



**Core courses for Erasmus Students in the academic year 2026/2027  
Psychology 3-year program (Bachelor's Degree)**

**1<sup>st</sup> year of BA- Summer semester**

Biological Foundations of Human Behavior	<b>8 ECTS</b>
Social Psychology	<b>6 ECTS</b>
Developmental Psychology	<b>6 ECTS</b>
Basic Group Work Skills	<b>3 ECTS</b>

**2<sup>nd</sup> year of BA- Winter semester**

Personality Psychology	<b>6 ECTS</b>
Cognitive Psychology	<b>6 ECTS</b>
Methodology and Statistics: Introduction	<b>6 ECTS</b>

**2<sup>nd</sup> year of BA- Summer semester**

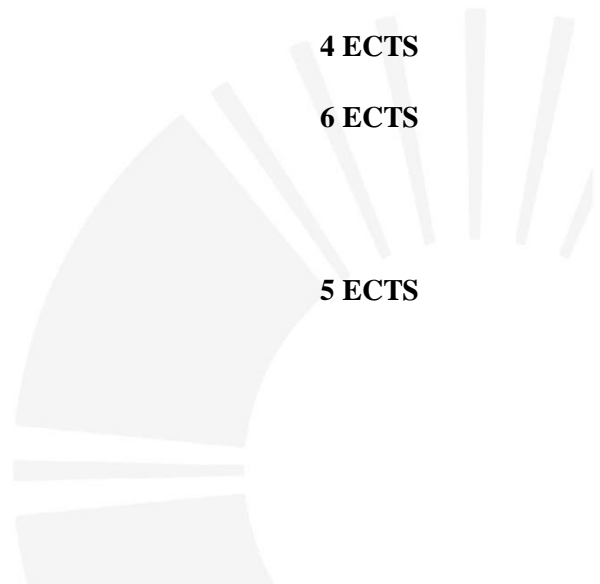
Psychopathology	<b>6 ECTS</b>
Psychology of Individual Differences	<b>6 ECTS</b>
Introduction to Psychometrics	<b>6 ECTS</b>

**3<sup>rd</sup> year of BA- Winter semester**

Work and Organizational Psychology	<b>4 ECTS</b>
Educational Psychology	<b>4 ECTS</b>
Clinical and Health Psychology	<b>6 ECTS</b>

**3<sup>rd</sup> year of BA- Summer semester**

Ethical Dilemmas in Psychology	<b>5 ECTS</b>
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Humanistic perspective on mankind

**4 ECTS**

Cross-Cultural Psychology

**4 ECTS**

**Core courses for Erasmus Students in the academic year 2026/2027  
Psychology 3-year program (Bachelor's Degree)**

**1<sup>st</sup> year of BA- Summer semester**

**Biological Foundations of Human Behavior**

**8 ECTS**

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. The student can use the acquired biological knowledge to explain human behavior. 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.

**Social Psychology**

**6 ECTS**

This course aims to continue introducing students to the field of social psychology, starting from a very brief recap of topics covered during Introduction to Social Psychology, moving on to cover social cognition, social beliefs, stereotypes and prejudice, social influence, attractiveness, and morality. During the lecture, students will be introduced to theory and research within social psychology (lecture contents and required readings), while the workshop serves to deepen the knowledge gained from the lecture part via class activities, discussions, presentations, as well as class assignments and homework assignments. Please note that the detailed scenario for each workshop group may differ, depending on the individual preferences of each instructor, hence the specific schedule and more detailed description of the workshop tasks and activities, along with their requirement and scoring criteria will be presented during the first workshop meeting and should be posted on the platform used to share



materials (Google Classroom, Moodle, etc. - TBS).

### **Developmental Psychology**

**6 ECTS**

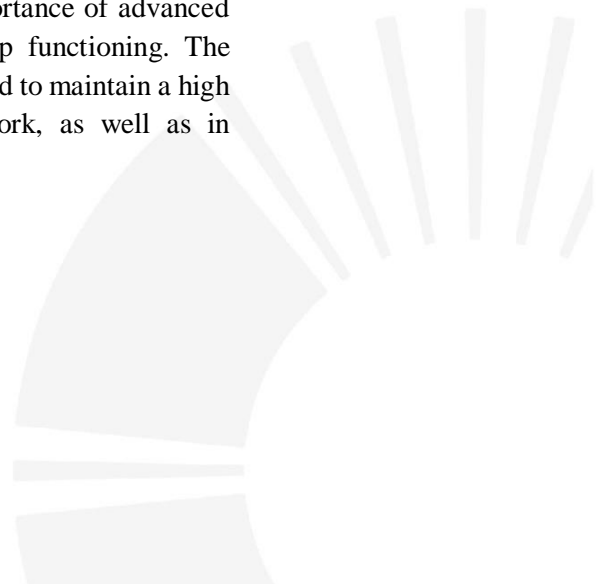
The student has an advanced understanding of the psychological perspective of human development throughout the life cycle, as well as explanatory theories in this area and the specifics of research. The student knows and understands the influence of biological and environmental factors, as well as the 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. 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. 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.

### **Basic Group Work Skills**

**3 ECTS**

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. 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. 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.

**2nd year of BA- Winter semester**





### **Personality Psychology**

**6 ECTS**

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. 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. 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.

### **Cognitive Psychology**

**6 ECTS**

Student has advanced knowledge of the concepts of cognitive processes. Student has advanced knowledge about current theories related to cognitive processes. Student has an advanced 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. 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. 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.

### **Methodology and Statistics: Introduction**

**6 ECTS**

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. 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. 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.

## **2nd year of BA- Summer semester**

### **Psychopathology**

**6 ECTS**

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. 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. The student demonstrates responsibility for their own decisions made for the benefit of people diagnosed with mental health problems.

**6 ECTS**

### **Psychology of Individual Differences**

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. 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. 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.

### **Introduction to Psychometrics**

**6 ECTS**

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. 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. The student is prepared to use standardized measures of psychological variables responsibly. The student is committed to continuously updating their knowledge and skills related to psychological measurement.

### **3rd year of BA- Winter semester**

#### **Work and Organizational Psychology**

**4 ECTS**

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. 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. 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.

#### **Educational Psychology**

**4 ECTS**

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. 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. The student is aware of the need for continuous improvement of their skills and expansion of their knowledge.

### **Clinical and Health Psychology**

**6 ECTS**

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. 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. The student is sensitive to ethical issues related to the activities of a psychologist in the field of clinical and health psychology.

### **3rd year of BA- Summer semester**

#### **Ethical Dilemmas in Psychology**

**5 ECTS**

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. 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. 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.

#### **Humanistic perspective on mankind**

**4 ECTS**

The student knows and understands selected humanistic paradigms of knowledge



about human beings. The student is able to plan and organize their own work in carrying out a task, while monitoring their own learning process; 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.

### **Cross-Cultural Psychology**

**4 ECTS**

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. 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. 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.

