

DESCRIPTION OF THE COURSE OF STUDY

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| Course code | | |
| Name of the course in | Polish | Budowanie relacji pomocy |
| | English | Building of relationship of assistance |

1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

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|---|-----------------------------|
| 1.1. Field of study | Pedagogy/Social Work |
| 1.2. Mode of study | Stationary |
| 1.3. Level of study | Bachelor's degree |
| 1.4. Person/s preparing the course description | Sławomir Chrost |
| 1.5. Contact | schrost@ujk.edu.pl |

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

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|-------------------------------------|----------------|
| 2.1. Language of instruction | English |
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3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

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| 3.1. Form of classes | Lectures, classes, (including e-learning), exercises | |
| 3.2. Place of classes | Teaching rooms | |
| 3.3. Form of assessment | Essay, personal project (individual case) | |
| 3.4. Teaching methods | Conversation lecture, project method | |
| 3.5. Bibliography | Required reading | 1. Carkhuff R., L'arte di aiutare, Trento 1994. 2. Rogers C., On becoming a person, Boston New York 1961. 3. Nelson-Jones R., The theory and practice of counselling, New York 1996 |
| | Further reading | 1. Dziewiecki M., Psychologia porozumiewania się, Kielce 2000 2. King G., Umiejętności terapeutyczne nauczyciela, Gdańsk 2000. 3. Gazda G.M, Sviluppo delle Relazioni Umane, Roma 1992. |

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

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| 4.1. Course objectives (including form of classes) <i>C-1 (knowledge) - familiarizing students with basic knowledge in the area of interpersonal relations</i> <i>C-2 (skills) - learning how to build the right relationship</i> <i>C-3 (social competences) - shaping the attitude of sensitivity towards various human problems and involvement in helping people in need</i> |
| 4.2. Detailed syllabus (including form of classes) Lectures 1. Man as a relational being - anthropological foundations of education 2. Pedagogy as a help to a person. Humanistic help model 3. Relation as a help (theory of C. Rogers) 4. Positive psychology in the help relationship (classification of strengths and character virtues) 5. Narration in the relationship of help 6. Models and boundaries of interpersonal relations Others 1. Barriers and errors in interpersonal communication 2. Body language, paraverbal communication, 3. Empathy, respect, cordiality 4. Transactional analysis 5. Concreteness, authenticity, openness 6. Defense mechanisms 7. Coherence, feed-back relation |

4.3 Intended learning outcomes

| Code | A student, who passed the course | Relation to learning outcomes |
|---------------------------------------|--|--------------------------------------|
| within the scope of KNOWLEDGE: | | |
| W01 | knows and understands the theory of relationality | PED1A_W01 |
| W02 | knows and understands the nature, place and importance of the processes of interpersonal and social communication, their regularity and disruptions oriented to practical application in various | PED1A_W12 |

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|---|--|--------------|
| | social structures and social institutions | |
| within the scope of ABILITIES: | | |
| U01 | is able to observe and interpret social phenomena; analyzes their connections with various areas of social activity | PED1A_U01 |
| U02 | s able to communicate with people, use specialized language and communicate in a precise and consistent manner using various channels and communication techniques | PED1A_U12 |
| within the scope of SOCIAL COMPETENCE: | | |
| K01 | is ready to build the right relationship based on trust | NAU1ARES_K01 |
| K02 | is ready for dialogical conflict resolution | NAU1ARES_K03 |

4.4. Methods of assessment of the intended learning outcomes

| Teaching outcomes (code) | Method of assessment (+/-) | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|----------------------------|---|-----|-----------------|---|-----|-----------------|---|-----|------------------|---|-----|-----------------|---|-----|-----------------|---|-----|---|---|-----|
| | Exam oral/written* | | | Test* | | | Project* | | | Effort in class* | | | Self-study* | | | Group work* | | | Others* e.g. standardized test used in e-learning | | |
| | Form of classes | | | Form of classes | | | Form of classes | | | Form of classes | | | Form of classes | | | Form of classes | | | Form of classes | | |
| | L | C | ... | L | C | ... | L | C | ... | L | C | ... | L | C | ... | L | C | ... | L | C | ... |
| W01 | | | | | | | X | | | X | | | X | | | X | | | X | | |
| W02 | | | | | | | X | | | X | | | X | | | X | | | X | | |
| U01 | | | | | | | X | | | X | | | X | | | X | | | | | |
| U02 | | | | | | | X | | | X | | | X | | | X | | | | | |
| K01 | | | | | | | X | | | X | | | X | | | X | | | | | |
| K02 | | | | | | | X | | | X | | | X | | | X | | | | | |

*delete as appropriate

4.5. Criteria of assessment of the intended learning outcomes

| Form of classes | Grade | Criterion of assessment |
|-------------------------------------|-------|--|
| lecture (L) (including e-learning) | 3 | A student achieved the basic educational results assumed for the subject, wrote the essay |
| | 3,5 | A student achieved the basic educational results assumed for the subject, and wrote the essay well |
| | 4 | A student achieved the basic educational results assumed for the subject, and wrote the essay very well |
| | 4,5 | The student achieved the educational results assumed for the subject in the extended scope, wrote the essay very well, was active in the classes |
| | 5 | The student achieved the educational results assumed for the subject in the extended scope, wrote the essay very well, was very active in the classes |
| classes (C)* (including e-learning) | 3 | A student achieved the basic educational results assumed for the subject, prepared a project |
| | 3,5 | A student achieved the basic educational results assumed for the subject, and prepared the project well |
| | 4 | A student achieved the basic educational results assumed for the subject, and prepared the project very well |
| | 4,5 | The student achieved the educational results assumed for the subject in the extended scope, prepared the project very well, was active in the classes |
| | 5 | The student achieved the educational results assumed for the subject in the extended scope, prepared the project very well, was very active in the classes |

5. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

| Category | Student's workload | |
|---|--------------------|--------------------|
| | Full-time studies | Extramural studies |
| <i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i> | 22,5 | |
| <i>Participation in lectures*</i> | 10 | |
| <i>Participation in classes, seminars, laboratories*</i> | 10 | |
| <i>Others (please specify e.g. e-learning)*</i> | 2,5 | |
| <i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i> | 40 | |
| <i>Preparation for the lecture*</i> | 10 | |
| <i>Preparation for the classes, seminars, laboratories*</i> | 10 | |
| <i>Gathering materials for the project/Internet query*</i> | 10 | |
| <i>Preparation of multimedia presentation</i> | 10 | |
| <i>TOTAL NUMBER OF HOURS</i> | 62,5 | |

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| ECTS credits for the course of study | 2,5 | |
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**delete as appropriate*

Accepted for execution (date and legible signatures of the teachers running the course in the given academic year)

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