

Subject card

Subject name and code	Psychological diagnostics: Diagnosis of the family, PG_00149658						
Field of study	Psychology						
Date of commencement of studies	October 2026	Academic year of realisation of subject			2028/2029		
Education level	uniform Master's studies	Subject group			Obligatory subject group in the field of study		
Mode of study	part-time studies	Mode of delivery			at the university		
Year of study	3	Language of instruction			Polish		
Semester of study	6	ECTS credits			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Aleksandra Lewandowska-Walter				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	9.0	0.0	0.0	0.0	9
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	9		5.0		36.0	50
Subject objectives	The course aims to equip students with a comprehensive understanding of the methodologies employed to investigate different dimensions of marriage and family functioning, with a specific focus on the family lifecycle. These methodologies are designed to serve as diagnostic tools that can be effectively utilized by institutions and professionals working with marriages and families.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_W05] Has a structured and in-depth knowledge of the specialization of psychology, including terminology, theory, and methodology.	Students will gain knowledge of various family diagnosis methods, including free methods, questionnaires, experimental, and projective techniques. They will understand the specifics of these methods, their purposes, diagnostic value, and possible applications. Additionally, students will learn about the advantages and limitations of each method and the sources of potential errors. They will also know the principles of constructing a report on the diagnosis process and formulating psychological opinions.	[SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[PSYCHJ5_U06] He/she has developed research skills: he/she distinguishes between orientations in the methodology of psychological research, formulates research problems, selects adequate research methods, statistical methods and research tools, constructs research tools; develops, presents and interprets research results, draws conclusions, indicates directions for further research within the selected specialization of psychology.	Students will develop the ability to formulate problems and propose hypotheses for diagnostics. They will learn to select appropriate methods to solve these problems and/or verify the hypotheses. Additionally, they will be able to prepare and plan the diagnostic process by defining the study's purpose, determining its scope, selecting indicators and methods, correctly collecting data, and interpreting both quantitative and qualitative data related to issues reported by families and/or their members.	[SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[PSYCHJ5_W04] He/she has an in-depth and structured knowledge of the subject, methodological and statistical specificity of psychology (he/she knows the main strategies and methods of applied research in social sciences and humanities; he/she knows the map of positions and methodological approaches, he/she knows the basic methods of statistical analyses to conduct research in psychology).	Students will acquire knowledge about the diagnostic process of families and their members, understanding it as an interpersonal relationship that occurs within a specific time and context.	[SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[PSYCHJ5_K09] He/she independently undertakes and initiates research activities.	Students will understand the rules of professional secrecy, confidentiality, and privacy, and know how to apply these principles in practice. They will also learn about the exceptions to these rules, particularly in the context of diagnosing families and designing support activities for them and their members.	[SK2] presentation/project/paper/report [SK5] implementation of a problem task
	[PSYCHJ5_K01] He/she has deeper awareness of the level of his/her knowledge and skills, he/she understands the need for continuous personal and professional development.	Students will learn to enhance their diagnostic skills, become familiar with relevant literature, and gain access to psychological tests. They will expand their competencies in utilizing established methods and learning new ones. Additionally, they will develop into cautious and prudent diagnosticians.	[SK2] presentation/project/paper/report [SK5] implementation of a problem task
	[PSYCHJ5_U02] He/she is able to use and integrate theoretical knowledge in the field of psychology and related disciplines in order to analyse complex psychological, educational, aid or therapeutic problems, as well as diagnose and design practical activities.	Students will utilize professional literature and learn methods used in psychological research. They will be able to apply psychological theories to interpret results and plan interventions for families and/or their members. Additionally, students will develop the skills to formulate problems and propose hypotheses.	[SU2] presentation/project/paper/report [SU5] implementation of a problem task

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Subject contents	1. General Assumptions Regarding Family Diagnosis First Contact with Family: Establishing rapport and trust. Interview with the Family: Techniques for conducting effective family interviews.2. Diagnosis of Bonds in a Family with a Small Child Observation Techniques: Free observation and structured observation - assessing Emotional Bonds: Recognizing and interpreting emotional interactions. Diagnosis of Parents' Attachment Style: Methods for assessing attachment styles and their impact on family dynamics. Case Study: Addressing difficulties in caring for a small child due to postpartum depression.3. Functioning of a Family with a Child of Preschool and Younger School Age Assessing Family Ties in Children and Adolescents: Techniques and tools: A. Lewandowska-Walter and M. Błażek's methods. Parental Attitudes Scale by M. Płopa: Evaluating parental attitudes and their implications. CUIDA - Questionnaire for the Assessment of Candidates for Parents: Authors: F.A. Bermejo, I. Estevez, M. I. Garcia, E. Garcia-Rubio, L. Lapastora, P. Letamendia, J. C. Parra, A. Polo, M. J. Sueiro, F. Velazquez de Castro. Polish Standardization by A. Jaworowska. Case Study: Specificity of giving opinions in family divorce situations.4. Family with an Adolescent Methods for Researching the Family System: Simplified Drawing of the Family by M. Braun-Gałkowska. Family Assessment Scales by A. Margasiński. Case Study: Family conflicts with adolescents and their resolution.5. Diagnosis of the Functioning of a Marriage and Family with a Child Leaving Home Marriage Success Scale by M. Braun-Gałkowska: Measuring marital success. Good Marriage Questionnaire (KDM) by J. Rostowski: Assessing marital quality. Family Diagnosis and Preparation of Opinions: Discussion of assessment schemes and rules. Developing comprehensive diagnostic reports and psychological opinions.									
Prerequisites and co-requisites										
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Example issues/ example questions/ tasks being completed	Planning and conducting a family assessment and preparing a written assessment report (psychological opinion)									
Work placement	Not applicable									

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