Appendix No. 1.5 to the Resolution No. 7/2023

of the Rector of the University of Rzeszów

**SYLLABUS**

**regarding the qualification cycle FROM 2024 TO 2025**

**Academic year 2024/2025**

1. Basic Course/Module Information

|  |  |
| --- | --- |
| Course/Module title | Personal Identity |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | College of Social Sciences |
| Name of the unit running the course | Institute of Psychology |
| Field of study | Psychology |
| Qualification level | *BA, MA* |
| Profile |  |
| Study mode | Full-time |
| Year and semester of studies | First semester |
| Course type | Classes |
| Language of instruction | English |
| Coordinator |  |
| Course instructor | Anna Batory-Ginda |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (n0.) | Lectures | Classes | Laboratories | Seminars | Practical classes | Internships | others | **ECTS credits** |
|  |  | 10 |  |  |  |  |  | 2 |

1.2. Course delivery methods

Conducted in a traditional way

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

pass with a grade

2. Prerequisites

|  |
| --- |
| Basic knowledge of general psychology |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

|  |  |
| --- | --- |
| O1 | Introducing basic theories regarding self and identity |
| Q2 | Discussing various models in identity research |
| O3 | Presenting practical aspects of supporting identity development |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | Student has knowledge about basic theories of self and identity, understands its role in personality structure |  |
| LO\_02 | Student can describe and use variety of research approaches in the field of identity psychology |  |
| LO\_03 | Student can describe areas and methods of supporting identity development, especially among children and adolescents |  |
| LO\_04 | Student analyses problems related to the adaptive and maladaptive identity development, and its relationships to mental health. |  |
| LO\_05 | Student is aware of the interdisciplinary nature of the concept of identity. |  |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| --- |
| Content outline |
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|  |
|  |
|  |

1. Classes, laboratories, seminars, practical classes

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| Content outline |
| Self and identity – basic definitions and distinctions |
| Variety of theoretical and empirical perspectives on identity,  among others:   * motivated identity construction theory by Vignoles, * dual-cycle model of identity formation by Luyckx and collaborators, * narrative identity theory by McAdams. |
| Supporting positive identity development - areas and methods |

3.4. Methods of Instruction

Classes: multimedia presentation, text analysis, discussion, group work (problem solving, case study)

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 | test | classes |
| LO-o2 | test | classes |
| LO-03 | test, observation of group work during classes | classes |
| LO-o4 | observation of group work during classes | classes |
| LO-o5 | observation during classes | classes |

4.2 Course assessment criteria

|  |
| --- |
| The grade from the course will be the average result from:   1. multiple choice test at the end of the classes 2. presentation of a selected article on identity development support.   0-50% - 2.0 51-60%-3.0 61-70% -3.5 71-80% - 4.0 81-90% - 4.5 91-100% - 5.0 |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Course hours | 10 |
| Other contact hours involving the teacher (consultation hours, examinations) | 2 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 45 |
| Total number of hours | 57 |
| Total number of ECTS credits | 2 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

|  |  |
| --- | --- |
| Number of hours | *10* |
| Internship regulations and procedures |  |

7. Instructional materials

|  |
| --- |
| Compulsory literature:  Doselaar, L., McLean, K. C., Meeus, W., Denissem, J. J. A., Klimstra, T. A. (2020). Adolescents’ Identity Formation: Linking the Narrative and the Dual-Cycle Approach. *Journal of Youth Adolescence, 49*(4), 818-835.  Vignoles, V. L., Regalia, C., Manzi, C., Golledge, J., & Scabini, E. (2006). Beyond self-esteem: Influence of multiple motives on identity construction. *Journal of Personality and Social Psychology*, *90*(2), 308-333. |
| Complementary literature:  Batory-Ginda, A. (2021): Strengthening Identity by Affirming One’s Most Important Values, *Journal of Constructivist Psychology*, 35(1), 1-16.  Berman, S. L., Kennerly, R. J., Kennerly, M. A. (2008). Promoting Adult Identity Development: A feasibility study **of a universit**y-based identity intervention program, *Identity, 8*(2), 139-150. |

Approved by the Head of the Department or an authorised person