

**Subject card**

<b>Subject name and code</b>	Psychology of social risks, PG_00148314						
<b>Field of study</b>	Psychology						
<b>Date of commencement of studies</b>	October 2024	<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>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	6	<b>ECTS credits</b>			3.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Institute of Psychology -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Marcin Szulc				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	30.0	0.0	0.0	0.0	0.0	30
	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>	30		10.0		40.0	80
<b>Subject objectives</b>	The aim of the course is to introduce students to selected concepts of social threats and socially harmful behaviors, as well as biological, psychological and social determinants of risky behavior and youth crime, as well as to discuss their individual manifestations and prevention.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_U10] He/she is able to choose and apply the appropriate method of conduct for a given psychological activity, select means and methods of work in order to effectively perform emerging professional tasks.	Is socially responsible for taking appropriate actions to counteract social threats.	[SU4] 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.	He has skills integrating empirical data from various studies methods, their interpretation in the light of theory and criticism ratings for them credibility and value for solving a specific problem	[SU4] test/exam - oral or written
	[PSYCHJ5_W08] He/she has in-depth and expanded knowledge of the psychological foundations of human functioning.	Knows how to improve skills diagnostician, knows the right one literature and has access to tests psychological. It widens competences in the field using known methods and learning to use methods new ones. He is careful prudent diagnostician.	[SW4] 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.	In his professional work he is guided by ethics and universal humanistic values. Is able to take appropriate preventive actions.	[SK4] 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 choose and apply the appropriate method of conduct for a given psychological activity, is able to select means and methods of work in order to effectively perform emerging professional tasks.	[SU4] test/exam - oral or written
	[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.	Has in-depth skills in observing, diagnosing, rationally assessing complex psychological situations and analyzing motives and patterns of human behavior.	[SK4] 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 able to use and integrate theoretical knowledge in the field of psychology and related disciplines in order to analyze complex psychological, educational, assistance and therapeutic problems, as well as to diagnose and design practical activities.	[SK4] test/exam - oral or written
	[PSYCHJ5_W01] He/she knows the terminology used in psychology and its application in related disciplines at the advanced level.	Is able to correctly use terminology regarding social threats and prevention.	[SW4] test/exam - oral or written
Subject contents	<ol style="list-style-type: none"> <li>1. Biological, psychological and social basis of social threats and crime.</li> <li>2. Psychological determinants and prevention of self-harm and suicidal behavior.</li> <li>3. Violence in the family. Conditions, forms, recognizing signals and preventing child abuse</li> <li>4. Selected issues in the field of addictions. Functioning of a family with an alcohol problem.</li> <li>5. The phenomenon of stadium hooliganism.</li> <li>6. Stigmatization and social exclusion.</li> <li>7. Psychological determinants of belief in fake news and conspiracy theories</li> <li>8. Risky use of electronic media - cyberbullying, phonoholism</li> <li>9. Psychology of cults.</li> <li>10. Conditions and health consequences of sexual work.</li> </ol>		
Prerequisites and co-requisites			

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		50.0%	100.0%
Recommended reading	Basic literature	<ol style="list-style-type: none"> <li>1. Beisert M. Izdebska A. (2012) Wykorzystanie seksualne dzieci. Dziecko krzywdzone nr 2 (39)</li> <li>2. Chlebowicz P. (2009) Przeszłość stadionowa jako nowy obszar badań kryminologicznych. Białostockie Studia Prawnicze 6, s. 212-222</li> <li>3. Ciosek M. (2001) Rozdział 3 - Kryminologiczne teorie przestępczości. Psychologia sądowa i penitencjarna. Wydawnictwo prawnicze PWN.</li> <li>4. Gac K. (2020) Chuligaństwo stadionowe próba socjologicznej analizy zjawiska. Studia i Analizy 55, s.466-481</li> <li>5. Guzowski J. (2016) Psychologiczne źródła teorii spiskowych. Internetowy Magazyn Filozoficzny Hybris 33(2) s.87-100</li> <li>6. Kolankiewicz M. (2012) Zaniedbywanie dzieci. Dziecko krzywdzone nr 2 (39) 2012</li> <li>7. Malczewski A. (2021) Skala zjawiska używania narkotyków i dopalaczy oraz związane z nimi problemy. Serwis Informacyjny Uzależnienia 4 (96), s.42-47</li> <li>8. Pospiszyl I. (2008) Rozdział 2 - Wybrane teorie dewiacji. Patologie społeczne. Wydawnictwo Naukowe PWN Warszawa</li> <li>9. Pospiszyl I. (2008) Rozdział 3 Stereotypy i uprzedzenia. Patologie społeczne. Wydawnictwo Naukowe PWN Warszawa</li> <li>10. Pospiszyl I. (2008) Rozdział 9 Patologie seksualne. Patologie społeczne. Wydawnictwo Naukowe PWN Warszawa</li> <li>11. Pospiszyl I. (2008) Rozdział 10 Handel ludźmi. Patologie społeczne. Wydawnictwo Naukowe PWN Warszawa</li> <li>12. Pospiszyl I. (2008) Rozdział 11 Wykluczenie społeczne. Patologie społeczne. Wydawnictwo Naukowe PWN Warszawa</li> <li>13. Ryś M. (2011) Role pełnione w rodzinie z problemem alkoholowym a poczucie własnej wartości i relacje interpersonalne z najbliższymi u Dorosłych Dzieci Alkoholików. 4(8)2011 Kwartalnik Naukowy Fides et Ratio</li> <li>14. Szulc M. (2017) Psychopatologia zjawisk społecznych: zmiany definicyjne. Miscellanea Anthropologica et Sociologica 18(1): 1325</li> <li>15. Szulc M. (2019) Psychologiczne uwarunkowania, konsekwencje i przeciwdziałanie zjawisku cyberprzemocy. WNCD 5-6 (272-273), s. 3-9</li> <li>16. Szulc M. (2020) Manipulowanie informacją w sieci za pomocą fake newsów jako zagrożenie dla młodzieży. Psychologia Wychowawcza 17/2020, s. 140158</li> <li>17. Szymańska J. (2012) Zapobieganie samobójstwom dzieci i młodzieży. Poradnik dla pracowników szkół i placówek Ośrodek Rozwoju Edukacji, Warszawa.</li> <li>18. Włodarczyk J (2012) Śmierć dzieci jako konsekwencja krzywdzenia i/lub zaniedbania. Dziecko krzywdzone nr 2 (39) 2012</li> <li>19. Wójcik S. (2012) Przemoc fizyczna wobec dzieci. Dziecko krzywdzone nr 2 (39) 2012</li> </ol>	
	Supplementary literature	<p>Kossakowski R., (2015) Opozycja w służbie kultury kształtowanie się struktury i tożsamości kibicowskiego świata. Miscellanea Anthropologica et Sociologica 16/4, 116-128</p> <p>Szulc M. (2013) Czy taki diabeł straszny? Fenomen black metalu i wpływ muzyki metalowej na odbiorców. Estetyka i Krytyka 28 (1/2013)</p>	
	eResources addresses		
Example issues/ example questions/ tasks being completed	<p>Subiektywne poczucie bezradności, osaczenia i zamknięcia, poczucie odpowiedzialności za powstałe problemy, charakteryzuje w ujęciu Erwina Ringela zawężenie:</p> <p>A/ dynamiczne</p> <p>B/ świata wartości</p> <p>C/ stosunków społecznych</p> <p>D/ sytuacyjne</p>		
Work placement	Not applicable		