



**Akademia
Humanistyczno
Ekonomiczna
w Łodzi**

2026-2027

ACADEMIC OFFER

PSYCHOLOGY



PSYCHOLOGY

Language: **English**

Winter and Spring
2026-2027

Psychology Master

SUBJECTS OFFERED IN PSYCHOLOGY FIELD

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exercises

[COMMUNICATION IN BUSINESS AND PSYCHOLOGY](#)

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exercises

PHYSICAL EDUCATION: YOGA FOR PSYCHOLOGY STUDENTS

PE (0 ECTS)

DEVELOPMENT COMMUNICATION SKILLS

exercises

2 ECTS

Teaching methods

didactic discussion / case study / individual and group work

Method of verifying education

group and individual assignments / project / activity during classes

OBJECTIVES

The aim of the course is to familiarize students with the reasons leading to a lack of mutual understanding resulting in imprecision of language and inability to read non-verbal signals. The course aims to build skills of effective argumentation, giving and receiving feedback; design ways of resolving misunderstandings and conflict situations; improve various communication strategies.

COURSE CONTENT

- The concept of interpersonal communication and its importance in the functioning of individuals and society. The influence of perception on the communication process.
- Verbal communication. Reasons leading to a lack of mutual understanding resulting from the lack of precision of language and social and cultural differences
- Non-verbal types of communication. The role and importance of body language in understanding messages.
- Awareness of communication barriers that make mutual communication difficult and the role of feedback in overcoming these barriers
- The importance of attentive listening and the ability to ask questions in interpersonal communication
- The influence of emotions, feelings and intentions on the process of mutual communication
- Communication strategies – nonviolent communication and assertive communication
- The ability to communicate in key conversations conducted under pressure – individually and in a group

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student embraces the concepts of interpersonal communication and its importance.
- Understands the ways of verbal communication.
- Understands and is able to identify communicational barriers.
- Understands and is able to identify and apply communication strategies.

In terms of skills :

- Is able to conduct verbal communication depending on the situation.
- Is able to properly apply body language and understand the body language signals of others.
- Is able to give and receive feedback on communication difficulties.
- Is able to listen actively. Is able to apply or read the emotions and intentions during communication.
- Is able to communicate under pressure, individually and in a group.

In terms of social competencies

- The student is able to apply various communication strategies outside class and perform successfully in communication under pressure.

COMMUNICATION IN BUSINESS AND PSYCHOLOGY

exercises

1 ECTS

Teaching methods

didactic discussion / case study /
individual and group work

Method of verifying education

group and individual assignments / project /
activity during classes

OBJECTIVES

This course aims to enhance communication skills by covering key concepts and techniques. It explores the communication model to understand how messages are sent and received, and introduces tools for effective communication such as discussing emotions, asking different types of questions, and practicing active listening. The course covers the role of verbal and non-verbal communication and assertive communication techniques highlights the importance of metaphors and storytelling.

COURSE CONTENT

- Communication model
- Tools for effective communication: talking about emotions, using different types of questions, active listening: paraphrasing, mirroring, being precise in communication
- The role of verbal and non-verbal communication.
- Assertive communication techniques
- The role and importance of metaphors and storytelling
- Effective presentations

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Student has knowledge of verbal and non-verbal communication, including methods and styles of communication as well as communication barriers.
- Student knows different types of questions and their role in communication.

In terms of skills :

- The student chooses an effective communication strategies.
- Student uses appropriate tools for effective communication.
- Student is able to present ideas persuasively.
- Student is able to use metaphors and storytelling in different contexts.

In terms of social competencies

- Student demonstrated the ability to solve communication problems.

CROSSCULTURAL COOPERATION AND COMMUNICATION

workshops

1 ECTS

Teaching methods

didactic discussion / case study /
individual and group work

Method of verifying education

group and individual assignments / project /
activity during classes

OBJECTIVES

The aim of the course is to raise awareness elements of intercultural interactions in social and professional situations, to develop communication competencies of participants in these interactions, and to acquire knowledge about the dimensions and dynamics of cultural cooperation. The workshop aims to identify the good practices in culturally diverse environments.

COURSE CONTENT

- Theoretical foundations of culture
- Barriers in cross-cultural communication
- Intercultural dimensions: time perceptions, hierarchy and egalitarianism, certainty avoidance, collectivism and individualism, particularism and universalism

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Student has the knowledge of different dimensions and the processes of cultural interactions occurring in different areas of social and professional life.

In terms of skills :

- The student adapts communication to different cultural contexts.
- The student considers and resolves problems related to cross-cultural team collaboration

In terms of social competencies

- The student recognizes the need for intercultural awareness in social and professional contexts.

MANAGERIAL COMPETENCIES

exercises

1 ECTS

Teaching methods

didactic discussion / case study / individual and group work

Method of verifying education

group and individual assignments / project / activity during classes

OBJECTIVES

The aim of the course is to present the concepts of organizational and individual competencies; practice selected managerial skills.

COURSE CONTENT

- Managerial roles.
- The concept of organizational and individual competencies.
- Methods of developing managerial competencies.
- Selected managerial skills in practice.
- Competency assessment as a criterion for selection for managerial positions.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the essence and importance of managers' competencies in a contemporary organization. The student knows and understands the factors, tools, and assessment methods that support development of managerial competencies.

In terms of skills :

- The student can demonstrate selected managerial skills.
- The student can choose tools to increase employee engagement.

In terms of social competencies

- The student recognizes the importance of ethics in management and acts according to moral values, ensuring honesty, transparency, and responsibility in actions.

SOCIAL PSYCHOLOGY

lecture & project

5 ECTS

Teaching methods

conversational lecture / group exercises / project method

Method of verifying education

exam / assignments / project / activity during classes

OBJECTIVES

The aim of the course is to familiarize students with the concepts and ideas of social psychology; to teach how to think with social psychology categories and use the language of social psychology concepts; to teach the ability to apply social psychology concepts as "tools" to better understand and explain people's social behavior, with the goal of predicting and possibly modifying behavior; to point out ways to find solutions, both on the basis of practical knowledge and knowledge drawn from the literature; to sensitize students to various types of social mechanisms, to acquire the ability to recognize phenomena and conduct appropriate actions.

COURSE CONTENT

- Social psychology - basic concepts, scope of interest, definition. The science of social psychology – methods, the importance of replication
- The Social Self
- Understanding others and social judgment, Social cognition, Cognitive sparsity, Cognitive dissonance, Social learning
- Attitudes, beliefs, behavior (sources, formation, change)
- Social influence and persuasion, Conformism, Group behavior, Psychology of the crowd
- Social communication, Relationships
- Prejudice, Stereotyping, and Discrimination

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Student has an in-depth knowledge of a person as an individual acting in social structures, knows the general and specific mechanisms of exerting influence on social behavior.
- Student can describe major studies in social psychology.
- Student has an expanded knowledge of the norms and rules of social psychology, including, the rules of social influence and social group building, the determinants of interpreting the human behavior, both individually and in a group.

In terms of skills :

- Student is able to use theoretical knowledge of interpersonal communication and use in practice adequate to the situation techniques, tools from social psychology.
- Student has the ability to present his own opinion, can properly analyze causes and course of specific processes and social phenomena using the work of other authors.
- Student can analyze competing theories in social psychology.
- Using specialized psychological terminology, student is able to interpret and explain social phenomena and resolve individual, group and professional problems.
- Student can relate the concepts to the real world events.

In terms of social competencies

- Student is ready to respond to psychological problems, ready to communicate and cooperate with the environment, including non-specialists in the field.
- Student can co-create social projects and anticipate the social impact of own activities as a psychologist.
- Student correctly perceives, identifies and resolves problems related to the practice of the profession of psychologist using knowledge of social psychology.

SOCIAL PREVENTION ON RISKY BEHAVIOUR

exercises

4 ECTS

Teaching methods

lecture / didactic discussion

Method of verifying education

exam / assignments / activity during classes

OBJECTIVES

The course is devoted to the psychological analysis of selected risky behaviours (e.g. bullying, psychological violence, behavioral addictions). Students will also be introduced to modern approaches of prevention classes. They will also have the opportunity to participate in study visits in Polish schools and work with pupils.

COURSE CONTENT

- Social pathology as a terminological concept. Norms and pathology in human behaviour.
- Classification of social pathologies.
- Selected theories of deviance.
- Motives for risk-taking behaviours.
- Characteristics of selected social pathologies – determinants, scale of the phenomenon, and social consequences.
- Strategies for minimizing the effects of social pathologies. Polish and European approaches; the concept of positive prevention in relation to risk-taking behaviours.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student identifies pathological problems, concepts, and phenomena, along with the related explanatory concepts, and explains the complex interrelationship between them.
- They possess structured knowledge of various pathogenic environments and the processes occurring within them.
- They hold in-depth knowledge of developmental disorders and human functioning within the social environment.

In terms of skills :

- The student is able to formulate solutions using selected theoretical approaches in the field of prevention and strategies for minimizing the effects of social pathologies.

In terms of social competencies

- The student is prepared to create and develop models of appropriate conduct in both living and working environments, to take initiatives and address irregularities by seeking optimal solutions, and to critically evaluate knowledge, content, themselves, and the teams, institutions, and organisations in which they participate.

PSYCHOLOGY OF STRESS AND BURNOUT

exercises

3 ECTS

Teaching methods

lecture / didactic discussion / individual and group work / workshop method / brainstorming

Method of verifying education

written work / assignments / activity during classes

OBJECTIVES

The aim of the course is to provide students with knowledge and skills in: the main concepts of stress; the course of the stress response; selected methods of coping with stress; principles of mental hygiene and how to prevent burnout; recognizing the symptoms and effects of occupational stress; applying selected anti-stress techniques, appropriate to the situation; recognizing the first symptoms of burnout

COURSE CONTENT

- The concept and concepts of stress (stress as a stimulus, reaction, transaction between the individual and the environment, biological and psychological concepts).
- The relationship between stress and emotions; positive and negative effects of stress.
- Causes and symptoms of stress. Typical reactions to stress, its course, and dynamics. The effects of long-term and short-term stress.
- Personality determinants of coping with stress.
- Coping with stress (process, style, strategy).
- Ways to cope with stress: the importance of relaxation, meditation, and visualization. Tension relief and anti-stress techniques.
- Causes of burnout. Personality traits that contribute to burnout. The impact of stress on burnout.
- The course and symptoms of burnout. First symptoms. Effects of burnout.
- Ways to cope with burnout. Burnout prevention. Principles of mental hygiene.
- Stress resistance: types, conditions, ways of developing mental resilience

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student has in-depth knowledge of contemporary problems and directions of development of stress psychology, its trends and theories, analyzes and explains development trends in this area, understands their conditions and importance for the professional area and the present day.
- Has in-depth knowledge of stress management methods and research tools used in stress psychology and the possibilities of their use, relating it to professional work in accordance with the chosen specialization.
- Possesses detailed knowledge of human functioning within the scope of stress psychology.
- Knows the concepts of health, illness, and mental disorders. Possesses knowledge about healthy lifestyles and factors influencing quality throughout the life cycle. Knows and understands the concept of individual differences, their role in explaining human behavior under stress, and identifies the scope and possibilities of using this knowledge in solving practical problems.
- They possess in-depth knowledge of the psychological aspects of professional activity and understand the psychological principles of supporting individual professional and social activity. They also recognize and understand the role of stress psychology in solving practical problems.

In terms of skills :

- Able to recognize healthy and disturbed human behavior and mental functioning. Describes, analyzes, and interprets human behavior, utilizing knowledge from the psychology of stress.
- Able to recognize the needs of clients or members of a professional group, identify their problems in this area, and independently generate ideas for solutions. Able to define goals and select stress management methods
- Applies stress management methods and techniques appropriately, selecting them appropriately for the work situation and objectives. Understands the potential and limitations of the work methods used.
- Uses methods, techniques and tools specific to stress psychology, business psychology and career counseling.

In terms of social competencies

- Is ready to independently carry out various professional tasks in the field of stress psychology and methods of coping with stress.

HR IN EFFECTIVE TEAM MANAGEMENT

exercises

4 ECTS

Teaching methods

conversational lecture / didactic discussion / brainstorming / workshop method / group work

Method of verifying education

exam / assignments / activity during classes

OBJECTIVES

Students will gain knowledge about team management and the role of HR staff in team management; Development of basic HR skills using psychological knowledge aimed at supporting managers; Building students' attitudes of readiness to develop competencies in human resources management.

COURSE CONTENT

- Team management – introduction. HR roles and responsibilities in team management. HR Business Partner (9HRBP) – tasks in working with managers. HRBP competency matrix.
- An effective team. Team characteristics. Team and group. Phases of team development. The role of psychological knowledge in analyzing the health of teams.
- Team Diagnosis. The competency level of team members and their personal characteristics are the basis for effective management. The role of HR psychological knowledge in team diagnosis and analysis.
- Team management. Management styles. Blanchard and Hersey's situational management theory. Empirical verification of the concept. Diagnosis of management styles. Personal characteristics and preferred styles – reference to temperament and personality.
- Building employee motivation. Concepts of motivation. The importance of psychological knowledge in understanding employee motivation. The role of HR in building employee motivation.
- Motivational systems in organizations and their impact on team management. Basic mistakes in building motivational systems. Psychological determinants of effective motivational systems. The role of HR in building effective motivational systems.
- Job satisfaction and engagement. The manager's role in building teamwork satisfaction. The role of HR in creating conditions conducive to job satisfaction. Selected concepts of job satisfaction.
- Analysis of the work environment and teams. Construction of team diagnostic tools.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- They are familiar with the theories of personality, emotion, and motivation that allow them to understand people and their functioning in teams. They are familiar with the basic approaches to personality and motivation that are relevant to employee management. They understand the impact of emotions on human functioning in the workplace.
- Recognizes, describes and explains the determinants of differences in temperament, personality and social functioning patterns between people that influence management effectiveness

In terms of skills :

- They can draw on relevant theoretical assumptions and psychological concepts to explain a specific psychological problem within a team. They can present their own ideas, concerns, and suggestions related to team management and employee functioning in the work environment, supporting them with arguments from selected psychological perspectives.
- Recognizes and critically evaluates the essence and course of various social phenomena from the perspective of the employee, team and organization.

In terms of social competencies

- He is ready to take on new professional challenges in an HR role that meet the needs of the organizational environment.

YOUTH SUBCULTURE

exercises

4 ECTS

Teaching methods

didactic discussion / problem-solving method

Method of verifying education

assignments / activity during classes

OBJECTIVES

The aim of the course is to familiarize students with the terminology: subcultures; culture; counterculture; anticulture, generation; social movement, generation gap. Analysis of selected group processes: deindividuation, conformity, imitation, modelling, diffusion of responsibility, group thinking syndrome. Group structures; group roles. Typology of subcultures: Religio-therapeutic (Rajneesh; Unification Church; Scientology), Eco-Pacifist, Social-moral Revolt (Beat Generation; Hippies), Escape and isolation groups (SkinHeads), Creative groups (Graphiti). Prevention against destructive cults.

COURSE CONTENT

- Terminological clarifications: culture – counterculture – alternative culture – subculture; the theory of deviant subcultures in Cohen's perspective.
- Overview of selected typologies of youth subcultures: religious-therapeutic, ecological-pacifist, subcultures of social and moral rebellion, subcultures of escape and isolation, creative subcultures.
- Characteristics of selected youth subcultures: Family of Love, Unification Church, Peoples Temple, Rajneesh movement, Satan worshippers, Rastafarian subculture; Workshop for All Living Beings, Academy of Life, Federation of the Greens, Ecological-Peace Movement "I'd Rather Be"; Hippie subculture, Wagendofr/Wagenburg subculture; Orange Alternative.
- Constitutive elements of a social group: Size and its consequences, social patterns and the social roles of group members, functions of the group, social bonds within the group, group cohesion.
- Preventive measures in relation to destructive youth subcultures.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows and understands pedagogical theories and concepts, as well as conceptual categories encompassing the operational scope of knowledge and youth subcultures.
- Knows and understands the social processes that co-create the theoretical foundations of activity in the area of subcultures, and possesses knowledge of the types and forms of social bonds, the regularities governing them, and their manifestations in interpersonal and communicative relations, including their disorders.
- Describes and presents existing subcultures.
- Identifies biopsychological and environmental processes of social maladjustment that form the basis for the emergence of subcultures, and understands their significance for pedagogical theory and practice.

In terms of skills :

- The student is able to apply knowledge of subcultures and integrate it with other subdisciplines in order to analyze and interpret issues related to human behaviour.
- Uses specialized terminology and nomenclature.
- Is able to independently select sources of information on subcultures, conducting their analysis, synthesis and interpretation using a variety of information sources.
- Additionally, demonstrates the ability to present original ideas, support them with reasoned arguments, or subject them to critique in the context of relevant theories as well as preventive and prophylactic measures.

In terms of social competencies

- The student is aware of the need and value of taking action and undertaking preventive measures within the activity of subcultural groups

PSYCHOPEDAGOGY OF CREATIVITY

exercises

4 ECTS

Teaching methods

didactic discussion / brainstorming / group work / workshop method / problem-solving method

Method of verifying education

individual and group assignments / activity during classes

OBJECTIVES

The main goal of the subject is to introduce students to the basic pedagogical and psychological knowledge about creativity and the conditions of the development of creative abilities of children, adolescents and adults. Lecture are subordinated to the four dimensions perception of creativity and modern theories of creativity and education.

COURSE CONTENT

- Thinking through analogy and metaphor; abstraction.
- Selected methods of creative problem-solving.
- Conscious development of creative dispositions.
- Characteristics of creative thinking – fluency, flexibility, originality.
- The specificity of the creative act, including deliberate creativity.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Distinguishes creative behaviors from standard ones.
- Identifies what fluency, flexibility, and originality of thinking are.
- Explains selected methods of creative problem-solving.

In terms of skills :

- Modifies their perception of reality.
- Combines different ideas, concepts, and proposals.
- Justifies their attitude and views.
- Demonstrates readiness to break established patterns in thinking and action.
- Applies selected methods of creative problem-solving.

In terms of social competencies

- Maintains autonomy in thinking and action.
- Organizes their own activities in an innovative manner.
- Demonstrates flexibility in thinking and action.

DIDACTICS OF CREATIVITY

exercises

4 ECTS

Teaching methods

conversational lecture / problem-solving method / case study / project-based method

Method of verifying education

assignments / activity during classes

OBJECTIVES

The main goal of the subject is to introduce students into practical aspects of stimulating creative thinking and creative attitudes. During classes students are using innovative tools, techniques and methods of creative work and preparing own projects for implementation creativity into pedagogical and educational situations.

COURSE CONTENT

- What is art? What role does it play in human development? Changes in the understanding of the concept of art.
- The educational aspect of art. The role of art in education. "Education to art" vs. "Education through art".
- Art therapy and prevention. The importance of combining different art disciplines.
- The role of the teacher, educator, animator. Possibilities of using art in education within project-based activities.
- Methods of education through creativity. Activating methods.
- The role and significance of media in education through art.
- Designing one's own educational activities using methods of education through art.
- Conducting project-based classes and their evaluation.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows and understands the significance of art in sensitizing learners to cultural and social phenomena.
- They understand the role of the educator or pedagogue in providing access to, and raising awareness of, cultural and artistic phenomena among learners.
- They know methods of education through art and support the learners' development and help them overcome difficulties.

In terms of skills :

- The student can design educational activities using methods of education through art aimed at creatively activating learners, sensitizing them to values, supporting expression, creative imagination, and self-creation, enabling them to express themselves through artistic activities and engagement with works of art and culture.
- The student can conduct classes based on their own project, analyze the course of proposed educational activities in the field of education through art, and identify areas requiring modifications.

In terms of social competencies

- The student is aware of the role and significance of art in education and demonstrates sensitivity to cultural phenomena.