

Course title	Psychology						ECTS code	14.03.5367				
							ECTS credits	5				
							max. students					
Name of unit administrating study	ITiHM	Field of study	Economics/MSG**		Field of specialisation	NONE;						
Teaching staff	Jacek Winiarski, Associate Professor											
Number of hours												
Lectures	30	Classes	0	Tutorials	0	Laboratory	0	Seminars	0	Language classes	0	
Forma aktywności						Year&Type of studies*	3 SS1,					
Hours with the participation of the academic teacher (including office hours, exams, others):						Semester:	5,					
Hours without the participation of the academic teacher (student's self-study, homeworks):						Type of course:	optional					
Total number of hours:						0	Language of instruction:	English				
Teaching form	in-class learning											
Teaching methods	Lectures including multimodal presentations, Discussion, questioning,											
Prerequisites (required courses and introductory requirements)												
Required courses	None.											
Introductory requirements	Basic knowledge about science.											
Assessment method, forms and criteria												
Assessment method	Course completion (graded)											
Assessment criteria	<p>1. Exam is a multiple choice test (20 individual question for ever student). You are given one point for each correct answer. The points are translated into conventional grades using the following algorithm: 51-60% satisfactory (3), 61-70% satisfactory plus (3,5), 71-80% good (4), 82-90% good plus (4+), 91-100% very good (5).</p> <p>2. Individual presentation in front of the group on the agreed topic.</p> <p>The final grade is made up of the following components: 33,3% test, 33,3% presentation on contemporary psychology issues, 33,3 % active participation in debate.</p>											
Course objectives												
Presentation of selected fields of contemporary psychology and its apply in economics.												
Learning outcomes												
Knowledge	MSG1_W01	The student has fundamental knowledge in the field of psychology and its significance in the system of sciences, including related disciplines of science										
	MSG1_W05	The student knows the psychological connections and ruling regularities, including the principles of enterprise functioning and the management mechanism in the national and international aspect										
	MSG1_W11	The student has psychological knowledge about views on the structures and processes of change in economic structures and institutions (in particular those operating on the international market), about the causes, course, scale and consequences of these changes										
Verification of learning outcomes - Knowledge												
Outcomes	written exam	oral exam	test	essay/paper /portfolio	tasks/ homeworks	individual presentation	group presentation	classroom activities	classroom discussion	individual project	group project	
MSG1_W01	X					X			X			
MSG1_W05	X					X			X			
MSG1_W11	X					X			X			

Skills	MSG1_U01	The student analyses psychology the determinants and consequences of management process, collects and measures the statistical data and economic indicators concerning the development of enterprise markets with the aim to draw conclusions.
	E1_U04	The student is able to evaluate investments and analyze the effectiveness of implementing elements of psychology in an enterprise

**Verification of learning outcomes - Skills**

Outcomes	written exam	oral exam	test	essay/paper /portfolio	tasks/ homeworks	individual presentation	group presentation	classroom activities	classroom discussion	individual project	group project
MSG1_U01			X			X	X	X			
E1_U04			X			X	X	X			

Attitudes	E1_K01	The student is able to apply creative thinking in solving complex problems industrial organisation psychology
	E1_K05	The student is able to work in group in order to conduct analysis of selected psychology issue
	MSG1_K06	The student is able to find optimal solutions for selected entities psychology issue

**Verification of learning outcomes - Attitudes**

Outcomes	written exam	oral exam	test	essay/paper /portfolio	tasks/ homeworks	individual presentation	group presentation	classroom activities	classroom discussion	individual project	group project
E1_K02						X	X	X			
MSG1_K05							X				
MSG1_K06								X			

**Course contents**
**1: Introduction to Psychology**

- 1.1 What Is Psychology?
- 1.2 History of Psychology
- 1.3 Contemporary Psychology
- 1.4 Careers in Psychology

**2: Psychological Research**

- 2.1 Why Is Research Important?
- 2.2 Approaches to Research
- 2.3 Analyzing Findings
- 2.4 Ethics

**3: Learning**

- 3.1 What Is Learning?
- 3.2 Classical Conditioning
- 3.3 Operant Conditioning
- 3.4 Observational Learning (Modeling)

**4: Thinking and Intelligence**

- 4.1 What Is Cognition?
- 4.2 Language
- 4.3 Problem Solving
- 4.4 What Are Intelligence and Creativity?
- 4.5 Measures of Intelligence
- 4.6 The Source of Intelligence

**5: Emotion and Motivation**

- 5.1 Motivation
- 5.2 Hunger and Eating
- 5.3 Sexual Behavior
- 5.4 Emotion

**6: Industrial-Organizational Psychology**

- 6.1 What Is Industrial and Organizational Psychology?
- 6.2 Industrial Psychology: Selecting and Evaluating Employees
- 6.3 Organizational Psychology: The Social Dimension of Work



6.4 Human Factors Psychology and Workplace Design

**7: Stress, Lifestyle, and Health**

- 7.1 What Is Stress?
- 7.2 Stressors
- 7.3 Stress and Illness
- 7.4 Regulation of Stress
- 7.5 The Pursuit of Happiness

Recommended reading lists

**Primary literature:**

- Carlson, N. R. (2013). *Physiology of Behavior* (11th ed.). Pearson.
- Shrout, P. E., & Rodgers, J. L. (2018). Psychology, science, and knowledge construction: Broadening perspectives from the replication crisis. *Annual Review of Psychology*, 69, 487-510.
- Massimini, M., & Peterson, M. (2009). Information and communication technology: Affects of U.S. college students. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 3(1).

**Supplementary literature:**

- American Psychological Association [www.apa.org](http://www.apa.org)
- Riggio, R. E. (2013). What is industrial/organizational psychology? *Psychology Today*. <http://www.psychologytoday.com/blog/cutting-edge-leadership/201303/what-is-industrial-organizational-psychology>
- Shaw, C. M., & Tan, S. A. (2015). Integration of mobile technology in educational materials improves participation: Creation of a novel smartphone application for resident education. *Journal of Surgical Education*, 72(4), 670-73. <https://www.sciencedirect.com/science/article/abs/pii/S1931720415000318>
- McCrae, R. R. & Costa, P. T. (2008). Empirical and theoretical status of the five-factor model of personality traits. In G. J. Boyle, G. Matthews, & D. H. Saklofske (Eds.), *The Sage handbook of personality theory and assessment*. Vol. 1 Personality theories and models. Sage.
- Women and Minorities in Psychology. (n.d.). IResearch. <http://psychology.iresearchnet.com/history-of-psychology/women-and-minorities/>

Contact

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\* SS1 - undergraduate studies \* SS2 - graduate studies \* SDang - doctoral studies  
\*\* MSG - International Economic Relations