

**Subject card**

<b>Subject name and code</b>	Developmental Psychology_Practical Classes A, PG_00149114						
<b>Field of study</b>	Psychology						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	part-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	1	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Research on Family and Quality of Life -> Institute of Psychology -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Paulina Pawlicka				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	18.0	0.0	0.0	0.0	18
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	18		10.0		32.0	60
<b>Subject objectives</b>	The aim of the course is to present human development throughout the life span. To present the relationship between the individual human life cycle and its cultural and social context. To develop the ability to interpret the phenomena of the human life cycle in a multifaceted way.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_K07] He/she is sensitive to social and psychological problems, he/she is ready to communicate and cooperate with the environment, including people who are not specialists in a given field, and to actively participate in groups and organizations implementing psychological activities.	Is sensitive to social and psychological aspects, ready to communicate and cooperate with the public, including non-specialists, and specialists in a given field and to actively participate in groups and organisations carrying out psychological activities; Students will appreciate the role of the specificity of development and interaction of developmental factors in contact with people at different stages of life.	[SK1] oral statement/conversation/discussion [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[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.	He/she has an in-depth awareness of the level of his/her knowledge and skills, understands the need for continuous personal and professional development concerning the understanding of processes involved in human development and the competence to study development and interpret behaviour in the context of developmental norms.	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[PSYCHJ5_U05] He/she has in-depth skills to present his/her own ideas, doubts, and suggestions, to support them with extensive argumentation in the context of selected theoretical perspectives, views of various authors, while being guided by ethical principles.	Can produce clear, coherent and precise oral and written compositions in Polish and a foreign language in written form, both in Polish and in a foreign language; to construct extensive oral and written justifications on a variety of psychological subjects using a variety of theoretical approaches, drawing on the knowledge of both psychology and other disciplines.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[PSYCHJ5_W09] He/she has structured knowledge of the theory of upbringing, learning and teaching, other educational processes and various educational environments, their specificity and processes taking place in them.	Has a structured knowledge of theories of upbringing, learning and teaching, other educational processes and about different educational environments upbringing environments, their specificities and processes taking place in them. The student compares functioning concepts of human development. Students will characterise individual stages of human development with reference to the spheres of development.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[PSYCHJ5_W10] Has an in-depth and expanded knowledge of the biological, pedagogical, social and philosophical bases of human mental functioning; understands the nature of functionality and dysfunctionality, harmony and disharmony, norm and pathology.	Has an in-depth and extended knowledge of the biological, pedagogical, social and philosophical bases of human functioning of human mental functioning; understands the terms: functionality and dysfunctionality, harmony and disharmony, normative and non-normative development. Students will distinguish between normative and disturbed development profile and explain the basis of specific developmental changes.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[PSYCHJ5_W06] He/she has in-depth knowledge of human development in the life cycle, in biological, psychological and social aspects.	Students will have an in-depth knowledge of human development over the life cycle in both biological, psychological and social aspects.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW5] implementation of a problem task

	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_K03] He/she appreciates the importance of psychological sciences for the development of an individual and proper social ties, he/she has a positive attitude to acquiring knowledge in the field of the studied scientific discipline and building a psychologist's workshop.	Appreciates the importance of psychological sciences for the development of the individual and proper relationships in society, has a positive attitude towards the acquisition of knowledge in the scientific discipline studied and the building of a psychologist's workshop. Identifies himself_herself with the values, goals and objectives pursued in the practice of psychological practice, is characterised by prudence, maturity and commitment in designing, planning and carrying out psychological activities; Student is cautious in expressing opinions on the normativity of development in relation to individuals	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task [SK6] demonstration of practical skills
	[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.	The student chooses the way of describing observed developmental changes based on model concepts. The student has the ability to assess the stage of development on the basis of realization of developmental tasks. The student analyses paths of individual development.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[PSYCHJ5_U08] He/she is able to efficiently use selected theoretical approaches to analyse the undertaken practical activities.	Be able to use selected theoretical approaches proficiently to analyse practical actions taken	[SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task
Subject contents	nie dotyczy		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	50.0%	30.0%
	nie dotyczy	50.0%	40.0%
	nie dotyczy	50.0%	30.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses		
Example issues/example questions/tasks being completed	nie dotyczy		
Work placement	Not applicable		

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