Appendix No. 1.5 to the Resolution No. 7/2023

of the Rector of the University of Rzeszów

**SYLLABUS**

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

**Academic year 2024/2025**

1. Basic Course/Module Information

|  |  |
| --- | --- |
| Course/Module title | Family with a child with Autism Spectrum Disorder |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | College of Social Sciences |
| Name of the unit running the course | Institute of Psychology |
| Field of study | Psychology, Education, Sociology, Social work |
| Qualification level | BA, MA, PhD |
| Profile |  |
| Study mode | Full-time |
| Year and semester of studies | 2024/2025 – winter semester |
| Course type |  |
| Language of instruction | English |
| Coordinator | Tomasz Gosztyła, PhD |
| Course instructor | Tomasz Gosztyła, PhD |

\* - 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** |
|  | 15 | - | - | - | - | - | - | 3 |

1.2. Course delivery methods

- conducted in a traditional way

1.3. Course/Module assessment: pass with a grade

2. Prerequisites

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| Interest in the psychosocial situation of families raising children with Autism Spectrum Disorders. |

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

3.1. Course/Module objectives

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| --- | --- |
| O1 | Characterization of the key psychosocial mechanisms present in the family of a child with Autism Spectrum Disorder (grief, adaptation to disability/disorder, coping with stress). |
| O2 | Discussion of the specificity of mutual relationships among professionals working with individuals with Autism Spectrum Disorders (therapists, teachers, social workers) and relationships with the family of a child with Autism Spectrum Disorder. |
| O3 | Developing skills in diagnosing needs and creating support programs for families with individuals with Autism Spectrum Disorders. |

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

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | Student will conduct an in-depth characterization of the functioning of a family with a child with Autism Spectrum Disorder, with particular emphasis on factors influencing their well-being and development. |  |
| LO\_02 | Student will identify and analyse complex problems and difficulties, as well as the needs of the family with a child with Autism Spectrum Disorder, and will take supportive actions in collaboration with other specialists. |  |
| LO\_03 | Student will design a support program for a family with a child/children with Autism Spectrum Disorder. |  |

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

1. Lectures

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| Content outline |
| The family of a child with Autism Spectrum Disorder as a system – basic concepts and phenomena. |
| Adapting to a Child's disorder/disability. Stages of grief. Parents' expectations and concerns regarding the future of a child with Autism Spectrum Disorder. |
| Coping with stress by parents of children with Autism Spectrum Disorders. Causes of parental stress and factors influencing coping strategies. |
| The quality of marriage/intimate relationship of parents of children with Autism Spectrum Disorders. |
| Parents and professionals (therapists, teachers, social workers) - collaboration with parents of children with Autism Spectrum Disorders. |
| Conditions for the development and high quality of life for parents of children with Autism Spectrum Disorders. |
| Analysis of the needs of families with a child with Autism Spectrum Disorder. Institutional and informal types of family support. |
| Individual psychological support provided to parents of children with Autism Spectrum Disorders. Types, scope, principles. |
| Support groups for parents of children with Autism Spectrum Disorders. |
| Designing and conducting workshop sessions for parents of children with Autism Spectrum Disorders. |

1. Classes, laboratories, seminars, practical classes

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| Content outline |
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3.4. Methods of Instruction

lecture supported by a multimedia presentation; a problem-solving lecture; case study; discussion; project work.

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 | observation during classes, project | lectures |
| LO\_02 | observation during classes, project | lectures |
| LO\_03 | observation during classes, project | lectures |

4.2 Course assessment criteria

|  |
| --- |
| Analysis of project - support program for a family with a child with Autism Spectrum Disorder:  Grade 5.0 – demonstrates learning outcomes at a level of 93%-100% (excellent knowledge).  Grade 4.5 – demonstrates learning outcomes at a level of 85%-92% (very good knowledge with minor errors).  Grade 4.0 – demonstrates learning outcomes at a level of 77%-84% (good knowledge with some deficiencies).  Grade 3.5 – demonstrates learning outcomes at a level of 69%-76% (satisfactory knowledge with a few errors).  Grade 3.0 – demonstrates learning outcomes at a level of 60%-68% (satisfactory knowledge with numerous errors).  Grade 2.0 – demonstrates learning outcomes below 60% (unsatisfactory knowledge, numerous errors). |

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 | 15 |
| Other contact hours involving the teacher (consultation hours, examinations) | 2 |
| Non-contact hours - student's own work:  - reviewing the literature on a subject, collecting material;  - preparation for lectures;  - on the basis of the collected material preparation of support program for a family with a child with Autism Spectrum Disorder. | 18  15  25 |
| Total number of hours | 75 |
| Total number of ECTS credits | 3 |

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

6. Internships related to the course/module

|  |  |
| --- | --- |
| Number of hours | not required |
| Internship regulations and procedures | not required |

7. Instructional materials

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| Compulsory literature:  Brobst, J.B., Clopton, J. R., Hendrick, S. S. (2009). Parenting Children With Autism Spectrum Disorders. *Focus on Autism and Other Developmental Disabilities*, 24(1), 38 - 49. <https://doi.org/10.1177/1088357608323699>  Clifford, T., Minnes, P. (2013). Who participates in support groups for parents of children with autism spectrum disorders? The role of beliefs and coping style. *Journal of Autism and Developmental Disorders*, 43(1), 179–187. <https://doi.org/10.1007/s10803-012-1561-5>  Gosztyła, T., Prokopiak, A. (2019). Mediating role of lack of support for the relationship between extraversion and sense of loneliness in parents of children with autism spectrum disorder and parents of children with intellectual disability. *Journal of Psychopathology*, 2 (25), 51-57. |
| Complementary literature:  Altiere, M. J., von Kluge, S. (2009). Searching for acceptance: challenges encountered while raising a child with autism. *Journal of intellectual & developmental disability*, 34(2), 142–152. <https://doi.org/10.1080/13668250902845202>  Cadman, T., Eklund, H., Howley, D., Hayward, H., Clarke, H., Findon, J., Xenitidis, K., Murphy, D., Asherson, P., & Glaser, K. (2012). Caregiver burden as people with autism spectrum disorder and attention-deficit/hyperactivity disorder transition into adolescence and adulthood in the United Kingdom. *Journal of the American Academy of Child and Adolescent Psychiatry*, 51(9), 879–888. <https://doi.org/10.1016/j.jaac.2012.06.017>  Callander, E. J., & Lindsay, D. B. (2018). The impact of childhood autism spectrum disorder on parent’s labour force participation: Can parents be expected to be able to re-join the labour force? *Autism : The International Journal of Research and Practice*, 22(5), 542–548. <https://doi.org/10.1177/1362361316688331>  Downes, N., Lichtlé, J., Lamore, K., Orêve, M.-J., Cappe, E. (2021). Couples’ Experiences of Parenting a Child After an Autism Diagnosis: A Qualitative Study. *Journal of Autism & Developmental Disorders*, 51(8), 2697–2710. <https://doi.org/10.1007/s10803-020-04744-5>  Gosztyła, T. (2015). Marriage Satisfaction of Parents of Children with Autism. Introductory Exploration of the Problem among Polish Married Couples Rearing Children with Autism. *Fides et Ratio*, 4 (24), 228-247.  Sarriá, E., Pozo, P. (2015). Coping Strategies and Parents’ Positive Perceptions of Raising a Child with Autism Spectrum Disorders. *Autism Spectrum Disorder - Recent Advances*. <https://doi.org/10.5772/58966> |

Approved by the Head of the Department or an authorised person