sikorska (Eds.), *Health and Resilience* (pp. 57-85). Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.
- Tokarska, U. (2013b). In Eighty Stories around the Human Life. The psychological time binding strategies in the (auto)BIOGRAPHICAL Narrative GAME. Special Issue "On Time Perspective", *Annales Universitatis Paedagogicae. Studia Psychologica VI*, 180-199.
- Tromp, T. (2011). Older adults in search of new stories. Measuring the effects of life review on coherence and integrity. In G. Kenyon, E. Bohlmeijer & W. L. Randall, *Storying Later Life. Issues, Investigations and Interventions in Narrative Gerontology* (pp. 252-272). Oxford University Press.
- Vaillant, G. E. (2002). *Aging well*. Boston: Little Brown.