## Course/Modul Description Card

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| To be completed by the Program Committee | Module name:  CORE CURRICULUM COURSES | | | | | | Module code: C | | |
| Course Title: **PSYCHOLOGICAL HELP AND CRISIS INTERVENTION** | | | | | | Course code: C/24 | | |
| Organizational Unit Responsible for the Module:  **INSTITUTE OF PEDAGOGY AND LANGUAGES** | | | | | | | | |
| Field of study: **PSYCHOLOGY** | | | | | | | | |
| Module: **Educational and Developmental Psychology / Clinical and Health Psychology** | | | | | | | | |
| Form of study: **FULL-TIME** | | | Educational profile:  **PRACTICAL** | | | Level of study: **LONG-CYCLE MASTER’S DEGREE PROGRAMME** | | |
| Year / semester: 2nd Year / 4th Semester | | | Module status:  **COMPULSORY** | | | Language:  **POLISH/ENGLISH** | | |
| Form of classes | Lecture | Practice exercise | | Laboratory | Project | | Seminar | Others |
| Estimated hours | **15** |  | |  |  | |  | **30** |

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| Subject/module coordinator\* | PhD Arkadiusz Mański |
| Lecturer\* | PhD Arkadiusz Mański,  PhD Paulina Anikiej-Wiczenbach |
| Course objectives | The aim is to familiarize students with the theory and practice of psychological help in various forms and to prepare them to assist children, adolescents, and adults experiencing psychological disorders and problems who need help or support in resolving them. Students will gain knowledge about crises and situations that provoke crises, acquire basic intervention skills (communication, planning interventions, diagnosing crisis symptoms), and learn how to design psychoprophylactic interventions to prevent crises (counseling, crisis intervention). |
| Entry requirements | - |

*\* A change of course coordinator and course leader is made by the Institute Director upon approval of the Vice-Rector for Education. The new course coordinator and course leader confirm that they have read the content of the course charter.*

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| **LEARNING OUTCOMES** | | | |
| No. | Learning Outcome Description | | Code |
| 01 | | The student knows and understands issues related to various forms of social pathology, risky behaviors, and the possibilities of psychoprophylactic interventions in this area; knows and understands the theoretical foundations of intervention actions within the scope of psychology, and knows and understands categories of crises and situations that provoke them. | PS\_W06  PS\_W07 |
| 02 | | The student is able to assess complex psychological situations; can identify and propose directions and methods for improving the quality of life of individuals, optimize the functioning of individuals and social groups, and develop interventions (preventive, supportive, training) for individuals from risk groups of functional disorders in various environmental and life contexts; is able to provide psychological help, and can intervene in difficult situations while collaborating with specialists in specific professional areas. | PS\_U04  PS\_U06  PS\_U11  PS\_U13 |
| 03 | | The student has an in-depth awareness of the importance of caring for mental and physical health, identifies individual, social, and environmental threats to mental and somatic health; demonstrates a willingness to cooperate with professionals whose work focuses on supporting the quality of life in various social and environmental conditions; is convinced of the necessity and usefulness of various forms of psychological help. | PS\_K01  PS\_K02  PS\_K04 |

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| **PROGRAM** |
| **Lectures**  Psychological help as prosocial behavior.  General characteristics of various types of help: counseling, health promotion, prevention of disorders, intervention in crisis situations, psychotherapy, rehabilitation.  Individual and group forms of help.  Psychological help: counseling, psychoeducation, and crisis intervention.  **Counseling and Psychoeducation**  1. Characteristics and definitions of indications for counseling and psychoeducation.  2. Principles of providing help to individuals seeking advice, including assistance for parents of children, adolescents, adults, and seniors.  **Crisis Intervention**  1. Basic concepts of psychological crisis theory: definitions of crisis, features of a crisis, basic and extended crisis theories, stress vs. crisis, types of crises, symptoms, and crisis recognition.  2. Crisis intervention - goals and characteristic features, stages of crisis intervention, specific principles and strategies of individual crisis intervention.  3. Psychological help in various emotional crises (catastrophic, violence-related, suicidal, or chronic illness-related).  4. Patients with suicidal tendencies: characteristics of suicidal behaviors; suicide risk factors; life-threatening crisis - presuicidal syndrome - its roots, causes, and mechanisms. Crisis intervention in cases of self-harm tendencies and suicide risk.  5. Intervention guidelines in crisis situations related to violence. Domestic violence as a source of emotional crisis.  6. Crises of orphanhood, loss, and mourning. Intervention and help in crises related to loss.  7. Teams and traumatic crises. Crisis intervention in traumatic situations (extremely traumatic): disasters, accidents, crime, genetic diseases.  8. Substance use disorder - addiction crisis.  9. Help in crises specific to children and adolescents: separation crisis, adoption, divorce, acculturation stress, educational failure.  10. Professional ethics in the process of psychological help.  11. How to take care of oneself in the process of helping others. |
| **Practical Classes**  The workshop sessions will focus on issues related to supporting development, helping children and adolescents with emotional disorders, and various forms of assistance provided to adults.   1. Case analysis - The application of psychological counseling appropriate to the current state of the person requiring help and the reported issue. 2. The application of psychoeducation in promoting mental health. 3. Psychological diagnosis of indications for crisis intervention. 4. Procedures in specific situations and types of crisis. |
| Laboratory |
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| Project |
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| **Seminar** |
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| **Others** |
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| Basic literature\* | * Colin F., Horton I. (2013). Psychoterapia i poradnictwo. T. I, II. Gdańsk: GWP. * Okun B.F. (2002). Skuteczna pomoc psychologiczna. Warszawa, Instytut Psychologii Zdrowia, Polskie Towarzystwo Psychologiczne. |
| Supplementary literature\* | * Fengler J. (2001). Pomaganie męczy. Wypalenie w pracy zawodowej. Gdańsk: GWP. * Stewart J. (2003). Mosty zamiast murów. Warszawa, PWN. |
| Teaching methods | Lecture with multimedia presentation  Activating methods, workshop elements, training videos, case studies, simulation games. |
| Distance learning methods | E-learning materials and interactive modules  Online lectures and discussions  Digital collaboration tools (e.g., forums, shared docs)  Online tests and assignments |

\* *The literature may be changed after approval of the Director of the Institute*

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| Verification method | | Related learning outcomes |
| Active participation, contributions during classes | | 01, 02 |
| Analysis of a problem situation and analysis of case studies | | 01, 03 |
| Development and presentation of a selected case. | | 02, 03 |
| Assesment methods and conditions |  Final Assessment:Written examination   Coursework Assessment: activity during workshops | |

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| **STUDENT WORKLOAD** | | | |
| Type of activity | Estimated hours | | |
| Total | Including activities related to practical professional training | Including participation in classes conducted using distance learning methods and techniques |
| Participation in lectures | 15 | - |  |
| Independent study | 15 | - |  |
| Participation  in practical classes/workshops/seminars | 30 | 25 |  |
| Preparation for classes | 25 | 10 |  |
| Project/essay preaparation | 30 | 25 |  |
| Exam or assessment preparation | 25 | 10 |  |
| Consultations | 3 |  |  |
| Other |  |  |  |
| **TOTAL student workload** | 150 | 70 |  |
| Number of ECTS credits for the course | **6** | | |
| ECTS credits for practical activities | **2,8** | | |
| ECTS credits for distance learning activities: | **-** | | |
| ECTS credits for direct academic contact hours | **2,5** | | |