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| 1. | Field of study | Pedagogy |
| 2. | Faculty | Faculty of Fine Arts and Educational Science |
| 3. | Academic year of entry | 2023/2024 (winter term) |
| 4. | Level of qualifications/degree | first-cycle studies |
| 5. | Degree profile | general academic |
| 6. | Mode of study | part-time |

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| 7. | General information about the module | |
| Module name | Methodology of Socioterapy part 1 | |
| Module code | W6-PE-SR-N1-MS.1 | |
| Number of the ECTS credits | 4 | |
| Language of instruction | Polish | |
| Purpose and description of the content of education | W ramach pierwszej części modułu umożliwia się studentom zdobycie wiedzy, umiejętności i kompetencji w zakresie dynamiki pracy z grupą socjoterapeutyczną, struktury i form spotkań, sposobów kierowania grupą. Ponadto studenci będą mieć możliwość identyfikacji własnych zasobów w pracy socjoterapeutycznej z dziećmi i młodzieżą, zdobędą wiedzę i umiejętności wobec wykorzystywania swoich pasji na rzecz tworzenia narzędzi (gier) socjoterapeutycznych. Otrzymają przygotowanie do prowadzenia procesu kwalifikacji do grup socjoterapeutycznych, tworzenia kontraktu terapeutycznego oraz poznają w praktyce metody i techniki pozwalające na integrację grupy, jak i przeprowadzenie grupy przez poszczególne fazy procesu grupowego. Zostaną również zapoznani z typowymi zjawiskami pracy z grupą socjoterapeutyczną. | |
| List of modules that must be completed before starting this module (if necessary) | not applicable | |

| 8. | Learning outcomes of the module | | | |
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| Code | Description | Learning outcomes of the programme | Level of competenc (scale 1-5) | |
| PE-SR-N1-MS.1_K_1 | student/studentka jest gotów/gotowa do wykorzystania zdobytej wiedzy do analizy zdarzeń pedagogicznych. | KN3_K02 | 4 | |
| PE-SR-N1-MS.1_U_1 | student/studentka potrafi zaprojektować działania socjoterapeutyczne z wybraną grupą wiekową w poszczególnych fazach procesu grupowego, realizując cele o charakterze edukacyjnym, terapeutycznym, rozwojowym (E.1R.U3.) | KN3_U08 KN3_U10 KN3_U12 | 4 3 4 | |
| PE-SR-N1-MS.1_U_2 | student/studentka potrafi analizować grupę rówieśniczą jako środowisko wychowawcze w placówkach resocjalizacyjnych (E.2R.U1.) i w środowisku otwartym (E.2R.U1.) oraz przeprowadzić proces kwalifikacji do grupy socjoterapeutycznej; zawrzeć kontrakt socjoterapeutyczny wraz z wykazaniem celów, zasad i form (E.2R.U1.) | KN3_U04 KN3_U06 KN3_U17 | 4 3 4 | |
| PE-SR-N1-MS.1_U_3 | student/studentka potrafi analizować proces grupowy w praktyce i teorii oraz określać dylematy związane z trudnościami występującymi w grupie socjoterapeutycznej (E.1R.U1.) | KN3_U01 KN3_U02 | 4 4 | |
| PE-SR-N1-MS.1_W_1 | student/studentka zna i rozumie dynamikę procesów grupowych, style kierowania grupą socjoterapeutyczną, praktyczne założenia pracy socjoterapeutycznej w specjalnych ośrodkach szkolno-wychowawczych, młodzieżowych ośrodkach | KN3_W02 KN3_W10 | 3 3 | |

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| | wychowawczych, młodzieżowych ośrodkach socjoterapii, schroniskach dla nieletnich i zakładach poprawczych; zna i rozumie poszczególne trudności pojawiające się w fazach procesu grupowego, praktyczne zastosowanie metod i technik w odniesieniu do integracji grupy (E.2R.W1.), a także metodykę oddziaływań w środowisku otwartym (E.2R.W2.) | K_W05 | 2 |
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| 9. Methods of conducting classes | | |
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| Code | Category | Name (description) |
| b01 | Problem-solving methods | Problem-based lecture <i>an analysis of a selected scientific or practical problem accompanied by its assessment and an attempt to provide a solution to the issues presented in the lecture as well as the indication of the consequences of the proposed solution</i> |
| b06 | Problem-solving methods | Activating method – staged drama/drama <i>experiential learning; solving a problem by acting out a role; a.k.a. a role-playing method; role-players interpret their roles in an individual way; the identification with the role is achieved through the activation of the senses, imagination and speech, the stimulation of gesture and movement, etc.; the aim of drama is to experience situations, problems and events mediated by the role; staged drama is a role-playing method enriched with props and stage scenery illustrating a theme</i> |
| b07 | Problem-solving methods | Activating methods: a case study <i>a comprehensive description of a phenomenon connected with the selected discipline; reflecting the reality, presenting the 'what', 'where' and 'how' of the phenomenon, i.e., all of its key aspects to be discussed in class; used as a reproduction, presentation, discussion or diagnosis of factors that shape the phenomenon or interact with it; an in-depth qualitative analysis and evaluation of a selected phenomenon</i> |
| c06 | Demonstration methods | Demonstration-imitation <i>a presentation of a model way of performing specific activities accompanied by a commentary; it aims at triggering imitation activities in an individual or in a group of participants observing the activities of the person teaching the course until the right habit is formed through regular exercise; the demonstration-imitation method is combined with a physical practice of activities/behaviours</i> |
| c08 | Demonstration methods | Value-based methods – affective methods <i>methods of participating in exhibited moral, social, aesthetic and scientific values; activities evoking genuine emotional reactions to works/objects/actions; a method which activates an emotional response to the presented content, intensifies attention, depth of experience and a reflection on values</i> |
| c09 | Demonstration methods | Value-based methods – expressive methods <i>methods of accessing value-related knowledge, experiencing values in emotion-laden activities; creating situations enabling the creation or reproduction of values as a way of self-expression combined with experiencing values (individually or in a group); actions, most often creative, involving an expressive and suggestive way of expressing emotions</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> |
| e04 | Practical methods | Project scheduling <i>proceeding according to the steps proposed within a specific methodology for the completion of a task; e.g., identifying project objectives, determining the result, identifying strengths, limitations, opportunities and threats (SWOT), establishing a schedule of activities, assessing resources, establishing an implementation plan; the initial diagnosis; the reassessment of assumptions; the process of preparing the practical implementation of a project</i> |
| e07 | Practical methods | Simulation <i>an indirect method; imitating reality in order to gain experience approximating a real one; recreating a real-world situation so that its participant can acquire an experience close to the authentic one; work on "replacement" material</i> |
| f01 | Methods of self-learning | Self-education <i>a method which involves independent acquisition of knowledge, skills and social competences, extending their scope and quality; complementary to the learning process taking place in class; taking on the task of developing and adjusting</i> |

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| | | <i>qualifications on one's own; self-study</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 | | | | | |
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| Code | Name | Number of hours | Assessment of the learning outcomes of the module | Learning outcomes of the module | Methods of conducting classes |
| PE-SR-N1-MS.1_fns_1 | practical classes | 20 | course work | PE-SR-N1-MS.1_K_1, PE-SR-N1-MS.1_U_1, PE-SR-N1-MS.1_U_2, PE-SR-N1-MS.1_U_3, PE-SR-N1-MS.1_W_1 | b01, b06, b07, c06, c08, c09, d03, e04, e07, f01, f03 |

| 11. The student's work, apart from participation in classes, includes in particular: | | | |
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| 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 |
| a03 | Preparation for classes | Developing practical skills <i>activities involving the repetition, refinement and consolidation of practical skills, including those developed during previous classes or new skills necessary for the implementation of subsequent elements of the curriculum (as preparation for class participation)</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> | No |
| 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 |
| 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> | Yes |
| 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 |

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| 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 |
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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>.