

Ministry of Science and Higher Education of the Russian Federation
 Federal State Budgetary Educational Institution of Higher Education
Perm National Research Polytechnic University

APPROVED BY

Pro-rector for Academic Affairs

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ACADEMIC COURSE WORKING PROGRAM

Academic course: Social inclusion of persons with disabilities
 (Name)

Form of education: Full-time
 (Full-time /full-time – correspondence/correspondence)

Level of higher education: Bachelor's degree
 (Bachelor's program/specialist program/
 Master's program)

Workload in hours (in credits): 216 (6)
 (Hours (CU))

Training program (degree): 21.03.01 Oil and Gas Engineering
 (Code and denomination of degree)

Direction: Oil and Gas Engineering
 (Title of curriculum)

1. GENERAL PROVISIONS

1.1. GOALS AND OBJECTIVES OF THE COURSE

The goal of the course is to form a system of knowledge about the fundamentals of social adaptation, familiarity with new technological approaches to the training and socialization of persons with disabilities (PWDS).

Objectives of the course:

- studying the theoretical foundations of social adaptation in the society of people with disabilities;
- studying the fundamentals and components of pedagogical and professional activities involving people with disabilities;
- studying the multi-level legal framework for the rights of people with disabilities such as international, federal and governmental ones;
- studying the cutting-edge teaching technologies and techniques to organize the educational process for people with disabilities;
- forming personal culture and creative attitudes to reality as well as tolerant attitudes to people with disabilities;
- forming and fostering communication and organizational skills, practical implementation of theoretical knowledge in the field of social adaptation of people with disabilities;
- mastering the skills of using information and communication technologies for organizing the educational process of disabled people.

1.2. PRESCRIBED OBJECTS OF THE COURSE

Forms and methods of socialization and social adaptation; the process of directed pedagogical development and formation of a competent person with disabilities during their training, upbringing, and education; objective relationships between education, upbringing and development of a disabled person in educational processes and the society; public policy in the field of providing education to people with disabilities; monitoring technology for managing the quality of education for people with disabilities; career guidance technology and a pre-professional and specialized training system for PWDS.

1.3. STARTING CONDITIONS

Unstipulated

2. PLANNED RESULTS OF THE COURSE TRAINING

Competence	Indicator's Index	Planned Results of the Course Training (to know, to be able, to master)	Indicator of Attaining Competence which the planned results of training are correlated with	Means of Assessment
UC-3	IA-1.UC-3	Knows social adaptation and its characteristics such as fundamentals, functions, mechanisms, criteria, monitoring; the statutory framework and support for individuals with disabilities such as international, federal, governmental and regional ones; problems, specifics of delivering social adaptation services to people with disabilities, including foreign and national experience; fundamentals of providing education and adaptation services to people with disabilities; fundamentals of activities such as pedagogical, diagnostic, analytical, correctional and developmental ones; ways of organizing pedagogical activities and pedagogical communication with participants of the educational process.	Knows a variety of techniques and methods of socialization personal and social interaction.	Interviews
UC-3	IA-2.UC-3	To be able to analyze national and foreign practices of social adaptation; analyze social education and socio-psychological aspects of social adaptation; select a model for organizing the educational process for people with disabilities; select a model of teacher professional development	Is able to build relationships with other individuals and colleagues as well.	Control work
UC-3	IA-3.UC-3	To master the skills of orientation in the space with limited possibilities.	Masters the skills of teamwork, social projects, distribution of team roles.	Grading test

3. FULL TIME AND FORMS OF ACADEMIC WORK

Form of academic work	Hours in all	Distribution in hours according to semesters	
		Number of semester	
		5	6
1	2	3	4
1. Holding classes (including results monitoring) in the form: 1.1. Contact classwork, including: – lectures (L)	72	36	36

1	2	3	4
– laboratory work (LW)			
– practice, seminars and/or other seminar-type work (PW)	64	32	32
– control of self-work (CSW)	8	4	4
– test			
1.2. Students' self-work (SSW)	144	72	72
2. Interim/midterm assessment			
Exam			
Grading test	9		9
Test (Credit)	9	9	
Course Project (CP)			
Course Work (CW)			
Workload in hours	216	108	108

4. COURSE CONTENTS

Course sections with brief contents	Full time of classroom activity in hours according to the forms			Full time of extracurricular work in hours according to the forms
	L	LW	PW	SSW
1	2	3	4	5
Semester 5				
Socialization as a process	0	0	12	28
Topic 1. The concept of socialization and its types. The concept of socialization. The concept of "socialization content". Socialization types. Primary and secondary socialization. Stages or phases of the socialization process. Resocialization and desocialization.				
Topic 2. Agents and institutions of socialization. Agents of primary and secondary socialization. Functions of primary and secondary agents process. Principal institutions for socializing their role in the formation of personality.				
Socialization and its connection to social adaptation	0	0	10	22
Topic 3. Socialization and its difference from social adaptation. Difference between socialization and adaptation (time-bound adaptation process), such as from personal development (deliberate influence on spiritual sphere and behavior of individuals), from education (acquisition of new knowledge), from growing up (socio-psychological development of person in a certain age range).				
Social adaptation	0	0	10	22
Topic 4. The concept of social adaptation and its aspects. The essence of social adaptation. Functions of social adaptation. Typology of social				

1	2	3	4	5
adaptation. Psychological mechanisms of social adaptation. Success criteria of social adaptation. Methodological framework of social adaptation. Methods and results interpretation of the social adaptation. Methods of studying and monitoring the social adaptation in higher education institutions.				
Total with regard to semester	0	0	32	72
Education, personal development and adaptation of people with disabilities Organizing education and personal development of people with disabilities. Categorization of children with disabilities: visual impairment, locomotor system impairments, hearing impairment. Features of organizing the educational process for children with disabilities: visual impairment, locomotor system impairments, hearing impairment. Specific structure of learning activities for each category of people with disabilities. Organizing individual and group work. Monitoring and evaluating the quality of knowledge. The role of children's self-evaluation of educational results	0	0	10	22
Types of social adaptation of people with disabilities	0	0	10	22
Topic 6. Social adaptation of people with disabilities and its types. Types of social adaptation of people with disabilities: social and environmental, social and labour, social and psychological. Psychology-educational support for children with disabilities: main stages. Organizing psychological and pedagogical support in educational institutions and vocational counselling for people with disabilities				
Unit 7. Using information technology in education and socialization of people with disabilities. Unified information environment – essential condition for development, socialization, professional capacities and training for people with any kind of disability. Variable models of the organization of educational process for people with disabilities. Regulatory legal acts, to ensure the right of adequate education for people with disabilities: international, federal, governmental. Interactive forms, methods and means for actualization of cognitive activity of people with disabilities. Vocational guidance for children with disabilities. The list of recommended professions and specialties for the education of children and teenagers with disabilities.				
Professional competencies of educators, providing training to people with disabilities.	0	0	12	28

1	2	3	4	5
Types of professional competencies of educators ensuring the quality of teaching, educational and socialization process for people with disabilities. Various models for upgrading qualifications of educators providing training to people with disabilities				
Total with regard to semester	0	0	32	72
Total with regard to the course	0	0	64	144

Topics of exemplary practical work

Sl.No	Topic of practical work (seminars)
1	The concept of socialization and its types: simulation of the socialization process.
2	Agents and institutions of socialization: modeling of the socialization process.
3	Socialization and its difference from social adaptation: analysis of domestic and foreign typology of social adaptation.
4	The concept of social adaptation and its characteristics: analysis of domestic and foreign typology of social adaptation.
5	Organizing the training and education of people with disabilities: analysis of social education and psychosocial aspects of social adaptation.
6	Social adaptation of people with disabilities and its types: analysis of social education and psychosocial aspects of social adaptation.
7	Using information technologies for training and socialization of people with disabilities: choosing a model for the educational process organizing for people with disabilities.
8	Teachers professional competencies for training of people with disabilities: choosing a model Teachers skill enhancement in the social adaptation system.

5. ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS

5.1. EDUCATIONAL TECHNOLOGIES USED FOR COMPETENCES FORMATION

Holding the course lectures is based on an active method of education, wherein students are not passive listeners, but active participants answering teacher's questions while the class. The teacher's goal is to activate the processes of learning the material by asking questions, along with the development of logical thinking. The teacher outlines a list of questions in advance that stimulate associative thinking and networking based on the material previously mastered.

Practical classes are held based on the learning-by-action method: problem fields are identified and groups are formed. Seminars pursue the following goals: applying creative problem-solving methods and knowledge from individual courses to solve problems and make decisions; perfecting teamwork, interpersonal communication, and leadership skills; and reinforcing theoretical knowledge.

5.2. STUDENTS' MANUAL FOR THE COURSE STUDY

Learning the course students are recommended to fulfill the following positions:

1. Learning of the discipline should be done systematically.
2. After learning one of the course unit with the help of the text-book or lecture notes it is recommended to reproduce the basic terms, definitions, notions of the unit from memory.
3. Special attention should be paid to the reports on practical studies, laboratory works and individual complex tasks for self-work.
4. The topics list for individual study is given by the teacher at the lectures. The teacher also provides students with literary sources (first of all, new ones in the periodical scientific literature) for a more detailed understanding of the issues presented at the lectures.

6. LIST OF TEACHING MATERIALS AND INFORMATION SUPPLY FOR STUDENTS' SELF WORK IN THE DISCIPLINE

6.1. PAPER-BASED COURSEWARE

Sl.No	Bibliographic entry (author, title, mode of publication, place, publishing house, year of publication, number of pages)	Number of copies in the library
1. Basic literature		
1	Alcock C., Payne S., Sullivan M. <i>Introducing Social Policy</i> . Rev. ed Harlow : Pearson Education LTD, 2004. 343 c.	1
2	<i>The Study of Social Problems. Seven Perspectives / .</i> 6th ed New York : Oxford University Press, 2003. 366 p.	1
2. Additional literature		
2.1. Educational and scientific literature		
	No provision	
2.2. Standardized and Technical literature		
	No provision	
3. Students' manual in mastering discipline		
	No provision	
4. Teaching and learning materials for students' self work		
	No provision	

6.2. ELECTRONIC COURSEWARE

Kind of literature	Name of training tool	Reference to information resource	Accessibility of EBN (Internet/local net; authorized free assess)
Additional literature	Henry O. The Social Triangle. Санкт-Петербург : Лань, 2014.	URL: https://elib.pstu.ru/Record/lan51235	authorized free assess

6.3. LICENSE AND FREE DISTRIBUTED SOFTWARE USED IN THE COURSE EDUCATIONAL PROCESS

Type of Software	Software branding
Operation system	Windows 10 (подп. Azure Dev Tools for Teaching)
Desktop applications	Microsoft Office Professional 2007. лиц. 42661567

6.4. MODERN PROFESSIONAL DATABASES AND INQUIRY SYSTEMS USED IN THE COURSE EDUCATIONAL PROCESS

Branding	Reference to information resource
Scopus Database	https://www.scopus.com/
Web of Science Database	http://www.webofscience.com/
Wiley Journals Database	http://onlinelibrary.wiley.com/
eLIBRARY.RU Database	https://elibrary.ru/
PNRPU scholarlike library	http://lib.pstu.ru/
On-line library system Lan	https://e.lanbook.com/
On-line library system IPRbooks	http://www.iprbookshop.ru/
Online reference room of the Russian State Library	https://dvs.rsl.ru/
Information resources of Consultant Plus	http://www.consultant.ru/
Information and reference system of normative and technical documentation "Techexpert: norms, rules, standards and legislation of Russia"	https://техэксперт.сайт/

7. LOGISTICS OF THE COURSE EDUCATIONAL PROCESS

Type of classes	Name of the necessary basic equipment	Number of units
Lecture	Projector	1

8. FUND OF THE COURSE EVALUATING TOOLS

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FUND OF EVALUATION TOOLS

**for midterm assessments of student progress
 on the academic course**

Social inclusion of persons with disabilities
Supplement to the Academic Course Working Program

Training program	21.03.01 Oil and Gas Engineering
Direction (specialization) of educational program	Oil and Gas Engineering
Graduate qualification	Bachelor's degree
Graduate academic chair	Oil and Gas Technology
Form of study	Full-time studies
Year (-s): 2(3)	Semester (-s): 3, 4 (5, 6)

Workload:

in credits: 6 CU

in hours: 216 h

The form of midterm assessment:

Test 3(5) semester

Grading test: 4 (6) semester

Fund of estimating tools for midterm assessment of students' learning the subject **Social inclusion of persons with disabilities** is the part (supplement) to the academic course working program. Fund of estimating tools for midterm assessment of students' learning the discipline has been developed in accordance with the general part of the fund of estimating tools for midterm assessment of the basic educational program which determines the system of the midterm assessment results and criteria of putting marks. Fund of estimating tools for midterm assessment of students' learning the subject determines the forms and procedures of monitoring results and midterm assessment of the subject learning by the students.

1. LIST OF CONTROLLED RESULTS OF STUDYING DISCIPLINE, OBJECTS OF ASSESSMENT AND FORMS OF CONTROL

According to the Academic Course Working Program mastering course content is planned during one semester (the seventh semester of curriculum) and is divided into two educational modules. Classroom activities, lectures as well as students' self-work are provided for every module. In the frames of mastering course content such competences as *to know*, *to be able*, *to master* pointed out in the ACWP are formed. These competences act as the controlled results of learning the discipline **Social inclusion of persons with disabilities** (Table 1.1).

Monitoring of the acquired knowledge, abilities and skills is made in the frames of continuous assessment, progress check and formative assessment in the process of studying theoretical material, control works, case-tasks and during the test. Types of control is given in Table 1.1

Table 1.1 – List of controlled results of learning the discipline

Controlled results of learning the discipline (KAS)	Type of control					
	Continuous assessment		Progress check		Formative assessment	
	D	AC	LWR/PWR	T/CW		Test
1	2	3	4	5	6	7
Acquired knowledge						
K.1 Knows social adaptation and its characteristics such as fundamentals, functions, mechanisms, criteria, monitoring; the statutory framework and support for individuals with disabilities such as international, federal, governmental and regional ones; problems, specifics of delivering social adaptation services to people with disabilities, including foreign and national experience; fundamentals of providing education and adaptation services to people with disabilities; fundamentals of activities such as pedagogical, diagnostic, analytical, correctional and developmental ones; ways of	D					TQ

1	2	3	4	5	6	7
organizing pedagogical activities and pedagogical communication with participants of the educational process.						
Acquired abilities						
A.1 Is able to analyze national and foreign practices of social adaptation; analyze social education and socio-psychological aspects of social adaptation; select a model for organizing the educational process for people with disabilities; select a model of teacher professional development			PWR	CW		PT
Mastered skills						
S.1 Master the skills of orientation in the space with limited possibilities.			PWR	CW		

D – topic discussion; AC – colloquium (discussion of theoretical material, academic conference); CT – case-task (individual task); LWR – report on laboratory work; PWR – report on practical work; T/CW – progress check (control work); TQ – theoretical question; PT – practical task; CT – complex task of grading test.

Final assessment of the learned discipline results is the midterm assessment which is made in the form of test taking into consideration the results of the running and progress check.

2. TYPES OF CONTROL, STANDARD CONTROL TASKS AND SCALES OF LEARNING RESULTS ASSESSMENT

Continuous assessment of the academic performance is aimed at maximum effectiveness of the educational process, at monitoring students' specified competencies formation process, at increase of learning motivation and provides the assessment of mastering the discipline. In accordance with the regulations concerning the continuous assessment of the academic performance and midterm assessment of students taught by the educational programs of Higher education – programs of the Bachelor's Course, Specialists' and Master's Course the next types of students' academic performance continuous assessment and its periodicity is stipulated in PNRPU:

- acceptance test, check of the student's original preparedness and his correspondence with the demands for the given discipline learning;
- continuous assessment of mastering the material (the level of mastering the component "to know" defined by the competence) at every group studies and monitoring of lectures attendance;
- interim and progress check of students' mastering the components "to know" and "to be able" of the defined competences by computer-based or written testing, control discussions, control works (individual home tasks), reports on laboratory works, reviews, essays, etc.

Discipline progress check is conducted on the next week after learning the discipline module, while the interim control is made at every monitoring during the discipline module study;

- interim assessment, summarizing of the current students' performance at least once a semester in all disciplines for every training program (specialty), course, group;
- retained knowledge control.

2.1. CONTINUOUS ASSESSMENT OF EDUCATION

Continuous assessment of learning is made in the form of discussion or selective recitation on every topic. According to the four-point system the results of assessment are put into the teachers' note-book and are considered in the form of integral marks in the process of the midterm assessment.

2.2. PROGRESS CHECK

For the complex assessment of the acquired knowledge, abilities and skills (Table 1.1) it is made the progress check in the form of reports on practical work and midterm control works (after learning a certain section of the discipline).

2.2.1. Reports on practical work

Not planned.

2.2.2. Final control work

One final work is planned after the 3rd (5th) semester of study.

Typical tasks of the control work:

- social adaptation problems of people with disabilities;
- rehabilitation of people with disabilities;
- social work in the social service system;
- social integration and rehabilitation of people with disabilities;
- social services for the elderly;
- Accessible Environment and other campaigns;
- psychology of disabled children rehabilitation;
- career-guidance of sight-impaired children;
- career-guidance of hearing impaired people;
- improving the socialization of people with disabilities;
- social rehabilitation of disabled children;
- history of social assistance in Russia;
- regulatory documentation for the social adaptation of people with disabilities

2.4. MIDTERM ASSESSMENT (FINAL CONTROL)

Admission for midterm assessment is made according to the results of continuous assessment and progress check. Preconditions for admittance are successful presentation of all reports on practical work, control works and positive integral estimation with respect to the results of continuous assessment and progress check.

2.4.1. Midterm assessment procedure without additional evaluation testing

Midterm assessment is made in the form of a test. Credit on the discipline is based on the results of the previously fulfilled by the student individual tasks on the given discipline.

Criteria of putting the final mark for the components of competences in the process of midterm assessment made in the form of test are given in the general part of FET of the educational program.

2.4.2. Midterm assessment procedure followed by evaluation testing

In definite cases (for example, in case of re-attestation of the discipline) midterm assessment in the form of the test on this discipline can be made as the card-based evaluation test. Every card includes theoretical questions(TQ) aimed at control of the acquired knowledge, practical tasks (PT) aimed at mastered abilities, and complex tasks (CT) aimed at control of the acquired skills of all declared competences.

The card is formed so that the included questions and practical tasks could estimate the level of maturity of **all** declared competences.

2.4.2.1. Standard questions and tasks the discipline testing

- The concept of socialization.
- The concept of "socialization content".
- Socialization types.
- Primary and secondary socialization.
- Stages or phases of the socialization process.
- Resocialization and desocialization.
- Agents of primary and secondary socialization.
- Principal institutions for socializing and their functions in the formation of the personality.
- Socialization and its difference from social adaptation.
- The essence of social adaptation.
- Functions of social adaptation.

- Typology of social adaptation.
- Psychological mechanisms of social adaptation.
- Methodological foundation of social adaptation research.
- Methods of processing and interpreting the results of social adaptation research.
- Methods of studying and monitoring social adaptation in the university.
- Organization features of the training and education of people with disabilities
 - Categorization of children with disabilities.
 - Specifics of the structure of education activities for each category of people with disabilities.
 - Organizing individual and group work.
 - Monitoring and evaluating the quality of knowledge.
 - The role of children's self-assessment of the results of their own educational activities.
- Types of social adaptation of people with disabilities: social and household, social and environmental, social and labor, psychosocial.
 - Psychological and pedagogical support of children with disabilities: the main stages.
 - Using of information technologies in training and socialization of people with disabilities
 - Choosing a model for the educational process organizing for people with disabilities.
 - The statutory framework for the education of people with disabilities (health limitations).
 - Interactive forms, methods and means of actualization of cognitive activity of people with disabilities.
 - Features of career counseling of children with disabilities.
 - Teachers professional competencies for training of people with disabilities
 - Variable models of professional development of teachers, training people with disabilities.

2.4.2.2. Scales of test assessment of educational achievements

Evaluation of discipline achievements in the form of maturity level of the components *to know, to be able, to master* of the declared competences is made according to the four-point assessment scale.

Standard scale and criteria of estimating educational achievements in the process of testing for the components *to know, to be able, to master* are given in the general part of FET of educational program.

3. ASSESSMENT CRITERIA FOR COMPONENTS AND COMPETENCES LEVEL OF MATURITY

3.1. ASSESSMENT OF COMPETENCES COMPONENTS LEVEL OF MATURITY

While estimating the level of competences maturity by selective control in the process of testing it is considered that *the mark obtained for the components of the examined competence is combined with the corresponding component of all competences formed in the frames of the given academic course.*

General assessment of maturity level of all competences is made by aggregation of marks obtained by the student for each component of the formed competences taking into account the results of continuous assessment and progress check in the form of integral mark according to the four-point scale. All control results are put into the assessment sheet by the teacher according to the results of midterm attestation.

The form of the assessment sheet and requirements for its completion are given in the general part of FET of the educational program.

While making the final assessment of the midterm attestation in the form of test standard criteria given in the general part of FET of the educational program are used.