



1.	Field of study	Pedagogy	
2.	Faculty	Faculty of Fine Arts and Educational Science	
3.	Academic year of entry	2025/2026 (winter term)	
4.	Level of qualifications/degree	first-cycle studies	
5.	Degree profile	general academic	
6.	Mode of study	full-time	
7.	General information about the module		
Module name		Basics of Sociotherapy	
Module code		W6-PE-SR-S1-PST	
Number of the ECTS credits		2	
Language of instruction		Polish	
Purpose and description of the content of education		Celem modułu jest zapoznanie studentów z terminologią z zakresu socjoterapii jako formy pomocy psychologiczno-pedagogicznej wykorzystywanej w szkołach, placówkach opiekuńczo-wychowawczych, resocjalizacyjnych. Studenci zapoznają się z teorią socjoterapii odnoszącymi się do celów, form, struktury i zasad pracy socjoterapeutycznej, a także z genezą pracy socjoterapeutycznej prowadzonej wśród dzieci i młodzieży. Poznają również teoretyczny zarys metod i technik stosowanych w socjoterapii, zasad konstruowania zajęć socjoterapeutycznych skierowanych do odpowiedniej grupy adresatów, a także zapoznają się z rolą kodeksu etycznego w pracy socjoterapeutycznej, a także z narzędziem superwizji.	
List of modules that must be completed before starting this module (if necessary)		not applicable	
8.	Learning outcomes of the module		
Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)
W6-PE-SR-S1-PST_K_1	student/studentka jest świadomy potrzeby samodzielnego pogłębiania wiedzy pedagogicznej .	KN3_K01	4
W6-PE-SR-S1-PST_U_1	student/studentka potrafi analizować metody i techniki socjoterapeutyczne adekwatne do grupy wiekowej w szkołach, instytucjach o charakterze resocjalizacyjno-wychowawczym (E.2R.U2.)	KN3_U06	4
W6-PE-SR-S1-PST_U_2	student/studentka potrafi analizować teorie, koncepcje i definicje związane z socjoterapią, projektować działania od izolacji do środowiska otwartego (E.1R.U1.); stosować profilaktykę i zapobieganie dewiacjom społecznym poprzez umiejętność definiowania celów rozwojowych, terapeutycznych i edukacyjnych (E.1R.U3.); analizować i interpretować problemy wychowawcze we współczesnej szkole i środowisku szkolnym; określać specyfikę procesu nauczania i pracy szkolnej w instytucjach opiekuńczo-wychowawczych oraz ośrodkach o charakterze resocjalizacyjno-wychowawczym (E.1R.U4.)	KN3_U01 KN3_U02 KN3_U16	3 4 3
W6-PE-SR-S1-PST_W_1	student/studentka zna metody wspierające proces readaptacji i reintegracji społecznej (E.2R.W1.); teoretyczne podstawy środowiskowych oddziaływań metodycznych; zasady współpracy wychowawców ze środowiskiem otwartym; metody pracy nauczyciela, wychowawcy i pedagoga szkolnego, realizujących zadania socjoterapeutyczne (E.2R.W2.)	KN3_W11 KN3_W12 KN3_W14	3 4 4

W6-PE-SR-S1-PST_W_2	student/studentka zna i rozumie cele, zasady oraz formy pracy socjoterapeutycznej z uczniami o specjalnych potrzebach edukacyjnych, powiązania, podobieństwa i różnice pomiędzy socjoterapią a twórczą resocjalizacją; zagadnienia dotyczące roli szkoły jako środowiska społeczno-wychowawczego oraz środowiska inkluzji społecznej, problemy wychowawcze we współczesnej szkole i środowisku szkolnym, (E.1R.W4.); teoretyczne podstawy instytucjonalnych oddziaływań metodycznych (E.2R.W1.).	KN3_W01 KN3_W09	5 5
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9. Methods of conducting classes

Code	Category	Name (description)
a01	Lecture methods / expository methods	Formal lecture/ course-related lecture <i>a systematic course of study involving a synthetic presentation of an academic discipline; its implementation assumes a passive reception of the information provided</i>
b02	Problem-solving methods	Lecture-discussion <i>transmission of content involving interaction with the lecture audience; discussion of lecture-related issues is one of its elements or constitutes its follow-up</i>
b03	Problem-solving methods	Activating method – educational games <i>learning content in the guise of a rule- and/or principle-based game; conducted in a deliberately arranged situation based on the description of relevant facts and processes; learners compete with one another within the framework of rules laid down by the academic teacher; varieties include simulation games – involving a simulation of real situations; decision games – based on the decision-making process and the recognition of the consequences of the decisions made (e.g., a decision tree); psychological games – increasing the emotional-volitional component of the participants' attitudes</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>
b08	Problem-solving methods	Activating method – peer learning <i>learning through the exchange of knowledge in a group/team/pair of students, i.e., in the so-called learning cell; a kind of mutual learning; an approach focused on student activity under the guidance of the person teaching the course; a learning situation where students with a similar level of experience learn from one another</i>
c07	Demonstration methods	Screen presentation <i>a presentation of synthetic image content using computer graphics, e.g., a series of slides or other multimedia forms, usually accompanied by a commentary; typical components of a screen presentation include text organized into bulleted points, charts, images and animations, sometimes sound effects or music; a multimedia illustration of course content presented in the form of a projected image</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 qualifications on one's own; self-study</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</i>

			variant versions of a procedure/product/work		
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
PE-SR-S1-PST_fs_1	lecture	15	exam	W6-PE-SR-S1-PST_W_1, W6-PE-SR-S1-PST_W_2	a01, b02, c07
PE-SR-S1-PST_fs_2	practical classes	15	course work	W6-PE-SR-S1-PST_K_1, W6-PE-SR-S1-PST_U_1, W6-PE-SR-S1-PST_U_2	b03, b06, b08, c07, f01, 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
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>			Yes
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
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

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>.