

<b>1.</b>	<b>Field of study</b>	<b>Special Education</b>
2.	Faculty	Faculty of Social Sciences
3.	Academic year of entry	2023/2024 (winter term), 2024/2025 (winter term)
4.	Level of qualifications/degree	long-cycle studies
5.	Degree profile	general academic
6.	Mode of study	full-time

<b>7.</b>	<b>General information about the module</b>	
<b>Module name</b>	<b>Institutional and non-institutional forms of care and support for adults with disabilities</b>	
Module code	PS_C4_IPFO	
Number of the ECTS credits	2	
Language of instruction	Polish	
Purpose and description of the content of education	<p>Treści modułu koncentrują się wokół instytucjonalnych i pozainstytucjonalnych form opieki i wsparcia osób dorosłych z niepełnosprawnościami oraz ich rodzin prokreacyjnych. W wyniku analizy literatury przedmiotu, źródeł internetowych oraz własnych obserwacji podczas zajęć terenowych student ma możliwość dokonania krytycznej analizy dotychczasowych rozwiązań, poszukiwania "dobrych praktyk" i indywidualnego/zespołowego projektowania wybranych elementów wsparcia dla wyżej wymienionych grup.</p> <p>Wszystkie efekty uczenia się zakładane w module, planuje się osiągnąć w trakcie zajęć stacjonarnych i terenowych (w kontakcie bezpośrednim z nauczycielem akademickim), a także podczas pracy własnej studenta, obejmującej przygotowanie do form weryfikacji efektów uczenia się, wymagań określonych w sylabusie.</p>	
List of modules that must be completed before starting this module (if necessary)	not applicable	

<b>8.</b>	<b>Learning outcomes of the module</b>		
Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)
PS_C4_IPFO_1	W zakresie wiedzy absolwent zna i rozumie instytucjonalne i pozainstytucjonalne formy opieki i wsparcia osób dorosłych z niepełnosprawnościami: instytucje opiekuńcze i alternatywne formy życia w Polsce i innych państwach (domy pomocy społecznej, mieszkalnictwo chronione, asysta osobista); przykładowe programy realizowane w Polsce i innych państwach ukierunkowane na realizację potrzeb osób dorosłych z niepełnosprawnościami; indywidualne i społeczne znaczenie normalizacji i społecznego uczestnictwa życia dorosłych z niepełnosprawnościami; zagrożenia procesu normalizacji z perspektywy osoby z niepełnosprawnością; rolę rodziny w realizacji specjalnych potrzeb wynikających z niepełnosprawności; potrzeby rodzin generacyjnych dorosłych osób z niepełnosprawnościami; uwarunkowania i znaczenie procesu planowania opieki w rodzinach generacyjnych; zadania realizowane przez główne stowarzyszenia i organizacje działające w Polsce i innych państwach na rzecz osób z niepełnosprawnościami	KN3_W04	4
PS_C4_IPFO_2	W zakresie wiedzy absolwent zna i rozumie system wsparcia rodzin prokreacyjnych osób z niepełnosprawnościami; osobiste i społeczne uwarunkowania ról rodzicielskich i małżeńskich osób z niepełnosprawnościami	KN3_W01 KN3_W08	4 5
PS_C4_IPFO	W zakresie umiejętności absolwent potrafi zaprojektować program wsparcia dorosłych osób z niepełnosprawnościami	KN3_U10	5

_3		KN3_U11	5
PS_C4_IPFO _4	W zakresie kompetencji społecznych absolwent jest gotów do zachowania zasad etyki zawodowej	KN3_K01	5

9. Methods of conducting classes		
Code	Category	Name (description)
a03	Lecture methods / expository methods	Description <i>a description of objects, phenomena, processes or people; it involves specifying the structure and characteristic features of the object, phenomenon, or process being described; it is usually accompanied by a demonstration of the described object or by its models, drawings, tables, charts, etc.; a description may take the form of an explanation, classification, justification or comparison</i>
b04	Problem-solving methods	Activating method – discussion / debate <i>an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem</i>
b10	Problem-solving methods	SWOT analysis <i>a method of analyzing a phenomenon/action/work of an institution, employed to organize information and solve problems; applied in strategic planning, project implementation or solving a business or organizational problem; a universal tool to be used in the initial stage of a strategic analysis which involves sorting information about a problem into four categories: strengths and weaknesses, opportunities and threats; SWOT analysis makes it possible to determine the factors in favour of a project and its chances for success, as well as eliminating or reducing negative factors and threats to the project at the stage of early diagnosis</i>
c05	Demonstration methods	Poster presentation <i>a visual presentation of a problem and its proposed solutions, created by the person teaching the course or by a student on a poster board showing one major element or a collection of several elements in a coherent graphic form</i>
d03	Programmed learning methods	Working with another teaching tool <i>e.g. using websites in any way or according to the rules set by the teacher; or making use of other subject-specific tools</i>
e06	Practical methods	Observation <i>also conducted as fieldwork; a method of watching phenomena, objects or people in a systematic/planned way in order to gain knowledge about them; perceptual separation of elements of a model action as an element of learning through imitation; a complex system of cognition based on sensory experiences</i>
f02	Methods of self-learning	Individual work with a text <i>searching for and acquiring new information using textbooks and other written sources (including their digital versions); searching for texts, selecting fragments for analysis/interpretation, using other texts to solve a problem related to the studied issue</i>
f03	Methods of self-learning	Conceptual work <i>a (mainly intellectual) activity carried out independently (or in a selected group) resulting in the creation of a concept, idea or project; creating a plan based on a vision; developing a general outline of a project; producing a simplified sketch of the variant versions of a procedure/product/work</i>

10. Forms of teaching					
Code	Name	Number of hours	Assessment of the learning outcomes of the module	Learning outcomes of the module	Methods of conducting classes
PS_C4_IPFO_fs1	field practice	15	course work	PS_C4_IPFO_1, PS_C4_IPFO_2, PS_C4_IPFO_3, PS_C4_IPFO_4	a03, b04, b10, c05, d03, e06, f02, f03

11. The student's work, apart from participation in classes, includes in particular:			
Code	Category	Name (description)	Is it part of the BUNA?
a01	Preparation for classes	Search for materials and review activities necessary for class participation <i>reviewing literature, documentation, tools and materials as well as the specifics of the syllabus and the range of activities indicated in it as required for full participation in classes</i>	No
a02	Preparation for classes	Literature reading / analysis of source materials <i>reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class</i>	No
a05	Preparation for classes	Production/preparation of tools, materials or documentation necessary for class participation <i>developing, preparing and assessing the usefulness of tools and materials (e.g. aids, scenarios, research tools, equipment, etc.) to be employed in class or as an aid when preparing for classes</i>	Yes
b01	Consulting the curriculum and the organization of classes	Getting acquainted with the syllabus content <i>reading through the syllabus and getting acquainted with its content</i>	Yes
b02	Consulting the curriculum and the organization of classes	Verification / adjustment / discussion of syllabus provisions <i>consulting the content of the syllabus, possibly in the presence of the year tutor or members of the class group, and, if necessary, reassessing the provisions concerning special conditions for class participation, e.g., space and time requirements, technical and other requirements, including conditions for participation in classes outside the walls of the university, classes organized in blocks, organized online, etc.</i>	Yes
c01	Preparation for verification of learning outcomes	Determining the stages of task implementation contributing to the verification of learning outcomes <i>devising a task implementation strategy embracing the division of content, the range of activities, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.</i>	No
c02	Preparation for verification of learning outcomes	Studying the literature used in and the materials produced in class <i>exploring the studied content, inquiring, considering, assimilating, interpreting it, or organizing knowledge obtained from the literature, documentation, instructions, scenarios, etc., used in class as well as from the notes or other materials/artifacts made in class</i>	No
c03	Preparation for verification of learning outcomes	Implementation of an individual or group assignment necessary for course/phase/ examination completion <i>a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory phase/element of the verification of the learning outcomes assigned to the course</i>	No
d01	Consulting the results of the verification of learning outcomes	Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes <i>reading through the academic teacher's comments, assessments and opinions on the implementation of the task aimed at checking the level of the achieved learning outcomes</i>	Yes
d02	Consulting the results of the verification of	Development of a corrective action plan as well as supplementary/corrective tasks	Yes

	learning outcomes	<i>reviewing and selecting tasks and activities enabling the elimination of errors indicated by the academic teacher, their verification or correction resulting in completing the task with at least the minimum passing grade</i>	
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Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: <https://usosweb.us.edu.pl>.