

DEPARTMENT OF PSYCHOLOGY
FACULTY OF ARTS
PALACKY UNIVERSITY IN OLOMOUC
CZECH REPUBLIC

ENGLISH COURSES

☞ detailed description ☞

- ✓ METHODOLOGY OF PSYCHOLOGICAL RESEARCH – RESEARCH PROPOSAL
- ✓ BASICS OF DATA ANALYSIS FOR SOCIAL SCIENCES
- ✓ CYBERPSYCHOLOGY*
- ✓ GENERAL PSYCHOPHYSIOLOGY*
- ✓ HUMAN FACTORS IN TRAFFIC
- ✓ THINKING AND DECISION MAKING IN PRACTICE
- ✓ INTRODUCTION TO EDUCATIONAL AND SCHOOL PSYCHOLOGY
- ✓ ISSUES IN EDUCATIONAL AND SCHOOL PSYCHOLOGY
- ✓ INTERACTIVE PSYCHOLOGICAL TRAINING*
- ✓ DEVELOPING SOFT SKILLS THROUGH APPLIED PSYCHOLOGY
- ✓ ADOLESCENT MENTAL HEALTH AND DEVELOPMENT*

*Courses marked with * are available only for psychology students.
Unmarked courses are available for all students, regardless of the main subject of their studies.*

Check the course codes and more information here:

<http://psych.upol.cz/en/studium/english-courses-in-english/>

Please find below the description for each course.

COURSE TITLE: **METHODOLOGY OF PSYCHOLOGICAL RESEARCH –
RESEARCH PROPOSAL**

LECTURER: Miroslav Charvát

MINIMAL NUMBER OF STUDENTS: 3 **ECTS CREDITS:** 3

ABOUT THE COURSE:

To be a good or excellent researcher is not as difficult as one might think. The first step involves finding the right research idea. All you need is to like discussions, common sense, and some courage to share your ideas with colleagues. Through discussion possible errors in specific research plans are identified. You might experience dilemmas or dead ends at this stage, but remember, everything until this point was just a virtual walk and your muscles are still fresh. (We can't say the same about your brain, but cognitive training is good for your mental health.) Once you have your initial research questions defined you can start to move from a rough sketch to a detailed and crafted blueprint. A bit of writing and constructive feedback from your tutor can help a lot. A good proposal should contain a justification for the research, theoretical background, research objectives, a decision about the population and sample, a description of the data collection methods, appropriate analysis methods, ethical issues, and other specifics. The ability you can gain in this course is to write a realistic and persuasive research proposal which can open the chests containing funds and the gates to fame, or, if not, you can at least get a clarified plan for how to conduct your research and write your thesis.

COURSE STRUCTURE:

Upon completion of the course, students should:

- know the required form and content of a research proposal;
- understand the main methodological procedures in the field of psychology;
- be able to underpin their research projects theoretically by a relevant bibliographical search;
- be able to formulate a research problem, research objectives, hypotheses, or research questions;
- be capable of analysing the specific research problem, choosing appropriate methods, and giving reasons for their choice;
- be able to assess the quality of other research projects on the basis of relevant criteria.

COURSE TITLE: **BASICS OF DATA ANALYSIS FOR SOCIAL SCIENCES**

LECTURER: Daniel Dostál

MINIMAL NUMBER OF STUDENTS: 3 ECTS CREDITS: 3

ABOUT THE COURSE:

This course introduces students to the basics of statistical modelling. After attending this course, student will see various statistical procedures as special cases of the general linear model. This approach enables more focused insight into the principles and assumptions of statistical hypothesis testing and parameter estimation with easier to grasp and more natural way for humanities and social sciences students.

The course assumes basic knowledge of descriptive statistics (e.g. mean and standard deviation) and statistical inference (the logic of the null hypotheses testing with p -values).

- The course will cover the following topics:
- Statistical models
- Simple regression analysis and the regression curve
- Parameter estimates, the least squares method
- Determining model quality
- Qualitative independent variables, general linear model
- Interactions
- Curvilinear dependencies
- Null hypothesis tests
- Stepwise and hierarchical regression
- Competences acquired

The course provides students with one versatile tool for dealing with quantitative problems in social science research. After finishing this course students will be able to abandon usage of the most bivariate tests and replace them with more complex regression models.

REQUIREMENTS ON STUDENTS:

- *Attendance at practical lessons*
- *Successfully completing assignments*

COURSE TITLE: **CYBERPSYCHOLOGY***

LECTURER: Jan Šmahaj

MINIMAL NUMBER OF STUDENTS: 3 ECTS CREDITS: 3

ABOUT THE COURSE:

The main objective of the Cyberpsychology course is to introduce to students to a “young approach” to psychology. As a result of the progressive development of information and communication technologies in daily life it is nowadays practically a necessity. Students have the opportunity to become familiar with the current knowledge about the human-cyberspace-society interaction. The main topics will focus on the positive, negative, and scientific dimensions of the use of cyberspace and virtual reality with practical implications for the field of psychology. The subject is clearly structured and divided into theoretical and practical parts. The basic terms and theories will be presented to the students. The students will become acquainted with a current overview of cyberpsychology research centres and authors who are engaged in the topic. The practical part of the course will take place in the laboratory of the Department of Psychology, which is equipped with hardware and software for experimental research and the use of virtual reality in the field of psychology. We will focus on discussion and students' active approach during the course. In addition to personal experience with virtual reality systems, the students will be motivated to become involved in group work and create their own experimental situations. The students will also be informed about the possibilities of virtual reality and how it is used in the therapeutic and counselling process but also in related fields such as medicine and neuromarketing.

COURSE TITLE: **GENERAL PSYCHOPHYSIOLOGY**

LECTURER: Tomáš Dominik

MINIMAL NUMBER OF STUDENTS: 5 ECTS CREDITS: 3

ABOUT THE COURSE:

This course will provide an overview of the basic principles, theory, and applications of psychophysiological science. The course has two goals:

- 1) to provide an introduction to the basic theory and research in major areas of human psychophysiology, with an emphasis on the psychophysiological correlates of cognition, affect, and psychopathology; and
- 2) to provide an introduction to laboratory techniques and methodological principles in human psychophysiology.

For this reason, the course is designed around the use of student laboratory devices from the BIOPAC Systems, Inc.

COURSE STRUCTURE:

The course will involve a combination of lectures, discussion, and the students' own experiences with demonstrations and practical lessons.

Lecture topics:

- basic principles of psychophysiology
- basics of neuroanatomy and neurophysiology
- brain activity and electrodermal activity
- muscle activity and eye activity
- heart activity

For the laboratory exercises the students will be divided into groups. The lessons dealing with measurement are:

- Lesson 1: Standard & Integrated EMG (muscle activity)
- Lesson 2: Components of the ECG (Lead II) (heart activity)
- Lesson 3: Leads I, II, and III & Einthoven's Law (heart activity)
- Lesson 4: EEG Relaxation & Brain Rhythms
- Lesson 5: Alpha Rhythms in the Occipital Lobe
- Lesson 6: GSR and Polygraph
- Lesson 7: EOG Eye Movement, Saccades & Fixation
- Lesson 8: Reaction Time

HUMAN FACTORS IN TRAFFICCOURSE TITLE: **WHY WE ACT IN THE TRAFFIC THE WAY WE DO**

LECTURER: Matúš Šucha

MINIMAL NUMBER OF STUDENTS: 5 ECTS CREDITS: 3

ABOUT THE COURSE:

Did you ever wonder why people act in traffic the way they do? Why do pedestrians jaywalk in New York City and not in Copenhagen? Well, in New York City it's a way to distinguish yourself from the crowd, while in Copenhagen it's an illegal act. In New York City pedestrians look at the cars, not the lights. Or why does sounding your horn in Rome not mean the same thing as sounding it in Stockholm, why is flashing your headlights at another driver understood one way on a German autobahn and quite another way in Los Angeles? How do people drive, how do people cross the street, how are power relations made manifest in those interactions, and what sorts of patterns emerge from traffic? If you have ever asked yourself these questions, this is the course for you to sign up for!

COURSE STRUCTURE:

Areas that are covered in the curriculum:

- introduction to traffic psychology and its history
- road users, vulnerable road users and their behaviour
- risky behaviour in traffic and risky groups
- communication between road users
- social and cultural aspects
- the driver's personality and its assessment
- psychological fitness to drive and the ways to assess it
- rehabilitation of drivers
- driving under the influence of drugs (DUI)
- infrastructure design and human factors
- Information Technologies (ITS) in traffic
- education and training in traffic
- prevention and promotion of safety and the promotion of healthy lifestyles

COURSE TITLE: **THINKING AND DECISION MAKING IN PRACTICE**

LECTURER: Aleš Neusar

MINIMAL NUMBER OF STUDENTS:: 3 ECTS CREDITS: 3

ABOUT THE COURSE:

Human thinking and decision making in personal and professional life is hardly ever purely logical or critical as we are often short of information or time or lack the capability to process the vast amount of information. Therefore, we must use various short-cuts, heuristics, or intuition – aids that are of great help but may lead us astray as well. The course is aimed at showing when “fast” intuitive thinking and decision making can be effective and, on the contrary, when it is good to “slow down” so as not to be tricked by, for example, a vendor offering a “bargain mobile phone tariff”. The course covers topics such as:

- slow and fast thinking and decision making;
- the rationality and irrationality of our thinking and decision making;
- limits of the conscious and rational smartness;
- the intuitive and unconscious;
- persuasion and manipulation in everyday life;
- perception of risks and security;
- probability and causality.

COURSE TITLE: ISSUES IN EDUCATIONAL PSYCHOLOGY

LECTURER: Lucie Viktorová

MINIMAL NUMBER OF STUDENTS:: 5 ECTS CREDITS: 3

ABOUT THE COURSE:

Goals:

- The aim is to provide the student with information about:
- contemporary issues in educational psychology and school systems in general;
- the idea of inclusive school system and its pitfalls;
- pros and cons of using standardized test in educational context;
- advantages and risks of using digital technology in learning and education;

Upon completing the course, the student will be able to:

- critically evaluate the term “school success” and its assessment methods;
- explain the connection between individual, social and emotional factors and school performance;
- describe various negative phenomena occurring in school (e.g. bullying) and propose strategies to prevent them;
- discuss the advantages and disadvantages of different teaching methods from the viewpoint of their effects on the students.

COURSE STRUCTURE:

- “School success” and evaluating learning outcomes – different approaches.
- Standardized testing – causes, effects, pros & cons.
- School, values and the role of expectations in learning.
- Emotions, learning and school.
- Students with special needs & inclusive classrooms.
- Social context of learning – school climate, interaction with the teacher, sociometry.
- Negative phenomena in school – aggression, bullying, truancy & their prevention.
- Digital technology in school and education.

To complete the course:

Seminary work: Active class participation + a review of a pre-approved research article dealing with one of the discussed topics (800 words, focusing on the application of the described results and their connection to other psychological theories)

Oral examination: The student should be able to discuss any selected topic from the syllabus; he/she should be able to describe the connections of the topics to each other and discuss the issues in a broader social, cultural and psychological context.

In order to participate, the student must have already completed the course in “Introduction to Educational and School Psychology” or a similar course at his/her home university.

COURSE TITLE: INTRODUCTION TO EDUCATIONAL AND SCHOOL
PSYCHOLOGY

LECTURER: Lucie Viktorová

MINIMAL NUMBER OF STUDENTS:: 5 **ECTS CREDITS:** 3

ABOUT THE COURSE:

The aim is to provide the student with information about:

- the basic topics of educational and school psychology;
- “traditional” and “alternative” approaches to learning and instruction;
- factors influencing the learning process (e.g. memory, motivation, intelligence etc.);
- work possibilities for a psychologist in the education system and school environment

Upon completing the course, the student will be able to:

- explain basic terms from the field of educational psychology (education, learning, instruction, motivation...);
- compare and evaluate different approaches to learning and education;
- identify and describe factors affecting the learning process and outcomes;
- reflect on their own learning experiences and put them in cultural and social context.

COURSE STRUCTURE:

- Educational and School Psychology – basic overview & research methods.
- School systems in different countries – similarities, differences & their context.
- Approaches to learning and education – “traditional” and “alternative”.
- Behavioral and cognitive theories of learning, the role of memory.
- Innovative theories of learning – brain based learning and others.
- Educational objectives and the role of motivation in the learning process.
- Myths in (educational) psychology.
- Work possibilities for a psychologist in school and education system.

To complete the course:

- *Seminary work: Active class participation + an essay/ reflection of own learning process (800 words, focusing on the learning strategies used & accompanying emotions)*
- *oral examination: The student should be able to discuss any selected topic from the syllabus; he/she should understand the basic terms and concepts and critically evaluate selected theories on learning and instruction.*

COURSE TITLE: **INTERACTIVE PSYCHOLOGICAL TRAINING**

LECTURER: Kateřina Palová

MINIMAL NUMBER OF STUDENTS:: 5 ECTS CREDITS: 3

ABOUT THE COURSE:

The most important tool for every psychologist is the skill of introspection and will to get to know himself/herself. However, that is something you cannot read in books. Therefore, the goal of this subject is to create a space for both personal and professional development of students. The topics will be chosen according to the participant's needs. They might involve for example: my strengths and weaknesses, me and relationships, belief in myself, forgiveness, addictive drugs, sexuality.

Through their own experience, the participants will get information about work with groups. They will also become more confident in chosen personal topics.

COURSE STRUCTURE:

Lecture topics will be chosen according to the participant's needs. The general structure is:

- Introduction to the subject, basic activities for getting to know each other
- Activities for cooperation
- Activities for trust in the group
- Activities for getting to know yourself

To complete the course: no absence, active participation, reflection

COURSE TITLE: **ADOLESCENT MENTAL HEALTH AND DEVELOPMENT**

LECTURER: Elona Krasniqi

MINIMAL NUMBER OF STUDENTS:: 5 ECTS CREDITS: 3

ABOUT THE COURSE:

The course is intended to provide students with an overview and understanding of development following adolescence with a nuanced and critical understanding of influence of factors that shape identity, adolescent personality also of factors that promote risk and resilience on them. The course will cover also health status of youth adolescents (anxiety, depression) and behaviors associated with adolescent health (delinquency, aggressive behavior).

Upon completing the course, students are expected to have deep-knowledge for the influencing factors that influence transitional years between childhood and adulthood, identify the role of puberty in prevalence of psychopathology among teens also effective ways which we can assist youth experiencing mental health problems.

COURSE STRUCTURE:

The course will be divided in the following lessons:

- Puberty and psychological development
- Cognitive and brain development
- Adolescent relationships and influences in context
- Adolescence and media
- Risk and resilience processes during adolescence
- Introduction to developmental psychopathology perspective
- Internalizing problems, Externalising problems
- Mental health youth promotion and prevention

To complete the course: Students are required to attend lessons, engage in discussion and fulfill seminars assigned during the semester. Upon completing the course, students will be assessed with examination seminars and written individual final report.

DEVELOPING SOFT SKILLS THROUGH APPLIED PSYCHOLOGY

COURSE TITLE:

LECTURER: Helena Pipová

MINIMAL NUMBER OF STUDENTS:: 4

ECTS CREDITS: 3

ABOUT THE COURSE:

The social and emotional abilities (soft skills) are important for everyone. The course will provide an overview of the basic principles, evidence-based theories, and applications of soft skills. We will focus on soft skills topics which we need and use in personal life and at work.

Every lesson will consist in two parts:

- 1) an introduction to the basic theory of a selected topic
- 2) practising techniques of that topic and implementing the theory into live

COURSE STRUCTURE:

The course will cover the following topics:

- Introduction to Soft Skills, Individual/personal development plan
- Values, goals setting
- Positive psychology
- Time management
- Stress management, acculturation stress
- Communication
- Leadership
- Team work
- Presentation skills

To complete the course: Attendance and active participation at the classes; Completing assignments ;Final presentation on a topic – students will prepare and present their chosen topic ;Write a short essay (1 A4 page) reflecting on the students' ability to apply discussed theories into everyday life