

**Subject card**

<b>Subject name and code</b>	Introduction to Prevention of Social Problems, PG_00149246						
<b>Field of study</b>	Pedagogy						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	6	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Social Pedagogy -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Małgorzata Szpunar				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	20.0	0.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	20		0.0		30.0	50
<b>Subject objectives</b>	Familiarizing students with the category of social problems and social issues, possible paths of their prevention and presentation of selected social problems, which will take into account their definition, dynamics, size, as well as causes and effects, from which guidelines for the prevention of social problems can be concluded. Showing the importance of education in the prevention of all social problems						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDL3_U13] The graduate is able to effectively animate and monitor the realization of team educational activities of students and pupils; to work in a team fulfilling various roles, to accept and assign tasks, as well as to design and undertake professional activities	Student, working in a team, is able to compare the assumptions of social and pro-family policy in the context of ongoing social phenomena and the resulting social problems, is able to assess the legitimacy of the assumptions of social prevention in the context of selected social problems, is able to propose alternative ways of solving problems in the context of educational, assistance, care and educational institutions, animation	[SU1] oral statement/conversation/discussion
	[PEDL3_K02] The graduate is ready to recognize the specifics of the local environment and to undertake cooperation for the benefit of students and this environment (in particular, he/she is ready to build proper relations in the social environment and to initiate actions for the benefit of the social environment on the basis of his/her knowledge in the field of pedagogy and related disciplines)	The student is ready to critically refer to the current activities of institutions implementing social policy towards the prevention of social problems, is ready to discuss the possibilities of solutions, is able to appreciate the importance of the family as an educational environment, which is important in generating specific behaviors leading to social problems.	[SK1] oral statement/conversation/discussion
	[PEDL3_W06] The graduate knows and understands types of social bonds and understands regularities governing them	The student knows and understands the types of social bonds and relates them to selected social problems, understands the cause-and-effect process of the formation of bonds or their lack in the development of social problems. In addition, the student knows and understands issues related to informal groups, youth subcultures and sects	[SW4] test/exam - oral or written
	[PEDL3_W07] The graduate knows and understands different types of social structures and institutions of social life and understands relations between them	The student knows and understands the tasks of social welfare institutions, social policy, education and NGOs in the context of their place in the prevention of social problems, draws conclusions about the possibility of holistic solving of them or programming prevention, understands the legitimacy of their actions. In addition, the student knows and understands [E. 1R.W4.] education in the perspective of prevention of social problems, the role of school as a socio-educational environment and the environment of social inclusion.	[SW4] test/exam - oral or written
	[PEDL3_U03] The graduate is able to use basic theoretical approaches to analyse motives and patterns of human behaviour, diagnose and forecast various situations and analyse strategies of practical actions in relation to various contexts of pedagogical activity, in particular to work with children with special educational needs, including children with adaptation difficulties related to migration experience, coming from culturally diversified environments or with limited knowledge of language	The student is able to use familiar theoretical approaches to the analysis of social and pro-family policy.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[PEDL3_U01] The graduate is able to observe situations and pedagogical events and social phenomena, analyse them using pedagogical and psychological knowledge and propose solutions to problems	The student is able to observe and interpret various social phenomena from the perspective of social policy. is aware of their complexity and the interconnectedness of	[SU1] oral statement/conversation/discussion

Subject contents	<p>1. Social problems, social issues in terms of social pedagogy, social policy, sociology.2. Pro-family policy in the context of prevention of social problems.3. Analysis of selected social problems in terms of the possibilities of prevention in educational, social and animation activities.4. Structural dimensions of social problems and the city as their intertwining.5. Prevention of social problems carried out by government institutions, local governments, non-governmental organizations.</p>		
Prerequisites and co-requisites	<p>Knowledge of issues from introduction to sociology (defining basic social phenomena), the basics of social pedagogy (methods of work, social action, social change), diagnosing social needs (recognition of social problems, indicators, forecasting).</p>		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		51.0%	100.0%
Recommended reading	Basic literature	<p>Frysztański K., Sociology of Social Problems, Warsaw, 2009.Szacka B., Introduction to Sociology, Warsaw, 2010.Kwieciński Z., School and exclusion, (in) Marginalization in the problems of social pedagogy and social work, [ed.] Marzec-Holka, Bydgoszcz, 2005.Social pedagogy. Academic textbook (ed.) Marynowicz-Hetka, vol.1, Wydaw. PWN Warsaw, 2006.Social Pedagogy (eds) Pilch T., Lepalczyk I., Wydaw. Akademickie Żak, Warsaw 2003.Orłowska M., Compulsion to Do Nothing, Wydaw. APS, Warszawa, 2007.</p>	
	Supplementary literature	<p>Income, family and social assistance policy in combating poverty and social exclusion, IPISS, Warsaw, 2009.Social workers and social assistance (ed.) Dudkiewicz M, IRSS, Warsaw, 2011.</p>	
	eResources addresses		
Example issues/ example questions/ tasks being completed	<p>Factors that cause the appearance of social problems.Social policy and social problems.Pro-family policy and social problems.Selected social problems and educational activities</p>		
Work placement	Not applicable		

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