

Subject card

Subject name and code	Core psychological competences: critical thinking and problem solving, PG_00147389						
Field of study	Psychology						
Date of commencement of studies	October 2026	Academic year of realisation of subject			2026/2027		
Education level	uniform Master's studies	Subject group			Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	1	Language of instruction			Polish		
Semester of study	2	ECTS credits			1.0		
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	10.0	0.0	0.0	0.0	10
	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	10		10.0		10.0	30
Subject objectives	<p>The goal of the course is to familiarize students with the concepts of critical thinking and innovative thinking. In the course of the workshop, students will not only learn about these ways of thinking as mechanisms of change, but will also acquire the skills to apply specific tools. The tools will be helpful in the critical analysis of psychological texts and research results, with which students will become acquainted in the course of studying psychology, as well as in the creative approach to problems arising after graduation, in the profession of psychology.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_U11] He/she is able to work in a team performing various roles; he/she knows how to accept and assign tasks, he/she has elementary organizational skills allowing to achieve goals related to designing and undertaking professional activities.	Able to work in a team performing different roles - knows how to accept and assign tasks (coach-group relationship), Has organizational skills (training creativity) that allow work effectively in environments culturally diverse	[SU3] text preparation/written work [SU8] observation of student's independent or team work
	[PSYCHJ5_W06] He/she has in-depth knowledge of human development in the life cycle, in biological, psychological and social aspects.	It has knowledge concerning human creative potential as an important force driving force in the educational process and in personal and professional development	[SW3] text preparation/written work
	[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.	Has social competence in the form of in the form of social sensitivity enabling building a relationship of mutual trust between participants training in thinking critical and creative problem solving. It has competence social skills that enable Work effectively in a team (overseeing the process of groups during creative problem solving), performing various roles, and having the ability to working with others to work out changes	[SK3] text preparation/written work [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 has a deepened awareness of of the level of his knowledge and skills in terms of critical and innovative thinking, understands the need for continuous development personal and professional development in these areas areas, and sees practical applications of the tools learned	[SK3] text preparation/written work [SK8] observation of student's independent or team work
	[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.	Can use a set of universal tools for stimulation creative thinking in individual development and during team problem solving	[SU3] text preparation/written work [SU8] observation of student's independent or team work
	[PSYCHJ5_W07] He/she has in-depth knowledge of the specificity of social relations, social phenomena and the regularities that govern them from the point of view of psychology.	Receives knowledge of processes occurring during group creative problem solving problems - regularities and disruptions of the process	[SW3] text preparation/written work
	[PSYCHJ5_W05] Has a structured and in-depth knowledge of the specialization of psychology, including terminology, theory, and methodology.	Acquires basic structured knowledge concerning issues such as: critical thinking, thinking innovative, creative solving problems	[SW3] text preparation/written work

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Subject contents	<p>1. Defining the problem and understanding the problem - how to prepare the mind and the problem for critical thinking and creative solution 2. Critical thinking as an initiating and driving force of the change mechanism 3. Ways of critical thinking. Critical thinking vs creative thinking 4. Innovation in problem solving what it is and how to stimulate it 5. Rules of creative problem solving 6. Selected techniques of creative thinking and problem solving 7. Techniques for evaluating ideas and solutions. How to present a solution</p>								
Prerequisites and co-requisites									
Assessment methods and criteria	<table border="1"> <thead> <tr> <th>Subject passing criteria</th> <th>Passing threshold</th> <th>Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>written work - diagnosis of own creative potential and effects of training</td> <td>51.0%</td> <td>100.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	written work - diagnosis of own creative potential and effects of training	51.0%	100.0%		
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Recommended reading	<p>Basic literature</p> <p>1. Nęcka, E., Orzechowski, J., Słabosz, A., Szymura, B. (2012). Trening twórczości. Gdańsk: GWP2. Proctor T., 2003, Twórcze rozwiązywanie problemów, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 3. Słabosz, A. (2003). Twórczość a metapoznanie. [W:] K.J. Szmidt (red.), Dydaktyka twórczości: koncepcje problemu rozwiązania. Kraków: IMPULS 4. Szmidt, K., J. (2003). Współczesne koncepcje wychowania do kreatywności i nauczania twórczości: przegląd Stanowisk polskich. [W:] K. J. Szmidt (red.) Dydaktyka twórczości. Kraków: Impuls 5. Wasilewska-Kamińska, E. (2016). Myślenie krytyczne jako cel kształcenia. Na przykładzie systemów edukacyjnych USA i Kanady. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego</p>								
	<p>Supplementary literature</p> <p>1. Adams, M. (2020). Myślenie pytaniami. Warszawa: Wydawnictwo Studio Emka 2. de Bono, E. (2008). Wodna logika. Wypłyn na szerokie wody kreatywności. Gliwice: Wydawnictwo Helion SA 3. Chybicka A., (2006). Psychologia twórczości grupowej. Kraków: Oficyna Wydawnicza Impuls 4. Nęcka E., (1994). TroP. Twórcze Rozwiązywanie Problemów. Kraków: Impuls 5. de Bono, E. (2008). Myślenie lateralne. Idee na przekór schematom. Gliwice: Wydawnictwo Helion SA 6. Stevens M., (2002). Rozwiązywanie problemów. Warszawa: Dom Wydawniczy Bellona 7. Nölke M., (2008). Techniki kreatywności. Jak wpadać na lepsze pomysły. Warszawa: Flashbook.pl 8. Winiarek. M. (2022). Praktyczny przewodnik po myśleniu krytycznym. Warszawa: Wydawnictwo Pedagogiczne ZNP</p>								
	eResources addresses								
Example issues/ example questions/ tasks being completed									
Work placement	Not applicable								

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