

Institute of Management and Social Affairs – social work

Winter semester:

Module I

Coaching in Social Work	30 ECTS
Interpersonal Communication	
Gerontology	
Psychology of older adults (monographic lecture)	
Social differentiation in Poland	

Summer semester:

Module I

Coaching in Social Work	30 ECTS
Interpersonal Communication	
Gerontology	
Psychology of older adults (monographic lecture)	
Social differentiation in Poland	

Course card

Course title	Coaching in Social Work		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	Dr Katarzyna Jagielska		
Department	Institute of Management and Social Affairs		

Course objectives (learning outcomes)

The course aims to familiarize students with the assumptions and tools of coaching and indicate the possibility of using the coaching method in management and social work. During the course, students will learn about the most important issues related to coaching, as well as gain skills in using coaching tools to work with children and youth.

Prerequisites

Knowledge	No required
Skills	No required
Courses completed	No 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:

interactive workshops consisting of a lecture complemented by group work, activities and role-playing

Assessment methods:

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

Assessment criteria	Activity in the classroom (group work, activities, role-playing) – 50 % Discussion - 10% Project 40%
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Comments	-----
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Course content (topic list)

1. What is coaching? Introduction to coaching.
2. The ethics and values of a coach.
3. The competencies of a coach.
4. Communication techniques. Feedback. Levels of listening. Cartesian questions.
5. Coaching as a process. Stages in the coaching process. The GROW model.
6. Tools in coaching. Working with beliefs.
7. Coaching models.

Compulsory reading

C. van Nieuwerburgh, Coaching in Education: Getting Better Results for Students, Educators, and Parents, Routledge 2018

Recommended reading

1. **S. Fletcher, C. A. Mullen, Handbook of Mentoring and Coaching in Education, SAGE 2018.**
2. van Nieuwerburgh, C., and Barr, M. (2016). "Coaching in Education", in Tatiana Bachkirova, Gordon Spence and David Drake (Eds.) *The SAGE Handbook of Coaching*. Sage.
3. Rachel Lofthouse (2018): Coaching in education: a professional development process in formation, Professional Development in Education

Course card

Course title	Interpersonal Communication		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	Dr Katarzyna Jagielska		
Department	Institute of Management and Social Affairs		

Course objectives (learning outcomes)

This course is intended to give the students theoretical and practical knowledge in the field of communication theory. During the course students: will acquire basic knowledge of verbal and nonverbal communication, students will know the forms of communication barriers and how to overcome them. Students will learn about the principles of effective communication, types and aims of communication. The students, also, will have ability to create satisfactory cooperation based on multilateral understanding of the communication process and will have skills in the interpersonal communication. The students will be able to analyze the behavior of their own and other people to be effective in communication; they will be able to deal with the barriers of communication in interpersonal relations.

Prerequisites

Knowledge	No required
Skills	No required
Courses completed	No 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:

interactive workshops consisting of a lecture complemented with group work, activities and role-play; group discussion; reading articles and the analysis of texts

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						

Assessment criteria	Activity and participation in classes – 10 % Student's presentation 30% Discussion, reading articles 20% Project 40%
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Comments	-----
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Course content (topic list)

1. Analysis of the communication process. Communication theory.
2. Create messages and reply to messages. The role of the emotions in the process of communication.
2. Forms of communication: verbal and non-verbal communication.
3. Communications barriers and ways to overcome them.
4. The principles of effective communication. The importance of listening skills in the communication process. Active listening techniques.
5. Feedback. Asking questions and giving answers.
6. Self-presentation.
7. Assertiveness.

Compulsory reading

O. Hargie, D. Dickson, *Skilled interpersonal communication: research, theory, and practice*, London - New York 2004.

Recommended reading

- M. L. Knapp, J. A. Daly, *Interpersonal communication*. Vol. 1, Introduction, history and communicator characteristics, Los Angeles 2010.
- M. L. Knapp, J. A. Daly, *Interpersonal communication*. Vol. 2, Processes and messages, Los Angeles 2010.
- M. L. Knapp, J. A. Daly, *Interpersonal communication*. Vol. 3, Forming and maintaining relationships, Los Angeles 2010.
- M. L. Knapp, J. A. Daly, *Interpersonal communication*. Vol. 4, Persuasion and competence, Los Angeles 2010.
- R. B. Adler, L. B. Rosenfeld, R. F. Proctor, *Interplay. The process of Interpersonal Communication*, 2003.

Course card

Course title	Gerontology		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	dr hab. Norbert Piśula, prof. UP		
Department	Institute of Management and Social Affairs		

Course objectives (learning outcomes)

The student knows the socio-demographic problems and the consequences of an aging population in Poland. He has knowledge of the biological, psychological, spiritual and social aspects of old age, knowledge institutions, institutions of social welfare and educational organizations pro seigniorial, knowledge of education in old age.

Prerequisites

Knowledge	No required
Skills	No required
Courses completed	No 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:

lecture presentation, brainstorming, working with text, design, educational games, fieldwork

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students 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	Student gets credit on the basis of successful completion test (60%) and on the basis of active participation in classes and prepared project.
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Comments	
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Course content (topic list)

- 1 Cognitive and practical dimension of Gerontology
- 2 Demographic aspects of aging and old age
- 3 Multidimensionality of aging
- 4 Health behaviors of elderly people
- 5 Position Polish seniors in the community
- 6 Areas of non-compliance with the rights of the elderly
- 7 Social work with seniors
- 8 Quality of life in Polish seniors
- 9 Style of life of older people
- 10 Coherence as an important factor in the mental health of older people
- 11 Senior man against his old age
- 12 Public education to old age
- 13 Preparing staff of social assistance in terms of aging
- 14 Activation of social, cultural and educational elderly

Compulsory reading

Kijak R.J., Szarota Z., *Starość. Między diagnozą a działaniem*, Warszawa 2013.
 Pikula N. G., *Poczucie sensu życia osób starszych. Inspiracje do edukacji w starości*, Kraków 2016.
 Szarota Z., *Starzenie się i starość w wymiarze instytucjonalnego wsparcia*, Kraków 2010.
 Szatura-Jaworska B., Błędowski P., Dziągiewska M., *Podstawy gerontologii społecznej*, Warszawa 2006.
 Worach-Kardas H., *Starość w cyklu życia. Społeczne i zdrowotne oblicza późnej dorosłości*, Katowice 2015.

Recommended Reading

Białozyt K., *Holistyczne oddziaływanie na seniorów - doświadczenia Ośrodka Wsparcia dla Osób Starszych Caritas Archidiecezji Krakowskiej*, w: *Starzenie się: problemat społeczno-socjalny i praktyka działań*, red. M. Nózka, M. Smagacz-Podziemka, Kraków 2014.
 Chabior A., *Aktywizacja i aktywność ludzi w okresie późnej dorosłości*, Kielce 2011
 Czerniawska O., *Style życia w starości*, Łódź 1998.
 Czerniawska O., *Drogi i bezdroża andragogiki i gerontologii*, Łódź 2011.

- Dubas E., *Edukacyjne paradygmaty badawcze w geragogice*, w: *Edukacja do i w starości*, red. M. Kuchcińska, Bydgoszcz 2008.
- Dubas E., *Starość znana i nieznana – wybrane refleksje nad współczesną starością*, „Rocznik Andragogiczny” 2013, tom 20.
- Dubas E., *Starość – darem, zadaniem i wyzwaniem. Rola aktywności i edukacji (wybrane wątki)*, w: *Refleksja nad starością. Obiektywny i subiektywny wymiar starości*, red. E. Dubas, M. Muszyński, Łódź 2016.
- Fabiś A., *Edukacja osób starszych*, w: *Ludzka starość. Wybrane zagadnienia gerontologii społecznej*, red. A. Fabiś, J. K. Wawrzyniak, A. Chabior, Kraków 2015.
- Halicki J., *Edukacja seniorów, w aspekcie teorii kompetencyjnej. Studium historyczno-porównawcze*, Białystok 2000.
- Pikuła N. G., Białożył K., *Aktywność zawodowa osób po 55. roku życia w Polsce i Unii Europejskiej - analiza porównawcza*, w: *Rynek pracy, kariera zawodowa: wyzwania dla edukacji*, red. Pikuła N.G., Jagielska K., Białożył K., Katowice 2016.
- Pikuła N. (red.), *Starość może być atrakcyjna*, Kraków 2012.
- Pikuła N., *Etos starości w aspekcie społecznym. Gerontologia dla pracowników socjalnych*, Kraków 2011.
- Pikuła N. G., *Obraz osoby starszej w przestrzeni medialnej*, „Studia Socialia Cracoviensia” 2016, nr 2. (dostęp on-line).
- Steuden S., Marczuk M. (red.), *Starzenie się a satysfakcja z życia*, Lublin 2006.
- Szarota Z., *Przestrzeń edukacyjna Uniwersytetów Trzeciego Wieku*, „E-mentor” 3 (25)/2008. (on-line).
- Szarota Z., *Gerontologia społeczna i oświatowa. Zarys problematyki*, Kraków 2004.
- Szarota Z., *Seniorzy w przestrzeni kulturalno-edukacyjnej społeczeństwa wiedzy*, w: „Chowana”- *Edukacja wobec starości tradycja i współczesność*, Katowice 2009. (on – line).
- Zych A. A. , *Słownik gerontologii społecznej*, Warszawa 2001.
- Zych A. A., *Przekraczając „smugę cienia”. Szkice z gerontologii i tantologii*, Katowice 2013.

Course card

Course title	Psychology of older adults (monographic lecture)		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	Prof. Olena Kovalenko		
Department	Institute of Management and Social Affairs		

Course objectives (learning outcomes)

Teach the listeners basic knowledge in the field of psychology of older adults, allowing to understand changes in development, their determinants and contexts, the mechanisms of social influence on a person later in adulthood, the specifics of personality development at this age, the specifics of interpersonal relationships and communication in late adulthood, the role of an aging person in society

Prerequisites

Knowledge	General knowledge at the level of a high school graduate, age psychology
Skills	lack
Courses completed	lack

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:

Interactive lecture combined with a multimedia presentation

Assessment methods:

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

Assessment criteria	The condition for passing the course is attendance at classes and preparation of an essay
Comments	lack

Course content (topic list)

1. Psychology of older adults as a science
2. Old age as a human development stage
3. Anatomico-physiological features of older adults
4. Age-related personality changes in old age
5. Features of an old personality's cognitive sphere
6. Features of interpersonal relationships and communication in old age
7. An aging person in society
8. Social and psychological activities with older adults

Compulsory reading

1. Birren, J. E., Schaie, K. W. (Eds.). (2006). *Handbook of the Psychology of Aging*. 6th ed. San Diego, California: Academic Press.
2. Schaie, K. W., & Willis, S. L. (Eds.). (2010). *Handbook of the psychology of aging*. Academic Press
3. Trempała, J. (2011). *Psychologia rozwoju człowieka: podręcznik akademicki*. Warszawa: Wydawnictwo Naukowe PWN Sp. z o.o. (s. 419-444)
4. Brzezińska, A. I., Appelt, A., & Ziółkowska, B. (2016). *Psychologia rozwoju człowieka*. Sopot: Gdańskie wydawnictwo psychologiczne (s. 297-344)
5. Bee, H. (2004). *Psychologia rozwoju człowieka*. Poznań: Zys i S-ka Wydawnictwo (s. 580-644)
6. J. E. Birren & K. W. Schaie (Eds.). (2005). *Handbook of the psychology of aging*. 6th Edition. Amsterdam, Netherlands: Elsevier

Recommended reading

1. Communication and Aging / J. F. Nussbaum, L. L. Pecchioni, J. D. Robinson, T. L. Thompson. – 2nd ed. – Mahwah, New Jersey : Lawrence Erlbaum Associates, Inc. Publishers, 2000. – 392 p.
2. Kovalenko, O., Lukyanova, L., Pomitkin, E., & Moskovets, L. (2021). *Psychologia liudei litnoho viku: navchalnyj posibnyk [Psychology of the elderly: textbook]*. Kyiv: Geoprint LLC Publishing House. http://ipood.com.ua/data/project_NFDU/posibnyk_2021.pdf.
3. Kovalenko, O. (2022). Loneliness of the old age and ways to overcome it. *Edukacja Ustawiczna Dorosłych*, 2(117), 109-124 <https://doi.org/10.34866/bqsp-k659>
4. Kovalenko, O. (2022). Soziale und psychologische Probleme der Einsamkeit im Alter in der Ukraine. *EB Erwachsenenbildung*, 3-4(68), 132-135 <https://doi.org/10.13109/erbi.2022.68.3-4.132>
5. Kovalenko, O. (2019). Self-esteem of elderly people. In R. Iserman, M. Dei, O. Rudenko, Ya. Tsekhmister, & V. Lunov (Eds.), *Association agreement: driving integrational changes: monograph* (pp. 515-528). Chicago: Accent Graphics Communication.
6. Kowalenko O. (2020). Zapewnienie wsparcia psychologicznego osobom starszym w kwarantannie. In Gortat, M. (Ed.). *Wyzwania współczesnej Gerontologii: Książka streszczeń* (pp. 40-42). Lublin: Towarzystwo Wolnej Wszechnicy Polskiej
7. Kovalenko, O., & Spivak, L. (2018). Psychological Well-Being of Elderly People: The Social Factors. *Social Welfare: Interdisciplinary Approach*, 8(1), 163-176. DOI: 10.21277/sw.v1i8.323.

Course card

Course title	Social differentiation in Poland		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	Dominika Sozańska Ph.D.		
Department	Institute of Management and Social Affairs		

Course objectives (learning outcomes)

Student demonstrates knowledge and understanding of contemporary social issues as social inequality and exclusion. Shows understanding of social studies concepts, ideas, and principles as outlined in the syllabus. Interpret data, both textual and graphical and present a logical argument with the use of appropriate terminology.

Prerequisites

Knowledge	No required
Skills	No required
Courses completed	No required but welcome Introduction to sociology

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:

Reading article, the analysis of texts, group discussion,

Assessment methods:

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

Assessment criteria	Activity in the classroom (group work, activities) 50 % Discussion - 10% Project/ Written assignment 40%
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Comments	-----
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Course content (topic list)

- Social structure – class and stratification
- Social change
- Poverty and welfare in Poland
- Family and its change
- Patterns of religiosity in Poland
- Main political parties Voting behaviour in Poland

Compulsory reading

Giddens, Anthony Sociology, 5th or other edition, Cambridge: Polity Press
 Inglehart Ronald, Pippa Norris [2004] Sacred and Secular Religion and Politics Worldwide,
http://www.hks.harvard.edu/fs/pnorris/Books/Sacred_and_secular.htm
 Slany, Krystyna Pluralisation of marital and family arrangements in Poland:
 a sociological and demographic perspective
 Tarkowska, Elzbieta POVERTY AND SOCIAL EXCLUSION, IN RURAL AREAS, Final Report,
 European Commission, www.ec.europa.eu/social/BlobServlet?docId=4434...en

Recommended reading

1. Daly Mary , Hilary Silver (2008) Social Exclusion and Social Capital: A Comparison and Critique : Source: Theory and Society, Vol. 37, No. 6 (Dec., 2008), pp. 537-566 Published by: Springer Stable URL: <http://www.jstor.org/stable/40345602> .
2. Putnam Robert (2000) Bowling alone : the collapse and revival of American community New York [etc] : [Simon & Schuster Paperbacks](http://www.amazon.com/Simon-Schuster-Paperbacks/dp/0684859990), cop. 2000. (library)
3. Saunders, Peter Inequality and Poverty, [2010] The Oxford Handbook of the Welfare State, <http://www.oxfordhandbooks.com/>

4. Sztompka Piotr (1999) *Trust : a sociological theory* Cambridge : Cambridge University Press,
5. Williamson, Gail M., Juliette Christie [2009] Aging Well in the 21st Century: Challenges and Opportunities, The Oxford Handbook of Positive Psychology, <http://www.oxfordhandbooks.com/> (I will send you)
6. Yakushko, Oksana [2013] *Immigration and Social Class*, The Oxford Handbook of Social Class in Counseling, <http://www.oxfordhandbooks.com/>
7. Statistical Yearbook of the Republic of Poland