**SYLLABUS**

**regarding the qualification cycle FROM 2024 to 2025**

**academic year 2025**

1. Basic Course/Module Information

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| --- | --- |
| Course/Module title | Bibliotherapy in working with children with special educational needs |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | College of Social Sciences - Institute of Pedagogy |
| Name of the unit running the course | Department of Special Education, Institute of Pedagogy |
| Field of study | Special Education |
| Qualification level  |  Masters |
| Profile | Practical |
| Study mode | Full time |
| Year and semester of studies | *2nd semester* |
| Course type | Education and therapy of people with autism spectrum disorder |
| Language of instruction | English |
| Coordinator | Pdh Agnieszka Łaba-Hornecka |
| Course instructor | Pdh Agnieszka Łaba-Hornecka |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester(n0.) | Lectures | Classes | Laboratories | Seminars | Practical classes | Internships | others | **ECTS credits**  |
| 2 | 10 |  |  |  |  |  |  | 5 |

1.2. Course delivery methods

- conducted in a traditional way

- involving distance education methods and techniques

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

pass without a grade

2. Prerequisites

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| special education, psychology of child development |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| --- | --- |
| O1 | The course is designed to provide students of knowledge about the characteristics of the bibliotherapy. |
| O2 | During the course, the students become familiar with the bibliotherapy workshop and its therapeutic use in working with children with special educational needs. |
| O3 | The course's aim is develop the ability to make right decisions about using the bibliotherapy methods through observation of children with special educational needs. |
| O4 | additionally, the course will read up the studetns with characteristic of children with different special educational needs and it will show the opportunities and ways of providing support and assistance to children with special educational needs. |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

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| --- | --- | --- |
| Learning Outcome | The description of the learning outcome defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | student Characterizes children with special educational needs. |  |
| LO\_02 | student Characterizes the basic principles of bibliotherapy. |  |
| LO\_03 | student Characterizes each technique of bibliotherapy in working with children with special educational needs.  |  |
| LO\_04 | student Will be able to anylise the bibliotherapy techniques in terms of working with children with special educational needs. |  |
| LO\_05 | by knowing differences between each technique of bibliotherapy, student will be able to create a workshop suitable for children with special educational needs. |  |
| LO\_06 | student has a belief in the need of usage of bibliotherapy methods in educational settings. |  |
| LO\_07 | student Is aware of his knowledge and pedagogical skills and the need for continuous training and professional development with regard to support children with special educational needs. |  |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| Content outline  |
| children with special educational needs – characteristic. |
| History bibliotherapy. |
| Theory and Practice of bibliotherapy. |
| Description of Bibliotherapy in terms of comic strip conversations, story sack or social stories. |
| Methodology of bibliotherapy workshop. |
| The Utility of bibliotherapy in working with children with special educational needs. |

1. Classes, laboratories, seminars, practical classes

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| Content outline |
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3.4. Methods of Instruction

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

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| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 | Report, observation during classes | lectures |
| LO-o2 | Report, observation during classes | lectures |
| LO-03 | Report, observation during classes | lectures |
| LO-o4 | Project, observation during classes | lectures |
| LO-05 | Project, observation during classes | lectures |
| LO-o6 | Observation during classes | lectures |
| LO-07 | Observation during classes | lectures |

4.2 Course assessment criteria

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| Forms of assessment: - Discussion; - Analysis and interpretation of reading source materials; - report (Present a choosen special educational need by basing on the diagnosis of the functional skills of a child with special educational needs in terms of Bibliotherapy program); - project including preparation of story sack, with a written script including bibliotherapy method for a choosen child with special educational needs. |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

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| --- | --- |
| Activity | Number of hours |
| Course hours | 10 |
| Other contact hours involving the teacher (consultation hours, examinations) | 2 |
| Non-contact hours - student's own work (preparation for classes, studying literature, preparation of a report and a project).  | 113 |
| Total number of hours | 125 |
| Total number of ECTS credits | 5 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

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| --- | --- |
| Number of hours |  |
| Internship regulations and procedures |  |

7. Instructional materials

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| Compulsory literature:1. Bernstein J. E., Kabakow Rudman M., (1989): Books to Help Children Cope with Seperation and Loss. An Annotated Bibliotherapy. Vol. 3. R. R. Bowker Company, New York.
2. Betts D. J. (2005): The art of art therapy: Drawing individuals out in creative ways. ,,Advocate: Magazine of the Autism Society of America”, pp. 26-27.
3. Brown D. (1997): Principles of Art Therapies. Thorsons, London.
4. Clarke J. M., Bostle E. (red) (1988): Reading therapy. Library Association, London.
5. Collie K., Bottorff J. L., & Long B. C. (2006): A narrative view of art therapy and art making by women with breast cancer. ,,Journal of Health Psychology”, No 11(5), pp. 761-775.
6. Davidhizar R., & Shearer, R. (2002). Helping children cope with public disasters. ‘’The American Journal of Nursing”, No 102 (3), pp. 26-33.
7. Eaton L. G., Doherty, K. L., & Widrick, R. M. (2007). A review of research and methods used to establish art therapy as an effective treatment method for traumatized children. ,,The Arts in Psychotherapy”, No 34, pp. 256-262.
8. Edwards D. (2004). Art therapy. London: Sage Publications, pp.1.
9. Emery M. J. (2004): *Art therapy as an intervention for autism*. ,,Art Therapy: Journal of the American Art Therapy Association”, No *21*(3), pp. 143-147.
10. Epp K. M. (2008, January): Outcome-based evaluation of a social skills program using art therapy and group therapy for children on the autism spectrum. ,,Children & Schools”, No 30(1), pp. 27-36.
11. Gillies C. (1988): Reading and insight. In: Reading therapy. Red. J. M. Clarke, E. Bostle. The Library Association, London, pp. 34-42.
12. Gladding S. T., Gladding C. (1991): The ABCs of bibliotherapy for school counselors. ,,School Counselor”. No 39(1), pp. 7-13.
13. Gottschalk L. (1978): Bibliotherapy as an adjuvant in psychotherapy W: Bibliotherapy sourcebook. Red. R. Rubin. London, pp. 41-49.
14. Hynes A., Hynes-Berry M. (1986): Bibliotherapy - the interactive process. A handbook. Boulder - London.
15. Lenkowsky R. S. (1987): Bibliotherapy: A Review and Anylysis of The Literature. „The Journal of Special Education”. Vol. 21, No 2, pp. 123-132.
16. Lesnik-Oberstein K. (1994): Children’s literature. Criticism and the fictional child. In: Bibliotherapy for bereaved children. Healing reading. E. Jones. London - Philadelphia 2001, pp. 106-127.
17. Marshall M. R. (1988): Special Reading materials for handicapped children. In: Reading therapy. Red. J. M. Clarke, E. Bostle. London: The Library Association pp. 106-123.
18. Matthews D. A., Lonsdale R. (1992): Children in: II. Reading therapy and children in hospital. „Health Libraries Review”, No 9, pp. 14-26.
19. Olsen H.D. (1975): Bibliotherapy to Help Children Solve Problems. „Elementary School Journal”. No 75, pp. 423-429.
20. Palmer B. C., Biller D. L., Rancourt R. E., Teets K. A. (1997): Interactive bibliotherapy: An effective method for healing and empowering emotionally - abused women. ,,Journal of Poetry Therapy”. No 11(1), pp. 3-15.
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| Complementary literature: 1. Bentivegna S., Schwartz L., Deschner D. (1983): *Case study: The use of art with an autistic child in residential care.* ,,American Journal of Art Therapy”, No 22, pp. 51-56.
2. Calhoun G.J. (1987): [Enhancing Self - perception through Bibliotherapy](http://www.google.pl/search?hl=pl&lr=lang_pl&sa=X&oi=spell&resnum=0&ct=result&cd=1&q=Enhancing+Self-perception+through+Bibliotherapy&spell=1). „Adolescence”. No 22, pp. 939-943.
3. Carlson R. (2001): Therapeutic use of story in therapy with children [Electronic version]. ,,Guidance & Counseling”. No 16(3), pp. 92-99.
4. Forgan J. (2002): Using bibliotherapy to teach problem solving [Electronic version]. ,,Intervention in School and Clinic”. No 38(2), pp. 75-87.
5. Gemake J. (1984): Interactive Reading: How to Make Children Active Readers. ,,The Reading Teacher”. No 37 (February), pp. 461-465.
6. Gray C., (1994): Comic Strip Conversations. Illustrated interactions that teach conversation skills to students with autism and related disorders. Jenison Public Schools, Jenison, Michigan.
7. Hopkins-Best M. Wiinamaki M. (1985): Bibliotherapy for disabled students in school-to-work transition. „Techniques”. No 1(6), pp. 490-496.
8. McInnis K. M. (1982): Bibliotherapy: Adjunct to Traditional Counseling with Children of Stepfamilies. „Child Welfare”. No 61 (March), pp. 153-160.
9. Morawski C. M., Gilbert J. N. (2000): Developmental interactive bibliotherapy. ,,College Teaching”. No 48(3), pp. 108-114.
10. Myers J. E. (1998): Bibliotherapy and DCT: Co - Constructing the Therapeutic Metaphor. ,,Journal of Counseling and Development”. No 76 – Summer, pp. 243-250.
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Approved by the Head of the Department or an authorised person