**Syllabus of the course**

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| **Faculty / Department:** jednostka prowadząca | **Faculty of Pedagogy and Psychology** |
| **Course title:** tytuł kursu lub wykładu  | Introduction to special pedagogy  |
| **Course code:** ewentualny kod kursu np. używany w informatorach uczelnianych  | **C1** |
| **Erasmus subcect area code**: kod dziedziny wg klasyfikacji Erasmusa |  |
| **Academic cycle:** studia licencjackie/magisterskie/doktoranckie  | graduate with a bachelor’s degree |
| **Number of hours:** liczba godzin ogółem  | 55 hours  |
| Hours of contact with the teacher realized in the form of eg. consultations (the total number of hours per semester): | 15 |
| Hours of contact with the teacher realized in the form of classes (total number of hours per semester): | 15 |
| Preparing students for classes (the total number of hours per semester): |  |
| Preparing students for credits and / or exams (total number of hours per semester): | 15 |
| Studying literature (the total number of hours per semester):  | 10 |
| **Course duration:**  czas, okres trwania kursu, semestr I czy II | 1 semester/winter  |
| **ECTS credit**: liczba punktów ECTS | 2 |
| **Course type:** rodzaj kursu, np. lecture, seminar, etc. | lecture |
| **Assessment method:** sposób zaliczania |  credit with a mark (Polish abbreviation: **zo**) – a test |
| **Prerequisities:** oczekiwane prerekwizyty |  |
| **Primary target group** |  |
| **Lecturer:** wykładowca, opiekun kursu**Contact person** | Renata Zubrzycka PhD, Dr Habil.e-mail: r.zubrzycka@poczta.umcs.lublin.pl |
| **Deadline for application** | for the 1st semester is 31st May  |
| **Course description:** 1. Introduction to special pedagogy: basic terms and definitions; special pedagogy as a field of study; interrelationship between special pedagogy and other fields of knowledge. Models of disability.
2. Social attitudes towards disabled people and the background of these attitudes. Basic social and psychological theories. Determinants in shaping patient's attitudes.
3. Introduction to oligophreno-pedagogy (definition, criteria, classification, diagnosis, etiology, and prevention of intellectual disability; psychological and social functioning of the intellectually disabled; difficulties in the rehabilitation of the intellectually disabled).
4. Introduction to typhlo-pedagogy (basic terms and definitions; classification of visually impaired people; characteristic phenomena; psychological and social functioning of visually impaired and partially sighted people).
5. Selected aspects of medical pedagogy: chronic illness and physical disability as stress factors; coping of chronic illness and physical disability; psychological and social consequences of the selected chronic illnesses in children and adults.
6. Difficulties in rehabilitation and social support offered to people with rare diseases and multiple disabilities

**Recommended reading:** 1. Smith D., Introduction to Special Education, Pearson Education 2009.
2. Berghs M., Atkin K et al., Do disabled people need a stronger social model: a social model of human rights?, Disability &Society 2019; DOI:10.1080/09687599.2019.1619239
3. Zubrzycka R., Controversies about social adjustment of children with bronchial asthma, Polish Journal of Environmental Studies, vol.16, No 1A, 2007,
4. Zubrzycka R. Coping with stress by mothers of children and adolescents with cystic fibrosis. Adv Respir Med. 2018; 86: 86–91, doi: DOI: 10.5603/ARM.2018.0011
5. Zubrzycka R. Suffering in cystic fibrosis. [In:] Binnebesel J., Fornella Z., Krakowiak P.(eds.) The experience of suffering, Vol. 2, LAS – Libreria Ateneo Salesiano, Rome, Wydawnictwo WSEZiNS, Łódź, Roma - Łódź 2012: 277-29.
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| **Remarks:** |