

1.	Field of study	Special Education
2.	Faculty	Faculty of Social Sciences
3.	Academic year of entry	2025/2026 (winter term)
4.	Level of qualifications/degree	long-cycle studies
5.	Degree profile	general academic
6.	Mode of study	part-time

7.	General information about the module	
Module name		Methods of sociotherapy classes
Module code		PS_D4_MZS
Number of the ECTS credits		4
Language of instruction		Polish
Purpose and description of the content of education		Celem modułu jest osiągnięcie efektów uczenia się z zakresu metodyki zajęć socjoterapeutycznych. Student nabywa wiedzę i umiejętności na temat procesu grupowego w socjoterapii, stosowanych metod, technik; uczestnikach zajęć socjoterapeutycznych i samej organizacji tego procesu. Wszystkie efekty uczenia się zakładane w module planuje się osiągnąć w trakcie zajęć w kontakcie bezpośrednim z nauczycielami akademickimi, a także podczas pracy własnej studenta, obejmującej przygotowanie do form weryfikacji efektów uczenia się, wymagań określonych w module.
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)	
PS_D4_MZS_1	W zakresie wiedzy absolwent zna i rozumie uwarunkowania agresji i przemocy w szkole; pojęcia przemocy symbolicznej, przemocy dorosłych i przemocy rówieśniczej; Zna i rozumie zasady życia społecznego i wychowania. (D.4.W5; D.4.W9)	KN3_W05	4	
PS_D4_MZS_2	W zakresie wiedzy absolwent zna i rozumie zagrożenia i zjawiska negatywne, (tradycyjne i współczesne) i ich uwarunkowania. Zna i rozumie zachowania ryzykowne (tradycyjne i nowoczesne), uwarunkowania podejmowania tych zachowań oraz zachowania ryzykowne online i offline. Zna i rozumie problematykę uzależnienia i zagrożenia uzależnieniem (D.4.W10; D.4.W11)	KN3_W09 KN3_W14	3 3	
PS_D4_MZS_3	W zakresie wiedzy absolwent zna i rozumie metodykę wykorzystywania konstruowanych programów wychowawczych, ich założenia teoretyczne oraz klasyfikacje programów kształtowania postaw wobec dzieci i uczniów z niepełnosprawnościami i relacji w grupach rówieśniczych (D.4.W13)	KN3_W10	3	
PS_D4_MZS_4	W zakresie umiejętności absolwent potrafi rozpoznać relacje społeczne w przedszkolu i grupie przedszkolnej lub w szkole i klasie szkolnej; Potrafi projektować zajęcia dla zróżnicowanych grup dzieci i uczniów. (D.4.U1; D.4.U3)	KN3_U01 KN3_U06 KN3_U09	3 3 5	
PS_D4_MZS	W zakresie umiejętności absolwent potrafi diagnozować zachowania świadczące o wystąpieniu konfliktu w grupie	KN3_U04	3	

_5	zróżnicowanej (D.4.U5)	KN3_U10	3
PS_D4_MZS_6	W zakresie umiejętności absolwent potrafi rozpoznać przyczyny agresji i przemocy w przedszkolu i szkole oraz podejmować działania profilaktyczne. Absolwent potrafi odróżnić sprawcę od ofiary przemocy (D.4.U6; D.4.U7)	KN3_U04 KN3_U06	3 3
PS_D4_MZS_7	W zakresie umiejętności absolwent potrafi budować programy kształtowania postaw wobec dzieci i uczniów z niepełnosprawnościami i relacji rówieśniczych w grupach integracyjnych (D.4.U10)	KN3_U08	4
PS_D4_MZS_8	W zakresie kompetencji absolwent jest gotów do postępowania zgodnego z zasadami etyki zawodowej w procesie rozpoznawania zachowań świadczących o wystąpieniu konfliktu lub stosowaniu przemocy i określania działań interwencyjnych, w tym wskazań terapeutycznych (D.4.K2)	KN3_K01 KN3_K04 KN3_K05	4 4 4

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>
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>
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>
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>
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>
b09	Problem-solving methods	Activating method – flipped classroom <i>anticipatory learning; work in class is based on previously studied material indicated by the person teaching the course; preparation outside the classroom serves the purpose of getting familiar with the issues whose knowledge is necessary for participating in the in-class discussion and the training in the related practical skills; the activity is based on the work of students under the guidance of the person teaching the course</i>

c02	Demonstration methods	Video show <i>reproducing a film or video material in its entirety or in fragments in order to illustrate the content taught in class, to submit it to analysis and evaluation or to use it as an exercise in image perception; a film/video can be a work of art, an illustration (also technical illustration) of a content/phenomenon/object, a private record of an action, a media image, etc.</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>
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>
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>
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 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 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_D4_MZS_fns1	lecture	10	course work	PS_D4_MZS_1, PS_D4_MZS_2, PS_D4_MZS_3	a01, a03, b01, c02, f01, f02
PS_D4_MZS_fns2	practical classes	10	course work	PS_D4_MZS_4, PS_D4_MZS_5, PS_D4_MZS_6, PS_D4_MZS_7, PS_D4_MZS_8	b03, b06, b07, b09, c02, c06, c07, c08, c09, e04, e07, 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>	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
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
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
e01	Activities complementary to the classes	Undertaking, on one's own initiative and individually, activities aimed at expanding the scope or depth of the teaching content, also beyond the walls of the University <i>a set of activities undertaken independently and on the student's own initiative, aimed at expanding the depth and scope of knowledge and skills, their revision and repetition, retention or verification, also activities carried outside the university, e.g., in a culture promoting or educational institution, a laboratory, in the open air, etc.; also self-education</i>	No

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>.