

DESCRIPTION OF THE COURSE OF STUDY

Course code		
Name of the course in	Polish	Pozytywna psychologia zdrowia
	English	Positive Health Psychology

1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

1.1. Field of study	Psychology
1.2. Mode of study	Full-time/Part-time studies
1.3. Level of study	Full-time studies/extramural studies
1.4. Profile of study*	Basic
1.5. Person/s preparing the course description	Justyna Mróz PhD
1.6. Contact	justyna.mroz@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	English/polish
2.2. Prerequisites*	clinical psychology

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	lectures, classes,	
3.2. Place of classes	UJK	
3.3. Form of assessment	test	
3.4. Teaching methods	lectures	
3.5. Bibliography	Required reading	<p>1.Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). The Oxford handbook of positive psychology. Oxford university press.pp25-34; 187-194; 271-382;</p> <p>2. Baum, A., Revenson, T. A., & Singer, J. (2012). Handbook of health psychology. Psychology press. Chapters 3, 17, 18</p> <p>3.Ajzen, I. (1991). The theory of planned behavior. Organizational behavior and human decision processes, 50(2), 179-211.</p> <p>4.Seligman, M. E., & Csikszentmihalyi, M. (2014). Positive psychology: An introduction. In Flow and the foundations of positive psychology (pp. 279-298). Springer, Dordrecht.</p>
	Further reading	<p>1.Wood, A. M., & Johnson, J. (Eds.). (2016). The Wiley handbook of positive clinical psychology. John Wiley & Sons.</p> <p>2.Joseph, S., & Sagi, S. (2017). Positive psychology in the context of salutogenesis. The handbook of salutogenesis, 83-88.</p> <p>3.McCullough, M. E., Pargament, K. I., & Thoresen, C. E. (Eds.). (2000). Forgiveness: Theory, research, and practice. Guilford Press.</p>

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

<p>4.1. Course objectives (including form of classes)</p> <p>C1. W - To provide knowledge on the specifics of positive psychology, its theories and possibilities of use in health promotion ;</p> <p>C2 - UW- To develop skills in the use of theoretical knowledge in understanding and analysing psychological phenomena concerning health ;</p> <p>C3- KW - To develop correct attitudes towards health issues</p>
<p>4.2. Detailed syllabus (including form of classes)</p> <p>Lectures</p> <ol style="list-style-type: none"> 1. Introduction to the topic of the class. Health - definitions and determinants 2 Determinants and correlates of health, sense of happiness and life satisfaction for optimal health. 3 Concepts and notion of health in psychology. Models and approaches used in health psychology. Biomedical model, holistic model. The salutogenetic model of A. Antonovsky's model and its practical implications. 4. "Positive health" according to M. Seligman - an attempt to define the phenomenon. 5. Determinants of resistance to disease and maintenance of health 6. Behavioural and cognitive determinants of health 7. The functions of positive emotions for maintaining health 8. Psychological aspects of forgiveness to promote health 9 Psychology of health behaviour. The role of health behaviours and their determinants

Classes
1. positive psychology - range of influences, basic theories
2. The theory of virtues and character strengths by M. Seligman and its impact on health
3. Measurement tools in positive health psychology:
4. Positive interventions, their design and importance in maintaining both physical and mental health;
5. positive psychology in practice.

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of KNOWLEDGE:		
W01	Has an extended knowledge relating to positive mental processes and their impact on human health	PSYCH_W13
W02	Has extended knowledge relating to the influence of personality traits, situational and other factors on human physical and mental health	PSYCH_W06
within the scope of ABILITIES:		
U01	Be able to use theoretical knowledge to describe positive aspects of health, know and be able to use selected tools to evaluate aspects of positive health	PSYCH_U02
U02	Can properly analyse the course of processes related to the field of positive psychology	PSYCH_U07
within the scope of SOCIAL COMPETENCE:		
K01	Can co-create projects in the field of positive psychology to support health behaviour	PSYCH_K06

4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																				
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others* e.g. standardized test used in e-learning		
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes		
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
W01				+																	
W02				+																	
U01				+	+			+			+										
U02				+	+			+			+										
K01				+	+			+			+										

*delete as appropriate

4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Criterion of assessment
lecture (L) (including e-learning)	3	A pass mark of at least 51 % for the written test
	3,5	At least 62.5 % of the points allocated for the credit test.
	4	At least 75 % of the points allocated for the credit test.
	4,5	At least 82.5 % of the points allocated for the credit test were obtained at the colloquium.
	5	Obtain at least 90 % of the points available at the credit test.
classes (C)* (including e-learning)	3	Satisfactory/basic mastering of the material and obtaining at least 51% of positive answers at the test, as well as basic activity in the classroom and preparation of a project.
	3,5	Mastered the material at a satisfactory level and obtained more than 62.5% of positive answers on the test and demonstrated a satisfactory level of activity in class.
	4	Mastered the material at a good level and obtained more than 75% of positive answers at the test and demonstrated activity in the class.
	4,5	Mastered the material in a more than good level and obtained more than 82.5% of positive answers for the test and demonstrated a high level of activity in the class at a more than good level.
	5	Mastered the material at a very good level and obtained more than 90% of positive answers during the test and demonstrated a very good activity in classes.

5. BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
<i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>	46	26
<i>Participation in lectures*</i>	30	15
<i>Participation in classes, seminars, laboratories*</i>	15	10
<i>Preparation in the exam/ final test*</i>	1	1
<i>Others (please specify e.g. e-learning)*</i>		
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	54	74
<i>Preparation for the lecture*</i>	9	19
<i>Preparation for the classes, seminars, laboratories*</i>	30	40
<i>Preparation for the exam/test*</i>	10	10
<i>Gathering materials for the project/Internet query*</i>	5	5
<i>Preparation of multimedia presentation</i>		
<i>Others *</i>		
<i>TOTAL NUMBER OF HOURS</i>	100	100
ECTS credits for the course of study	4	4

**delete as appropriate*

Accepted for execution (date and legible signatures of the teachers running the course in the given academic year)

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