**Course Syllabus**

1. **General Information**

|  |  |
| --- | --- |
| Course name | Psychosocial basis of rehabilitation of disabled people |
| Programme  | Psychology |
| Level of studies (BA, BSc, MA, MSc, long-cycle MA) | MA |
| Form of studies (full-time, part-time) | Full-time |
| Discipline | Psychology |
| Language of instruction | English |

|  |  |
| --- | --- |
| Course coordinator/person responsible | Wojciech Otrębski |

|  |  |  |  |
| --- | --- | --- | --- |
| Type of class *(use only the types mentioned below)* | Number of teaching hours | Semester | ECTS Points |
| lecture | 30 | VI | 4 |
| tutorial |  |  |
| classes | 30 | VI |
| laboratory classes |  |  |
| workshops |  |  |
| seminar |  |  |
| introductory seminar |  |  |
| foreign language classes |  |  |
| practical placement |  |  |
| field work |  |  |
| diploma laboratory |  |  |
| translation classes |  |  |
| study visit |  |  |

|  |  |
| --- | --- |
| Course pre-requisites | Knowledge in developmental psychology foundations and B2 English language skills |

1. **Course Objectives**

|  |
| --- |
| C1 - Acquainting with the latest knowledge explaining the mechanisms of psychosocial functioning of people with disabilities |
| C2 - Acquainting with the latest interdisciplinary knowledge explaining the reactions of the community to disability |
| C3 - Getting to know how system solutions support and hinder the psychosocial functioning of a disabled individual and its reference groups |

1. **Course learning outcomes with reference to programme learning outcomes**

|  |  |  |
| --- | --- | --- |
| Symbol | Description of course learning outcome | Reference to programme learning outcome |
| KNOWLEDGE |
| W\_01 | The student knows the mechanisms shaping social attitudes towards people with disabilities | K\_W05 |
| W\_02 | The student knows and understands the basic concepts of rehabilitation psychology | K\_W09 |
| W\_03 | The student knows and understands the concepts of disability and the models of rehabilitation related to them | K\_W10 |
| W\_04 | The student has the knowledge necessary to work with the family in the event of a disability of its member | K\_W05 |
| W\_05 | The student knows the basic course of the education process of a student with special educational needs | K\_W05 |
| W\_06 | The student knows the basic course of the process of social and vocational rehabilitation of a person with disabilities | K\_W12 |
| SKILLS |
| U\_01 | The student knows how to change the stereotype of a disabled person | K\_U06 |
| U\_02 | It uses professional terminology adequately to the needs | K\_U01 |
| U\_03 | He can choose the most appropriate model for the organization of rehabilitation activities towards an individual | K\_U07 |
| U\_04 | Has the ability to work with a group in the event of a disability of its member | K\_U07 |
| SOCIAL COMPETENCIES |
| K\_01 | It undertakes diagnostic and rehabilitation activities adequate to the needs for people with disabilities of various ages | K\_K05 |
| K\_02 | Takes appropriate actions to support the group in the event of a disability of its member | K\_K09 |
| K\_03 | Is able to be actively involved in the planning and implementation of rehabilitation activities in terms of education, society and work | K\_K10 |

1. **Course Content**

|  |
| --- |
| **Lecture**1. Psychological mechanisms conditioning the selection of the vocabulary used and the shaping of thinking about people with disabilities. 2. Diversification of the group of disabled people - current statistical data. 3. Definitions of disability (types), categories and degrees of disability - present. 4. Consequences of adopting the disability understanding model (medical, social, biopsychosocial) for the organization and specificity of the course of the comprehensive rehabilitation process of ON.5. Participation of the socio-cognitive theory and ICF in the construction of the interactive model of the course of comprehensive rehabilitation of ON. 6. Model of interpersonal approach to the practice of comprehensive rehabilitation by S. Kowalik (components and their importance). 7. Comprehensive rehabilitation of ON (explain the concept, purpose, discuss the conditions of effectiveness). 8. The subject of rehabilitation psychology - explain the scope (diagram). 9. Psychological diagnosis in rehabilitation: nosological / functional; positive / negative. 10. Models of the functioning of rehabilitation teams (multidisciplinary; interdisciplinary; transdisciplinary - key elements for their differentiation. 11. The experience of environmental deprivation as the cause of the child's "secondary disability".12. Feuerstein's concept of assisted learning - organization of activities supporting the spontaneous development of a child in a situation of disability. 13. Functioning of the family with ON (child, adult) - explain the personal and environmental conditions of experienced emotions and experienced crises. 14. Organization of education for the disabled - deciding on the form of education. 15. Organization of education of disabled people - paths of organization of the education process; types of schools. 16. Early stimulation / early intervention - child development (definitions, organization and course of activities). 17. Inclusive / integrative education of students with special educational needs - assumptions and principles. 18. Social rehabilitation of disabled people - activities, stages of group adaptation to disability. 19. Vocational rehabilitation of disabled people - assumptions (Hulek), definition and course. 20. Division of competences and models of implementation of rehabilitation activities. |

1. **Didactic methods used and forms of assessment of learning outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| Symbol | Didactic methods*(choose from the list)* | Forms of assessment*(choose from the list)* | Documentation type*(choose from the list)* |
| KNOWLEDGE |
| W\_01 |  |  |  |
| W\_02 |  |  |  |
| W\_… |  |  |  |
| SKILLS  |
| U\_01 |  |  |  |
| U\_02 |  |  |  |
| U\_…. |  |  |  |
| SOCIAL COMPETENCIES |
| K\_01 |  |  |  |
| K\_02 |  |  |  |
| K\_... |  |  |  |

1. **Grading criteria,**

Fair grade

The student does not have basic knowledge of the lecture and classes

Satisfactory grade,

The student has sufficient knowledge of the lecture and classes

Good grade

The student has a good knowledge of the lecture and classes

Very good grade

The student has a very good knowledge of the lecture and classes

1. **Student workload**

|  |  |
| --- | --- |
| Form of activity | Number of hours |
| Number of contact hours (with the teacher) | **30** |
| Number of hours of individual student work | **20** |

1. **Literature**

|  |
| --- |
| Basic literature |
| - Anastasiou D., Kauffman J.M., Michail D. (2014). Disability in Multicultural Theory – Conceptual and Social Justice Issues. *Journal of Disability Policy Studies* 1(27), 3-12.-Bogart K.R. (2019). Ableims Special Issue Introduction. *Journal of Social Issues*, 3(75), 650-664.-International Classification of Functioning, Disability and Health (ICF). (2001). WHO-Moloney M.E., Brown R.L., Ciciukaite G., Foley S.M. (2018). “Going the Extra Mile” Accommodation, and Stgma Management among Working Women with Disabilities. Deviant Behavior, DOI: 10.1080/01639625.2018.1445445 -Rao K., Meo G. (2016). Using Universal Design for Learning to Design Standards-Based Lessons. *Sage Open*, DOI: 10.1177/2158244016680688 -Wade D.T. (2020). What is Rehabilitation? An Empirical Investigation Leading to an Evidence-Based Description. *Clinical Rehabilitation*, DOI: 10.1177/0269215520905112  |
| Additional literature |
| Mourad Ali Eissa Saad, Adel M. Eladl. (2019). Defining and Determining Intellectual Disability (Intellectual Developmental Disorder); Insights from DSM-5*. International Journal of Psycho-Educational Sciences*, 1(8), 51-54. |