

DESCRIPTION OF TRAINING PROGRAMME
FOT THE DOCTORAL SCHOOL AT THE KAZIMIERZ WIELKI UNIVERSITY

INFORMATION ON COURSE	
Course	Researcher's workshop II
Type of classes	specialist classes
Academic year	2021/2022
Field of science	social sciences
Discipline of science	psychology
Class instructor	prof. dr hab. Hanna Liberska dr hab. Monika Wiłkość-Dębczyńska, prof. uczelni dr Aleksandra Wolska dr Agnieszka Kruczek
Name and surname of the personal credit / examination	Prof. dr hab. Hanna Liberska
Number of hours	30
Forme of classes	lab
Pass rules	credit with grade
Language of lecture	English
Frame-work learning outcomes (8 PRK)	<ul style="list-style-type: none"> • knows and understands to such an extent that is possible to revise existing paradigms – world heritage, including theoretical foundations, general issues and selected specific issues – specific to a scientific or artistic discipline • knows and understands the main trends in the development of the scientific or artistic disciplines covered in the curricula • knows and understands research methodology • is able to critically analyse and evaluate the results of scientific research, expertise and other creative work and their contribution to knowledge development • is able to use knowledge from different fields of science or art to creatively identify, formulate and innovatively solve complex problems or perform research tasks, in particular: <ul style="list-style-type: none"> ○ define the purpose and subject of scientific research, formulate a research hypothesis, ○ develop research methods, techniques and tools, and use them creatively, ○ draw conclusions on the basis of scientific research • is ready for critical evaluation of the achievements of a given scientific or artistic discipline
DETAILED DESCRIPTION OF CLASSES	
Particular learning outcomes	Methods of verifications of learning outcomes
Student: -knows the methodology characteristic of the psychological discipline; -gets involved in the scientific discussion;	activity during the discussion of problems carried out during the classes, indicating the knowledge of the paradigms: theoretical basics of general issues and selected specific issues - covered by the program of the subject

<p>-solves complex problems and conduct research, in particular: -defines the aim and subject of research, formulates a research hypothesis; uses methods and techniques adequately selected to the research problem; concludes on the basis of the research results; critically analyzes and evaluates the results of scientific research,</p> <p>-respects the ethos of discipline research in the projects implemented in connection with the classes</p>	<p>design, development and presentation of a qualitative and quantitative research project, including the use of methods and techniques selected for the problem, as well as critical analysis of the results of own research (project) and drawing conclusions</p> <p>indication of the signs of compliance with the principles of ethics in the implemented project</p>
PROGRAM CONTENT IMPLEMENTED DURNING CLASSES	
<ol style="list-style-type: none"> 1. Diagnostic interview as a method of examining personality disorders <ol style="list-style-type: none"> 1.1 Classification and criteria of personality disorders 1.2 Interview content necessary to confirm or reject the personality disorder hypothesis 1.3 Diagnostic interview focused on a specific personality disorder 2. Narration as a specific method of collecting data 3. The method of analyzing data collected by means of narration - the study of units (subsystems) or the family system 4. Cognitive functioning of patients with mental disorders. 5. Cognitive functioning in the course of somatic diseases. 6. Chronotype and biological rhythms in human functioning in health and disease. 7. The impact of non-pharmacological interactions (e.g. neuropsychological rehabilitation) on cognitive functioning in a selected population. 8. Draw-a-family test as a projection method (unconscious motives and unconscious ways of coping with difficult situations). 9. Procedure for conducting the examination with the test (aids to conduct the examination, establishing contact, instructions, observation, conversation about the drawing, interview about actual family members). 10. Formal analysis of the drawing (• formal level; • drawing type; • graphic elements; • symbolism of colors; • symbolism of space) 11. Analysis of the content in the drawing 12. Overview of sample drawings 	
Didactic methods and educational techniques	<p>discussion, presentations, case studies/research project</p>
Evaluation criteria	<p>Credit with grade / project; Positive grade obtained during component classes - the final grade is the average of the partial grades; the extent to which the doctoral student uses the content of the classes, selects the source materials correctly and the correctness of the method of analyzing the collected research material; the degree of application of the lessons in preparation of a psychological report using the draw-a-family test</p> <p>Minimum required to pass – 51%; 51-60% - 3.0; 61-69 % - 3.5; 70-79 % - 4.0; 80-89% - 4.5; 90% - 100% - 5.0</p>
The form and conditions of passing (the form of verification of	<p>Activity in class A project of a diagnostic interview used to study personality disorders Identity research project using two methods (narrative technique and questionnaire) – comparison; Preparation of a psychological report using the draw-a-family test</p>

learning out-comes)	
Literature	<p>American Psychiatric Association (2013) Diagnostic and statistical manual of mental disorders (DSM–5). Washington: APA.</p> <p>American Psychiatric Association (1994) Diagnostic and statistical manual of mental disorders (DSM–4) Washington: APA.</p> <p>World Health Organization, (2019) The ICD-11 classification of mental and behavioural disorders. World Health Organization.</p> <p>World Health Organization, (1993) The ICD-10 classification of mental and behavioural disorders. World Health Organization.</p> <p>First, M.B., Williams, J.BW, Benjamin, L.S., Spitzer R.L. (2015). Structured Clinical Interview for DSM-5 Personality Disorders (SCID-5-PD). Washington: APA.</p> <p>Wolska, A., Malina, A. (2020) Personality and attitudes towards people with mental disorders: Preliminary studies results. <i>International Journal of Social Psychiatry</i>, Vol. 66 (3), pp. 270-278;</p> <p>Hanna Liberska, Monika Deja, Joanna Ewa Starostecka, Martyna Janicka, Aleksandra Grudzińska, Aleksandra Wolska, Katarzyna Dąbek (2018). Identity and crisis in evaluation in young fathers in relation to age of the child. <i>Health Psychology Report</i>, Vol. 6, no 2, 126-135, p-ISSN: 2353-4184 e-ISSN: 2353-5571 DOI: 10.5114/hpr.2018.72411;</p> <p>Hanna Liberska (2016). Relations between identity and temporal orientation in adolescence. <i>Science and Education</i>, Vol. 146, no 5, pp. 30-39; p-ISSN: 2311-8466;</p> <p>Cierpka, A. (2012). Narrative Identity In Late Adulthood. <i>Psychology of Language and Communication 2012</i>, Vol. 16, No. 3, s. 237-252</p> <p>Cierpka, A. (2014). Narrative Identity of Adolescents and Family Functioning. <i>Psychology of Language and Communication</i>, Vol. 18, No. 3, s. 263-279;</p> <p>Tokarska, U., Dryll E., Cierpka A. (2019). Letter to a Grandchild as a narrative tool of older adults` biographical experience exploration. <i>Narrative Inquiry</i>, Volume 29, Issue 1, s. 30-51;</p> <p>Corman, L. (1967). The Family Drawing Test in medical-pedagogical practice. Kapelusz, Buenos Aires, 1-27.</p> <p>Hulse, W. C. (1951). The emotionally disturbed child draws his family. <i>Quarterly Journal of Child Behaviour</i>, 3, 152-174.</p> <p>Lachowska, B., Łaguna, M. (2006). Draw-a-family test in psychological research. Lublin: Towarzystwo Naukowe KUL.</p> <p>Leon, K., Wallace, T., & Rudy, D. (2007). Representations of parent-child alliances in children`s family drawings. <i>Social Development</i>, 16(3), 440–459.</p> <p>Miliacca, C., Gagliardi, G., Pescatori, M. (2009). The 'Draw-the-Family Test' in the preoperative assessment of patients with anorectal diseases and psychological distress: A prospective controlled study. <i>Colorectal Disease</i>, 12(8):792-8.</p>

<p>Piperno, F., Di Biasi, S., & Levi, G. (2007). Evaluation of family drawings of physically and sexually abused children. <i>European Child & Adolescent Psychiatry</i>, 16, 389–397.</p> <p>Policarpio-Gutierrez, M. (2018). The Draw-a-Family Picture Test (DAFPT): A New Projective Test for Children. <i>Open Journal of Social Sciences</i>, 6, 171-178.</p> <p>Vass, Z. (2012). A psychological interpretation of drawings and paintings. The SSCA Method: A Systems Analysis Approach. Budapest: Alexandra.</p> <p>Kuhlman, S. J., Craig, L. M., & Duffy, J. F. (2018). <i>Introduction to chronobiology</i>. Cold Spring Harbor Perspectives in Biology, 10(9), a033613.</p> <p>Lezak, M. D., Howieson, D. B., Loring, D. W., & Fischer, J. S. (2004). <i>Neuropsychological assessment</i>. Oxford University Press, USA.</p>
