

Subject card

Subject name and code	Consumer psychology and quality of life, PG_00148621						
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 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	3	Language of instruction			Polish		
Semester of study	6	ECTS credits			3.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Division of Economic Psychology and Organisational Psychology -> Institute of Psychology -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		prof. dr hab. Anna Zawadzka				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	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	30		10.0		40.0	80
Subject objectives	1. Understanding the functioning of a person as a consumer.2. Understanding the specific impact of marketing strategies on a person.3. Acquiring knowledge about the specific psychological processes preceding, accompanying and following the acquisition and consumption of goods.4. Learning and understanding the consequences, challenges and consequences of living in a culture of consumption and materialism for the quality of life of a person, family, society - in both national and international contexts.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	Has in-depth knowledge of the specificity of social relationships, social phenomena and the regularities that govern them from the point of view of psychology.	[SW4] test/exam - oral or written
	[PSYCHJ5_U08] He/she is able to efficiently use selected theoretical approaches to analyse the undertaken practical activities.	Is able to efficiently use selected theoretical approaches to the undertaken analyze practical activities.	[SU4] test/exam - oral or written
	[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.	Has in-depth skills in presenting own ideas, doubts and suggestions.	[SU4] test/exam - oral or written
	[PSYCHJ5_K04] He/she identifies himself/herself with the values, goals and tasks implemented in psychological practice, he/she is characterized by caution, maturity and commitment to designing, planning and implementing psychological activities.	Identifies with the values, goals and tasks implemented in psychological practice, is characterized by prudence, maturity and commitment in designing, planning and implementing psychological activities.	[SK4] test/exam - oral or written
	[PSYCHJ5_U07] He/she has in-depth skills of observing, diagnosing, rationally assessing complex psychological situations and analysing motives and patterns of human behaviour.	Has in-depth skills in observing, diagnosing, rationally assessing complex psychological situations and analyzing motives of human behavior.	[SU4] test/exam - oral or written
	[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.	Is able to use and integrate theoretical knowledge in the field of psychology and related disciplines in order to analyze complex psychological, educational and assistance problems.	[SU4] test/exam - oral or written
	[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 problems, ready to communicate and cooperate with the environment, including people who are not specialists in a given field.	[SK4] test/exam - oral or written
	[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).	Has in-depth and structured knowledge of the subject-specific, methodological and statistical nature of psychology.	[SW4] test/exam - oral or written
	[PSYCHJ5_K08] He/she is aware of the ethical dimension in scientific research.	Is aware of the existence of an ethical dimension in scientific research.	[SK4] test/exam - oral or written
	[PSYCHJ5_W05] Has a structured and in-depth knowledge of the specialization of psychology, including terminology, theory, and methodology.	Has structured and in-depth knowledge of the specialization of psychology, including terminology, theory and methodology.	[SW4] test/exam - oral or written

Subject contents	<p>1. Culture of consumption - what it is, its sources, manifestations and carriers.2. Cognitive processes used in constructing marketing stimuli and advertising - perception, attention and processing of information in advertising. The Weber's law. Subliminal perception and peripheral stimuli.3. Learning in the aspect of marketing strategies - the use of classical and instrumental conditioning, mechanical learning, cognitive learning. Constructivism.4. The role of memory and knowledge in learning market stimuli. The use of associative models of memory and categorization theory in learning. Recalling market stimuli (e.g. products, categories, products, brands). Products' brand knowledge and memory cues.5. Consumer decision-making process: Normative approach - striving to make optimal decisions. Descriptive approach making decisions based on heuristics. Adaptive approach multiple decision-making mechanisms depending on the goal and context.6. Decision-making processes and perceived risk and consumer involvement in the purchase. Prospect theory. Types of purchases based on commitment and risk. Use of AI - Chatbot and type of shopping.7. Shaping consumer attitudes: functions of attitudes, theories of attitudes, hierarchy of effects, predicting behavior based on buyer attitudes. Ways to change attitudes using market stimuli. Attachment to the product brand.8. Emotions in marketing. The impact of positive and negative emotions on product evaluation and advertising effectiveness. Types of emotions used in marketing strategies and their effectiveness. The power of emotions and the intensity of emotions and consumer behavior. Fear of death and consumer behavior. Rational advertising and advertising based on mental simulation and their effectiveness.9. Consumer motivation - Drive theory. Expectancy theory. Needs and desires. Theory of internal conflicts. Cognitive dissonance theory. Theories of needs. Ulterior motives. Theories of value and consumer behavior.10. Social learning of market stimuli, consumer attitudes and behavior. Role models (stereotypes and those breaking the stereotype) in advertising. Market ideals of beauty. The impact of advertising on social behavior. Social models shaping consumer behavior - Celebrities, Influencers, YouTubers, Vloggers, Crowdsourcing. Social learning through social media.11. Personality, attitudes and consumer choices - Personality concepts used in marketing. Personality traits related to various attitudes and consumer choices. Shopping orientations and consumer preferences.12. The structure of the self, self-regulation processes and preferences and consumer behavior. Success, failure in morality and consumer choices. Power and consumer choices. Theories regarding the fit of the self to the brand image and consumer preferences.13. The concept of materialism. Sources of materialism lack of security and basic needs satisfaction and social modeling. Social context of the purchase family, social class, social status, income, culture. The impact of consumption culture on children, adolescents and their well-being. The influence of money on social behavior.14. Hedonism and experiential consumption. Material purchases and experiential purchases. Impulsive and compulsive shopping.15. Profits and losses related to the culture of consumption. Types of consumption and purchases related to increasing life satisfaction. Negative consumer behavior - addiction to products and services and purchasing. New phenomena in consumer behavior. Ethical consumption.</p>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		52.0%	100.0%

Recommended reading	Basic literature	<p>1. Doliński, D. (2008). Psychologiczne mechanizmy reklamy. Gdańsk: Gdańskie Wydawnictwo Psychologiczne: rozdz.4, 5, 6.</p> <p>2. Jansson-Boyd, C.V. & Zawisza M. red. (2017). Routledge International Handbook of Consumer Psychology. New York: Taylor & Francis (part 2, part 3, part 4, part 5)</p> <p>3. Falkowski A., Tyszka T. (2009). Psychologia zachowań konsumentów (wyd. 2). Gdańsk: Gdańskie Wydawnictwo Psychologiczne: rozdziały 1, 2, 3, 4, 5, 6, 8, 9, 10, 1112, 13.</p> <p>4. Maison, D., Stasiuk, K. (2021). Psychologia konsumenta. Warszawa: Wydawnictwo Naukowe PWN : rozdziały: Jak konsument widzi świat o roli procesów spostrzegania, Serce na zakupach procesy emocjonalne w ocenach i decyzjach konsumentów, Każde działanie ma jakąś przyczynę motywacja w zachowaniach konsumentów</p> <p>5. Solomon. M.R., Lowrey T. M. (2018). The Routledge Companion to consumer Behaviour. New York: Taylor and Francis Group: part IV Learning and Memory 97-118, part XI Family 329-346, part XII Group, social media 361-380,</p> <p>6. Zawadzka A.M. (2006). Dlaczego przywiązujemy się do marki? Gdańsk: Gdańskie Wydawnictwo Psychologiczne: rozdziały 3, 4, n5, 6.</p> <p>7. Zawadzka A.M. (2014). Wartości, cele i dobrostan w kulturze konsumpcji. W: Zawadzka A.M., Niesiobędzka M., Godlewska-Werner D. (red.), Kultura konsumpcji - wartości, cele, dobrostan. Psychologiczne Aspekty zjawiska (str. 15-37). Warszawa: Wydawnictwo Liberi.libri.</p> <p>Artykuły</p> <p>1. Zawadzka A.M. (2008). Nabywanie i konsumpcja w perspektywie samoregulacji kompensacja i ucieczka? Czasopismo Psychologiczne, 14, 2, 265-274.</p> <p>2. Zawadzka A.M., & Kujalowicz - Strużyńska A.M. (2008). Władza i aspiracje ekonomiczne w perspektywie samoregulacji, Czasopismo Psychologiczne, 14, 2, 275-286.</p> <p>3. Zawadzka A.M., & Niesiobędzka M. (2010). Preferencje konsumentki w kryzysie i rozwoju gospodarczym z perspektywy samoregulacji. Czasopismo Psychologiczne, 16,2, 253-264.</p> <p>4. Zawadzka, A. M. (2009) Twórcze sposoby przekonywania - reklamy oparte o symulacje mentalna. W: Popek S., Bernacka R.E., Domanski C., Gawda B, Turska D., Zawadzka A.M., (red). Psychologia twórczości nowe horyzonty (red.) (str. 495-505). Lublin: Wydawnictwo UMCS.</p> <p>5. Zawadzka A.M., & Niesiobędzka M. (2010). Płeć i konsumpcja, W: A. Chybicka, N. Kosakowska-Berezecka (Red.), Między płcią a rodzajem: teorie, badania, aplikacje, (str. 47-63), Kraków: Wydawnictwo: Impuls.</p> <p>6. Zawadzka A.M. (2011). O typach zakupów, które mogą zwiększać zadowolenie z życia, W: Zawadzka A.M., Górnik-Durose M. (red), Życie w konsumpcji, konsumpcja w życiu. Psychologiczne ścieżki współzależności, (str. 194-214). Gdańsk: Gdańskie Wydawnictwo Psychologiczne.</p> <p>7. Zawadzka A.M., & Duda A. (2012). Zakupy, zadowolenie z życia i aspiracje życiowe: czyli jakie zakupy i komu mogą podwyższać zadowolenie z życia. W: Górnik-Durose M., Zawadzka A.M. (red). W supermarkecie szczęścia. Warszawa: Wydawnictwo Difin</p> <p>8. Zawadzka A.M., Buras P., Lewandowska D., Portykus N., & Skierawska M. (2012). Jak świętować aby być zadowolonym z życia. W: Górnik-Durose M., Zawadzka A.M. (red). W supermarkecie szczęścia. Warszawa: Wydawnictwo Difin</p> <p>9. Zawadzka A.M., & Dykańska-Bieck D. (2013). Wartości rodziców i tendencje materialistyczne dzieci. Chowanna. W: M. Górnik-Durose (red.), W poszukiwaniu wyznaczników jakości życia, 1 (40), 235-254. Katowice: Wydawnictwo US</p> <p>10. Zawadzka A.M. (2017). Self-improvement and materialistic tendencies in self-threat and self-enhancement situations. Current Issues in Personality Psychology, 6(1), 17-25. doi: http://doi.org/10.5114/cpp2018.72050</p>
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	Supplementary literature	<p>1. Goszczyńska M., & Górnik-Durose M. (2010). <i>Psychologiczne uwarunkowania zachowań ekonomicznych. Przedsiębiorczość pieniądze-konsumpcja</i>. Warszawa: Diffin (rozdział II pieniądze i rozdział III zachowania konsumenckie).</p> <p>2. Zawadzka, A.M., Nairn, A, Lowrey, T., Hudders, L., Rogers, A., Bakir, A., Cauberghe, V., Gentina, E., Li, H., Spotswood, F. (2021). Can the Youth Materialism Scale be used across different countries and cultures? <i>International Journal of Market Research</i>, 63 (3), 317-334. DOI: 101177/1470785320956794.</p> <p>1. Górnik-Durose M., & Zawadzka A.M (2012). <i>W supermarkiecie szczęścia</i>. Warszawa: Diffin (rozd. 2, 4, 5, 7, 9,)</p> <p>2. Zawadzka A.M., & Górnik-Durose M. (2010). <i>Życie w konsumpcji, konsumpcja w życiu. Psychologiczne ścieżki współzależności</i>. Gdańsk: Gdańskie Wydawnictwo Psychologiczne (rozd. 3, 9, 12, 13)</p> <p>3. Gorbaniuk, O. (2012). <i>Personifikacja marki. Perspektywa psychologiczna i marketingowa</i>. Lublin. Wydawnictwo KUL</p> <p>4. Mróz, B. (2013). <i>Konsument w globalnej gospodarce. Trzy perspektywy</i>. Warszawa: Oficyna Wydawnicza SGH</p> <p>5. Zawadzka, A.M., Kasser, T. Borchet, J., Iwanowska M., Lewandowska-Walter, A. (2021). The effect of materialistic social models on teenagers materialistic aspirations: Results from priming experiments. <i>Current Psychology</i>, 40, 5958-5971. https://doi.org/10.1007/s12144-019-00531-3</p> <p>6. Zawadzka, A.M., Kasser, T., Niesiobędzka, M. Lewandowska-Walter, A., & Górnik-Durose, M. (2021). Environmental Correlates of Adolescent Materialism: Interpersonal Role Models, Media Exposure, and Family Socio-economic Status. <i>Journal of Child and Family Studies</i>, https://doi.org/10.1007/s10826-021-02180-2</p> <p>7. Zawadzka A.M., Iwanowska M., Borchet J., Lewandowska-Walter A. (2022). Can Self-Esteem Help Teens Resist Unhealthy Influence of Materialistic Goals Promoted by Role Models? <i>Frontiers in Psychology</i>, 12, 6</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed	1.What are the mechanisms for making consumer decisions? 2. How does advertising work? 3. Where does the belief come from that wealth, having and buying everything you want is happiness in life?	
Work placement	Not applicable	

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