



COURSE TITLE :	<i>Intercultural negotiations</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 30 hrs</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge of communication and negotiation, interest in different cultures</i>
COURSE OBJECTIVES	
The main objects of the course are: <ul style="list-style-type: none">- to define major terms and concepts related to cross-cultural communication as well as to identify factors that can influence the cross-cultural communication process in negotiation,- to understand how communication processes differ among cultures in negotiation,- to identify main barriers of intercultural communication,- to acquire knowledge, skills, and attitudes that increase intercultural competence in negotiation,- to recognize difference between western and non-western approaches to cooperation, conflict, culture and communication in negotiation	
COURSE CONTENT	
1. Definitions of intercultural negotiation 2. Main barriers in intercultural communication (semantic, psychological, physical and environmental) 3. Types of culture (partner vs. pro-transaction, monochronic vs. polychronic, restrained vs. expressive culture, individual vs. collective, ceremonial vs. non ceremonial) 4. Profiles of negotiators from different part of the world 5. Different methods and styles of negotiation 6. Selected aspects of business culture in selected countries 7. Negotiations with representatives of different cultures on selected examples Assignment: a short presentation, activity in negotiation (case studies)	
LEARNING OUTCOMES	
<i>knowledge:</i>	The students should gain the following knowledge and understanding on: <ul style="list-style-type: none">- the importance of intercultural communication in negotiation- main barriers in intercultural communication (semantic, psychological, physical and environmental) and ways to overcome them, especially in situations of negotiation,- types of culture (partner vs. pro-transaction, monochronic vs. polychronic, restrained vs. expressive culture, individual vs. collective, ceremonial vs. non ceremonial),- cooperation and negotiation with representatives of different cultures.



<i>skills:</i>	The students should gain the following skills and abilities: <ul style="list-style-type: none">- to define and identify elements of intercultural communication and negotiation,- to communicate and negotiate with representatives from different cultural backgrounds,- to recognize and overcome barriers in intercultural communication in negotiation,- to cooperate and negotiate with people from different cultural backgrounds
<i>social competences:</i>	The students should gain the following competencies and abilities: <ul style="list-style-type: none">- To work in a team,- Ability to understand and cooperate as well as negotiate with representatives from different cultures,- To raise awareness of intercultural communication, differences and barriers.
REQUIREMENTS AND GRADING SYSTEM	Assignment: a short presentation, activity in negotiations (case studies)
LITERATURE	
<ol style="list-style-type: none">1. P.Khan-Panni, D.Swallow, Communications across cultures, How to Books, London, 2003.2. R.M.Steers, C.J. Sanchez - Runde, L. Nardon, Management across cultures. Challenges and strategies, Cambridge, 2010.3. H.Dersky, International management. Managing across borders and cultures, Pearson, 2014.	
NAME OF THE TEACHER AND CONTACT	Maria Ochwat, PhD maria.ochwat@usz.edu.pl



COURSE TITLE :	International Public Law
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 30 hours</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	3
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge of law, interest in public international law</i>
COURSE OBJECTIVES	
The main object of the course is to develop skills to use norms of Public International Law, conduct legal research individually and in a team and solve cases in the field of this discipline.	
COURSE CONTENT	
1. International public law vs. international private law 2. Sources of international law 3. The law of treaties 4. Subjects of international law 5. Diplomatic and consular law 6. Territory in international public law 7. People in international public law 8. International organizations 9. Human rights 10. Peace and conflict resolution 11. International law in armed conflicts 12. Humanitarian law	
LEARNING OUTCOMES	
<i>knowledge:</i>	The students should gain the following knowledge and understanding on: <ul style="list-style-type: none">- Public International Law terminology,- the sources of international law and learn how to identify the applicable law to solve possible case law- the law of treaties,- the role of states and international organizations in law-making;- the role and the situation of human rights in the world,- the role of diplomatic and consular law,- peace and conflict resolution as well as ADR methods,- international law in armed conflicts as well as humanitarian law.



<i>skills:</i>	The students should gain the following skills and abilities: <ul style="list-style-type: none">- to learn and use specific terminology and sources of Public International Law;- to develop practical abilities of legal research and analysis of customary law, treaties, soft law, decisions, and doctrines;- to use appropriate referencing and bibliographic methods;- to read and correctly analyse case law (International Court of Justice, ICC, ICTY; ICTR, ECtHR, EUCJ, and international arbitration court) using lawyering skills and legal argumentation).
<i>social competences:</i>	Students should gain the following competencies and abilities: <ul style="list-style-type: none">- learning to conduct exhaustive legal research, correct identification of relevant judicial decision and applicable law- to develop and apply a professional methodology to work,- to carry out professional activities in the field of Public International Law, human rights, humanitarian assistance, diplomatic and consular law, peace and conflict resolution,- to identify legal issues in the field of International Public Law and to develop an independent analysis of such issues.
REQUIREMENTS AND GRADING SYSTEM	Case study – 50 % Test – 50 % Scores: 20-19 – 5,0 18-17 – 4,5 16-15 – 4,0 14-13 – 3,5 12-11 – 3,0 10 and less – 2,0
LITERATURE	
1. T. Hillier, <i>Sourcebook on Public International Law</i> , Routledge-Cavendish, 1998. 2. R. Bernhardt, <i>ENCYCLOPEDIA OF PUBLIC INTERNATIONAL LAW</i> , all volumes, North-Holland Publishing Co, 1982. 3. G. Boas, <i>Public International Law: Contemporary Principles and Perspectives</i> , Edward Elgar Pub, 2013. 4. selected legal documents	
NAME OF THE TEACHER AND CONTACT	Maria Ochwat, PhD maria.ochwat@usz.edu.pl



COURSE TITLE:	Sociology of fashion
LEARNING FORMAT AND NUMBER OF HOURS	lecture, 30 hours
STUDY PERIOD:	Winter semester
LEVEL	Bachelor
ECTS POINTS	2
LANGUAGE	English
PREREQUISITES	Basic knowledge of sociology. Knowledge of issues, concepts and theories related to the analysis and interpretation of the observed social phenomena. Ability to use sociological categories to analyze society.
COURSE OBJECTIVES	
Introducing the student to the issues related to the social significance of clothing. To acquaint students with the basic concepts and concepts of the sociological analysis of clothing and dressing. Presentation of the most important problems related to the production, distribution and disposal of clothes.	
COURSE CONTENT	
<ol style="list-style-type: none">1. Sociology of clothing - an introduction to the problem.2. What Sociology Says About Fashion and Dressing Up.3. Dressing up as a social activity.4. Fashion spirits.	
LEARNING OUTCOMES	
<i>knowledge:</i>	The student has knowledge of the sociology of clothing and the sociology of fashion. The student knows the scope, concepts and terminology related to the social context of clothing and dressing.
<i>skills:</i>	The student is able to trace the way of distribution of clothing. The student prepares a project in the field of social responsibility of fashion.
<i>social competences:</i>	The student is ready to work in a group and jointly carry out the assigned task. The student is willing to adhere to and develop ethical principles and scientific integrity, including demanding the same from others.
REQUIREMENTS AND GRADING SYSTEM	Preparation and presentation of the project "Who made my clothes?" - 80% (substantive correctness, originality of the proposed perspective, the attractiveness of the presentation); 20% - attendance and activity during the classes.
LITERATURE	



Craik J., 2005, The Face of Fashion. Cultural Studies in Fashion, London and New York, Routledge.

Jenss H. (ed.), 2016, Fashion Studies. Research Methods, Sites and Practices, London and New York, Bloomsbury.

**NAME OF THE TEACHER
AND CONTACT**

Kalina Kukielko-Rogozńska

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COURSE TITLE :	European Union Law
LEARNING FORMAT AND NUMBER OF HOURS	<i>Lecture, 30 hrs</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge of law</i>
COURSE OBJECTIVES	
<p>The object of the course is to present the European Union law assumptions and structure, as well as to familiarize students with the EU institutional system and sources of law and to explain relationships between the EU and national legal systems and system of judicial protection. Moreover the second part of the course will be devoted to the internal market assumption and principles of economic freedoms.</p>	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Introduction (The Concept of the European Union, What is the EU?, Key Principles of the European Union, Membership of the European Union). 2. History of the EU. 3. Institutions (The European Council, The Council, The European Parliament, The Court of Justice of the European Union, Other institutions and organs). 4. Sources of EU Law and General Principles of EU Law (Treaties, Regulation, Directives, Decision, Recommendations and opinions, General Principles). 5. Freedoms (Free Movement of Goods, Free Movement of People, Free Movement of Services, Freedom of Establishment, Free Movement of Capital/Payments, Restrictions on the Freedoms). 6. Policies and Issues (Transport, Environment, Economic and Monetary Union, Equality, Employment, Agriculture). 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>The students should gain the following knowledge and understanding on:</p> <ul style="list-style-type: none"> - European Union terminology, - key principles of the European Union, - membership of the European Union, - history of the EU, - institutions (The European Council, The Council, The European Parliament, The Court of Justice of the European Union, Other institutions and organs), - sources of EU Law and General Principles of EU Law (Treaties, Regulation, Directives, Decision, Recommendations and opinions, General Principles), - freedoms (Free Movement of Goods, Free Movement of People, Free Movement of Services, Freedom of Establishment, Free Movement of Capital/Payments, Restrictions on the Freedoms),

	- selected policies and current issues (Transport, Environment, Economic and Monetary Union, Equality, Employment, Agriculture).
<i>skills:</i>	The students should gain the following skills and abilities: - to learn and use specific terminology and sources of European Union Law, - to develop practical abilities of legal research and analysis of customary law, treaties, soft law, decisions, and doctrines, - to use appropriate referencing and bibliographic methods, - to read and correctly analyse case law using lawyering skills and legal argumentation.
<i>social competences:</i>	Students should gain the following competencies and abilities: - learning to conduct exhaustive legal research, correct identification of relevant judicial decision and applicable law, - to develop and apply a professional methodology to work, - to carry out professional activities in the field of EU law, - to identify legal issues in the field of EU law and to develop an independent analysis of such issues.
REQUIREMENTS AND GRADING SYSTEM	TEST (20 questions) SCORES: 20-19 – 5,0 18-17 – 4,5 16-15 – 4,0 14-13 – 3,5 12-11 – 3,0 10 AND LESS – 2,0
LITERATURE	
1. K. Davies, <i>Understanding European Union Law</i> , Cavendish Publishing, 2003. 2. W. Cairns <i>Introduction to European Union Law</i> , Cavendish Publishing, 2001. 3. T. Tridimas, P. Nebbia, <i>European Union Law For The Twenty-first Century: Rethinking The New Legal Order</i> , 2004.	
NAME OF THE TEACHER AND CONTACT	Maria Ochwat, PhD maria.ochwat@usz.edu.pl

COURSE TITLE :	Intercultural communication
LEARNING FORMAT AND NUMBER OF HOURS	<i>Lecture, 30 hours</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge of communication, interest in different cultures</i>
COURSE OBJECTIVES	
<p>The main objects of the course are:</p> <ul style="list-style-type: none"> - to define major terms and concepts related to cross-cultural communication as well as to identify factors that can influence the cross-cultural communication process, - to understand how communication processes differ among cultures, - to identify main barriers of intercultural communication, - to acquire knowledge, skills, and attitudes that increase intercultural competence, - to recognize difference between western and non-western approaches to cooperation, conflict, culture and communication. 	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Definitions of culture and intercultural communication. Why is it so important in the contemporary world? 2. Different civilizations. 3. What is identity? 4. Main barriers in intercultural communication (semantic, psychological, physical and environmental). 5. Cultural shock – how to overcome? 6. Types of culture (partner vs. pro-transaction, monochronic vs. polychronic, restrained vs. expressive culture, individual vs. collective, ceremonial vs. non ceremonial). 7. Cooperation with representatives of different cultures - selected examples. 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>The students should gain the following knowledge and understanding on:</p> <ul style="list-style-type: none"> - the importance of intercultural communication in the contemporary world, - main barriers in intercultural communication (semantic, psychological, physical and environmental) and ways to overcome them, - types of culture (partner vs. pro-transaction, monochronic vs. polychronic, restrained vs. expressive culture, individual vs. collective, ceremonial vs. non ceremonial), - cooperation with representatives of different cultures.

<i>skills:</i>	The students should gain the following skills and abilities: <ul style="list-style-type: none"> - to define and identify elements of intercultural communication, - to communicate with representatives from different cultural backgrounds, - to recognize and overcome barriers in intercultural communication, - to cooperate with people from different cultural backgrounds
<i>social competences:</i>	The students should gain the following competencies and abilities: <ul style="list-style-type: none"> - to work in a team, - Ability to understand and cooperate with representatives from different cultures, - To raise awareness of intercultural communication, differences and barriers.
REQUIREMENTS AND GRADING SYSTEM	Group of max. 4 students prepare a presentation on intercultural communication in the selected country/region. It is important not only to briefly present a given country/ region, their style of communication, but also to enable the experience of a given culture through various forms of activating the audience.
LITERATURE	
<ol style="list-style-type: none"> 1. P.Khan-Panni, D.Swallow, Communications across cultures, How to Books, London, 2003. 2. R.M.Steers, C.J. Sanchez - Runde, L. Nardon, Management across cultures. Challenges and strategies, Cambridge, 2010. 3. H.Dersky, International management. Managing across borders and cultures, Pearson, 2014. 	
NAME OF THE TEACHER AND CONTACT	Maria Ochwat, PhD maria.ochwat@usz.edu.pl



COURSE TITLE :	Labour Market and Professional Activation of Unemployed
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 15 hours</i>
STUDY PERIOD:	<i>Winter and Spring semester</i>
LEVEL	<i>Bachelor and master</i>
ECTS POINTS	4
LANGUAGE	<i>English</i>
PREREQUISITES	
COURSE OBJECTIVES	
COURSE CONTENT	
1. Types of unemployment and ways of counteracting them 2. Psychological and social effects of unemployment and ways to deal with them 3. Diagnosis of professional predispositions	
LEARNING OUTCOMES	
<i>knowledge:</i>	Knowledge about types of unemployment and ways of counteracting them Knowledge about psychological and social effects of unemployment and ways to deal with them Knowledge about diagnosis of professional predispositions
<i>skills:</i>	Ability of counteracting to different types of unemployment Ability of dealing with psychological and social effects of unemployment Ability of diagnosing professional predispositions
<i>social competences:</i>	The competence to advise on the issue of counteracting to different types of unemployment The competence to advise on the issue of dealing with psychological and social effects of unemployment, The competence to advise on the issue of diagnosing professional predispositions
REQUIREMENTS AND GRADING SYSTEM	Presence and active participation.
LITERATURE	
1. R. Moodley, R. Walcott (2010) Counselling across and beyond cultures, London 2. P. d'Ardenne, A. Mahtani (2010) Transcultural Counselling in Action, Singapoure 3. Ch.P. Chen (2015) Career Endeavour: Pursuing a Cross Cultural Life Transition, Hampshire	
NAME OF THE TEACHER AND CONTACT	Anna Linka, PhD anna.linka@usz.edu.pl

COURSE TITLE :	<i>Positive Psychology</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>Seminars, 30 hours</i>
STUDY PERIOD:	<i>Summer semester</i>
LEVEL	<i>Master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	
COURSE OBJECTIVES	
<i>Course provides an introduction to the scientific study of human strengths, positive emotions and subjective experiences. The first part of the course will focus on the principal areas of research in positive psychology and on the methods used in this field. The second part will concentrate on issues in the context of their real-world application.</i>	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. The historical antecedents of Positive Psychology 2. The concept of well-being and happiness 3. Motivation theories and optimal experience 4. Positive emotions and Build-and-Broaden Theory 5. Character strengths 6. Gratitude 7. Indirect reciprocity 8. Forgiveness 9. Hope and optimism 10. Trust 11. Religion, spirituality and meditation 12. Positive psychology and health – psychotherapy, resilience and post-traumatic growth 13. Positive psychology in education – mindfulness programs, Hero imagination program, self-compassion 14. Positive psychology in business – positive coaching 15. Summary 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<i>Knowledge of the historical process of positive psychology development.</i>
<i>skills:</i>	<i>An understanding of key concepts in positive psychology. Experience in reading, searching, and talking about the content presented during classes. Experience of preparing a simple research designed on selected topic.</i>
<i>social competences:</i>	<i>Experience in team working on the research project. Experience in public presentation of the results of the project.</i>

REQUIREMENTS AND GRADING SYSTEM	RESEARCH PROJECTC FROM 2 TO 5
LITERATURE	
<ol style="list-style-type: none"> 1. White N. (2006) <i>A Brief History of happiness</i>. Oxford: Blackwell Publishing Ltd. 2. Tatarkiewicz W. (1979) <i>O szczęściu</i>, Warszawa, Państwowe Wydawnictwo Naukowe. 3. Seligman, M.E.P. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55, 5-14. 4. Gable, S.L., & Haidt, J. (2005). What (and why) is positive psychology? <i>Review of General Psychology</i>, 9, 103-110. 5. Waterman A. S. (1993) Two conception of Happiness: Contrasts of Personal Expressiveness (Eudaimonia) and Hedonic Enjoyment <i>Journal of Personality and Social Psychology</i>, 64 ,678-691 6. Diener, E., Oishi, S., & Lucas (2009). Subjective well-being: The science of happiness and life satisfaction. In C.R. Snyder & S.J. Lopez (Eds.), <i>The Oxford Handbook of Positive Psychology</i> (pp. 187-194). New York: Oxford University Press. 7. Lyubomirsky, S., Lepper, H. (1999). A measure of subjective happiness: Preliminary reliability and construct validation. <i>Social Indicators Research</i>, 46, 137-155. 8. Peterson, C., Park, N., & Seligman, M.E.P. (2005). Orientations to happiness and life satisfaction: The full life versus the empty life. <i>Journal of Happiness Studies</i>, 6, 25-41. 9. Khaneman D., Diener E., Schwartz N., (1999) <i>Well being: The Foundation of Hedonic Psychology</i>, New York: Russell Sage Foundation. 10. Ryan, R.M. & Deci, E.L. (2000b) 'Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being', <i>American Psychologist</i> 55: 68–78. 11. M. Csikszentmihaly, <i>Flow: The Psychology of Optimal Experience</i>, New York 1990, 12. Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. <i>American Psychologist</i>, 56, 218-226. 13. Fredrickson, B.L., Tugade, M.M., Waugh, C.E., & Larkin, G.R. (2003). What good are positive emotions in crises?: A prospective study of resilience and emotions following the terrorist attacks on the United States in September 11, 2001. <i>Journal of Personality and Social Psychology</i>, 84, 365-376. 14. Peterson, C. & Park, N. (2009). Classifying and measuring strengths of character. In S. Lopez and C.R. Snyder (Eds.), <i>The Oxford Handbook of Positive Psychology</i> (pp. 25-34). New York: Oxford University Press. 15. Hodges, T.D. & Clifton, D.O. (2004). Strengths-based development in practice. In P.A. Linley & S. Joseph (Eds.), <i>Positive Psychology in Practice: From Research to Application</i> (pp. 256-268). New York: Wiley. Schwartz, B. & Sharpe, K.E. (2006). Practical wisdom: Aristotle meets positive psychology. <i>Journal of Happiness Studies</i>, 7, 377-395. 16. Biswas-Diener, R., Kashdan, T.B. & Minhas, G. (2011). A dynamic approach to psychological strength development and intervention. <i>Journal of Positive Psychology</i>, 6, 	

106-118.

17. Wood, A.M., Froh, J.J. & Geraghty, A.W.A. (2010). Gratitude and well-being: A review and theoretical integration. *Clinical Psychology Review*, 30, 890-905.
19. Algoe, S.B., Gable, S.L. & Maisel, N.C. (2010). It's the little things: Everyday gratitude as a booster shot for romantic relationships. *Personal Relationships*, 17, 217-233.
20. Grant, A.M. & Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. *Journal of Personality and Social Psychology*, 98, 946-955.
21. McCullough, M.E., Kimeldorf, M.B., & Cohen, A.D. (2008). An adaptation for altruism? The social causes, social effects, and social evolution of gratitude. *Current Directions in Psychological Science*, 17, 281-284.
22. Szcześniak, M. (2009). *Pay It Back or „Pay It Forward?“ Gratitude and Other Psychological Determinants of Upstream Reciprocity*. In A. Błachnio & A. Przepiórka (Eds.), *Closer to Emotions III* (pp. 139-152). Lublin: Wydawnictwo KUL.
23. McCullough, M.E., Root, L.M., Tabak, B.A., & Witvliet, C. (2009). Forgiveness. In S. Lopez and C.R. Snyder (Eds.), *The Oxford Handbook of Positive Psychology*.
24. McNulty, J.K. (2011). The dark side of forgiveness: The tendency to forgive predicts continued psychological and physical aggression in marriage. *Personality and Social Psychology Bulletin*, 37, 770-783.
25. McCullough, M.E. (2001). Forgiveness: Who does it and how do they do it? *Current Directions in Psychological Science*, 10, 194-197.
26. Szcześniak, M., Vitali, M., & Rondón, G. (2012). The foremost gift or the impossible ideal to reach? Valorial components of forgiveness in Italian adolescents. *Polish Psychological Bulletin*, 43, 199-209.
27. Mayer's, D.G. (2000) Hope and happiness. W:J.E. Gillham (red.) *The science of optimism and hope: Research essays in honor of Martin E. P. Seligman* (s. 323-336) Philadelphia : .
28. Snyder C. R., (2000) *Handbook of hope*, Orlando FL: Academic Press
29. Seligman M (1998) *Learned optimism: How to change your mind And your life*, New Yourk: Pocket books.
30. C. G. Ellison, *Religious Involvement and Subjective Well-Being*, "Journal of Health and Social Behavior", 32, 1991,
31. Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological wellbeing. *Journal of Personality and Social Psychology*, 84, 822-848.
32. Lutz, A., Slagter, H., Dunne, J., Davidson, R. (2008). Attention regulation and monitoring in meditation. *Trends In Cognitive Sciences*, 12(4), 163-169.
33. Ekman, P., Davidson, R.J., Ricard, M., Wallace, B.A. (2005). Buddhist and Psychological Perspectives on Emotions and Well-Being. *Current Directions in Psychological Science*, 14, 59-63.



34. Fredrickson B.L., Coh, M.A., Coffey K.A., Pek J., Finkel S.M., (2008) Open Hearts Build Lives: Positive Emotions, Induced Through Loving-Kindness Meditation, Build Consequential Personal Resources, *Journal of Personality and Social Psychology*, 95, 1045-1062.
35. M. Rydzewska, *Praktyka medytacyjna a subiektywne poczucie szczęścia*, Psychologia Jakości Życia, 2011 vol. 2.
36. Aspinwall, L.G. & Tedeschi, R.G. (2010). The value of positive psychology for health psychology: Progress and pitfalls in examining the relationship of positive phenomena to health. *Annals of Behavioral Medicine*, 39, 4-15.
37. Seligman M., (2008) *Positive Health*, Applied Psychology: An International Review 57
38. Teasdale, John D. (1999). "Metacognition, Mindfulness and the Modification of Mood Disorders". Psychiatric journal. *Clinical Psychology and Psychotherapy*. pp. 10.
39. Kabat-Zinn J. Chapman, Salmon P. (1997). "The relationship of cognitive and somatic components of anxiety to patient preference for alternative relaxation techniques". *Mind/ Body Medicine* 2: 101–109.

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