

Institute of Special Needs Education

Winter semester:

Module I

Personal Development Project	20
The Art of Communication	
Anthropology of Childhood	
Multiculturalism: identity, migration and education	

summer semester:

Module I

Personal Development Project	20
In the world of the senses - sensory integration therapy	
The Art of Communication	
Anthropology of Childhood	

Course card

Course title	The Art of Communication		
Semester (winter/summer)	Winter/Summer	ECTS	5
Lecturer(s)	dr Anna Mróz		
Department	Institute of Special Needs Education		

Course objectives (learning outcomes)

This course provides a comprehensive introduction to interpersonal communication, which is the basis for building satisfying relationships with others. Communication is characterized by being both a field of academic inquiry and a practice. This course offers a mix of theory and practice: it discusses theories, but also aims to show their practical application. Via a number of practical exercises and workshops, the course will allow students to acquire the skills to communicate effectively with others, including the principles of verbal and non-verbal communication.

Prerequisites

Knowledge	Basic knowledge on the process of interpersonal communication
Skills	-
Courses completed	-

Course organization

Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours		15					15		

Teaching methods:

drama, project, game- based learning, inquiry-based learning, discussion, collaboration methods.

Assessment methods:

	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
		x				x	x	x	x	x			x

Assessment criteria	Active participation in the course – 40% individual project – 60%
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. Recognizing and Understanding Communication Styles 2. Verbal Communication 3. Nonverbal Communication 4. Communicating in Writing 5. Group Communication 6. Barriers to Communication 7. Cultural Aspects of Communication 8. Constructive Criticism
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Compulsory reading

<p>Castells, M., Communication power, Oxford: Oxford University Press, 2009.</p> <p>Friske, J., Introduction to communication studies, London-New York : Routledge, 1996.</p> <p>Garber, P. G., 50 Communications Activities, Icebreakers, and Exercises, Amherst : Massachusetts, 2008.</p> <p>Hargie, O., Dickson, D., Skilled interpersonal communication. Research, theory and practice. Fourth edition, London-New York: Routledge, 2004.</p> <p>Price, S. Communication studies. Harlow: Longman, 1996.</p> <p>Schulz, P.J. (ed.), Communication theory. Vol. 1, General approaches to communication and the processing of communication on the intra-individual level, Los Angeles: Sage, 2010.</p>
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Recommended reading

Horodecka, A., Sociology of Communication, Warszawa: Warsaw School of Economics, 2015.

Leathers, D. Successful nonverbal communication: principles and applications. Boston: Allyn and Bacon, cop. 1997.

Littlejohn, S.W., Foss, K.A., Theories of human communication, Belmont, CA: Thomson Wadsworth, cop. 2005.

Parry, J., The psychology of human communication, London: University of London Press, cop. 1967

Course card

Course title	In the world of the senses - sensory integration therapy		
Semester (winter/summer)	Summer	ECTS	5
Lecturer(s)	dr Agnieszka Muchacka-Cymerman		
Department	Institute of Special Needs Education		

Course objectives (learning outcomes)

- (in terms of knowledge) strengthening students' knowledge of the typology and characteristics of disorders of sensory integration processes according to J. Ayres; the methods of diagnosis used in detecting these disorders and the principles of SI therapy, as well as familiarizing students with selected strategies used in SI therapy
- (in terms of skills) providing students with skills enabling the initial identification of sensory integration disorders in children of different ages, enabling the implementation of preventive measures and therapeutic recommendations in the field of sensory integration disorders included in the area of psychopedagogical interactions, and enabling the implementation of selected elements of the AI strategy in their own pedagogical work in order to optimize it.
- (in terms of competences) making people aware of the role of cooperation between specialists in transdisciplinary teams working with children with sensory integration disorders, as well as between specialists and members of the child's family environment based on responsibility, understanding and empathy

Prerequisites

Knowledge	Basic knowledge of the theory of sensory integration. Courses completed:
Skills	Basic skills enabling initial identification of sensory integration disorders in children
Courses completed	Basics of sensory integration teaching methods

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours		15					0	

Teaching methods:

- assimilation of knowledge: interactive lectures, discussions, analysis of scientific articles
- problem solving: brainstorming
- practical activities: demonstration of exercises, instructions, exercise simulation, - elements of workshops

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x					x	x	x	x	x			

Assessment criteria	Attendance and active participation in exercises. Development of sensory paths and books. Presentation of a group project of a workshop nature. Individual project - case study.
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Comments	
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Course content (topic list)

- The concept of Sensory Integration, the course of SI processes (stages), SI disturbances and the scale of the phenomenon,
- The main assumptions of the SI theory (neural plasticity, sequencing, integrity of the nervous system, adaptive responses, internal sensory drive)
- Ontogenetic development of perceptual-motor integration - levels of integration
- Characteristics and importance of basic sensory systems (vestibular, proprioceptive and tactile systems)
- Typology and characteristics of sensory integration disorders. Immediate and distant consequences of disrupting AI processes.
- Purpose and principles and importance of AI therapy
- Methods of diagnosis used in detecting sensory integration disorders (clinical observation, questionnaire methods, South Californian Sensory Integration Tests, child's sensory profile)
- Therapeutic equipment used in therapy using the Sensory Integration method.
- Using in pedagogical work elements of the strategy of working with a child with hypersensitivity / hypersensitivity of the vestibular / proprioceptive / tactile system / sense of hearing / sight / taste / smell
- Pedagogical work with a child with movement disorders based on SI disorders (with dyspraxia and / or problems in the field of fine motor skills)

Compulsory reading

A.C. Bundy, S. J. Lane. Sensory Integration: Theory and Practice, Eurospan, 2019
 A. J. Ayres, J. Robbins. Sensory Integration and the Child: Understanding Hidden Sensory Challenges, Western Psychological Services, 2005

Recommended reading

- A.C. Bundy, S. J. Lane. *Sensory Integration: Theory and Practice*, Eurospan, 2019
- A. J. Ayres, J. Robbins. *Sensory Integration and the Child: Understanding Hidden Sensory Challenges*, Western Psychological Services, 2005
- Ayres A.J. Proprioceptive facilitation elicited through the upper extremities. Part I: Background. *Am. J. Occup. Ther.* 1955;9:1–9. [PubMed] [Google Scholar]
- Ayres A.J. Proprioceptive facilitation elicited through the upper extremities. Part II: Application. *Am. J. Occup. Ther.* 1955;9:57–58.
- Ayres A.J. Sensory integrative processes and neuropsychological learning disability. *Learn. Disord.* 1968;3:41–58
- Ayres A.J. Proprioceptive facilitation elicited through the upper extremities. Part III: Scientific Application to Occupational Therapy. *Am. J. Occup. Ther.* 1955;9:121–126.
- Ayres A.J. *Sensory Integration and Learning Disorders*. Western Psychological Services; Los Angeles, CA, USA: 1972.
- Ayres A.J. *Sensory Integration and the Child: Understanding Hidden Sensory Challenges*. Western Psychological Services; Los Angeles, CA, USA: 2005. [Google Scholar]
- Bundy A.C., Lane S.J. *Sensory Integration: Theory and Practice*. 3rd ed. F.A. Davis; Philadelphia, PA, USA: in press.
- Parham L.D., Roley S.S., May-Benson T.A., Koomar J., Brett-Green B., Burke J.P., Cohn E.S., Mailloux Z., Miller L.J., Schaaf R.C. Development of a fidelity measure for research on the effectiveness of the Ayres Sensory Integration® intervention. *Am. J. Occup. Ther.* 2011;65:133–142.
- Schaaf R.C., Mailloux Z. *Clinician’s Guide for Implementing Ayres Sensory Integration: Promoting Participation for Children with Autism*. AOTA Press; Bethesda, MD, USA: 2015.
- Smith Roley S., Mailloux Z., Miller-Kuhaneck H., Glennon T. *Understanding Ayres’ Sensory Integration*. OT Practice. 2007
- Kilroy E., Aziz-Zadeh L., Cermak S. Ayres theories of autism and sensory integration revisited: What contemporary neuroscience has to say.

Course card

Course title	Personal Development Project		
Semester (winter/summer)	Winter/Summer	ECTS	5
Lecturer(s)	dr hab, prof. UP Joanna Łukasik		
Department	Institute of Special Needs Education		

Course objectives (learning outcomes)

The aims of the course are: to introduce students to personal development techniques and tools and to explain how to apply those techniques and tools to teacher's own development and how they can be used in the development of students. During the course, students will learn the techniques and tools of: selfdiagnosis of potential, time organization, personal project, development of interests and passions, and will gain skills to apply them for themselves and the development of students.

Prerequisites

Knowledge	Not required
Skills	Not required
Courses completed	Not required

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours						15		

Teaching methods:

Workshops, coaching

Assessment methods:

	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x					x							

Assessment criteria	Activity in the classroom (group work) – 10 % Coaching - 20% Project (individual training)- 70%
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Comments	-
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Course content (topic list)

<ol style="list-style-type: none"> 1. Getting to know oneself 2. Working on oneself 3. Organisation of time 4. Personal project (personal development)
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Compulsory reading

Łukasik J.M., Know yourself and take care of your development. The road to success [Poznać siebie i dbać o rozwój. W drodze do sukcesu]. Wydawnictwo Akademii Ignatianum, Kraków 2016.
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Recommended reading

Course card

Course title	Anthropology of Childhood		
Semester (winter/summer)	Winter/Summer	ECTS	5
Lecturer(s)	dr hab. Łukasz Albański		
Department	Institute of Special Needs Education		

Course objectives (learning outcomes)

<ul style="list-style-type: none"> - explores the role children play within the field of anthropology - examines how children have been studied and portrayed in ethnographic works

Prerequisites

Knowledge	a basic knowledge of social sciences
Skills	a working knowledge of English
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	15							

Teaching methods:

<ul style="list-style-type: none"> - lecture - individual work - group work - discussion - e-learning - PowerPoint presentation

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
X					X	X	X					X

Assessment criteria	Lecture – discussion (60%), individual work (40%)
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Comments	
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Course content (topic list)

<p>Conceptualizations of childhood – 5 hours Family, peers, friends – 5 hours Playing and working – 2 hours Discipline and punishment – 1 hours Childhood and globalization – 2 hours</p>

Compulsory reading

<p>D. Lancy, Anthropology of childhood, Cambridge University Press, 2016. H. Montgomery, An introduction to childhood, Willey-Blackwell, 2009</p>
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Recommended reading

- Ł. Albański, The new brave world of race? Interracial adoption and the issue of racial categorization, *Horyzonty Wychowania* 16(37), 2017, 87-101.
 Ł. Albański, The metamorphosis of the world and nostalgia for an ideal past: Beck and Bauman's last works, *International Sociology* <https://doi.org/10.1177/0268580919830889>
 A Lareau, *Unequal childhoods*, University of Berkley Press, 2011.
 V. Zelizer, *Pricing the priceless child*, Princeton University Press, 1994.

Course card

Course title	Multiculturalism: identity, migration and education		
Semester (winter/summer)	Winter/Summer	ECTS	5
Lecturer(s)	prof. Łukasz Albański		
Department	Institute of Special Needs Education		

Course objectives (learning outcomes)

We explore key dimensions of the international migration and immigrant incorporation. We learn to connect multiculturalism to social cohesion, social cognition and cultural diversity. We touch such issues as unauthorized immigration, human trafficking, minority representation and transracial adoption.

Prerequisites

Knowledge	a basic knowledge of social sciences
Skills	a working knowledge of English
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	15							

Teaching methods:

- lecture
- individual work
- group work
- discussion
- e-learning
- PowerPoint presentation

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
X					X	X	X					X

Assessment criteria Lecture – discussion (60%), individual work (40%)

Comments

Course content (topic list)

1. The politics of multiculturalism – 2 hours
2. Theories of migration – 2 hours
3. Identity formation – 3 hours
4. Ethnic diversity and racism – 3 hours
5. Education policies and minority representation – 3 hours
6. Closing remarks – 2 hours

Compulsory reading

Ł. Albański "Small town Canada with a little Muslim twist"- Forming a Mental Image of Islam” Ad Americam: Journal of American Studies 11(2010):7-17
 M. Guibernau, J. Rex The Ethnicity Reader: Nationalism, Multiculturalism and Migration, Cambridge: Polity Press, 1997
 W. Kymlicka, Politics in the Vernacular: Nationalism, Multiculturalism, and Citizenship, New York: Oxford University Press, 2001.
 S. Castels, M. Miller, The Age of Migration, London: Guilford Press, 2009.

Recommended reading

Ł. Albański, M. Krywult-Albańska, Reinventing the Refugee Camp as the City: Theoretical Considerations about Unaccompanied Minors, Studia Migracyjne - Przegląd Polonijny. - 2021, Vol. 57, nr 3, p. 253-265
 Ł. Albański, Shattered spaces of migrant childhood : Camps, borders and uncertain status, International Sociology. - 2020, Vol. 35, No. 5, p. 480-486
 M. Kowalski, Ł. Albański, Borders, Inequalities and Global Generations: A Preliminary Study on the use of Ulrich Beck's Concepts in the Polish Context, The New Educational Review. - 2018, Vol. 52, p. 76