



Co-funded by the  
Erasmus+ Programme  
of the European Union

"Support of the Snoezelen concept and its integration into university education"

2020-1-CZ01-KA203-078267

## **SYLLABUS OF THE COURSE**

### **SNOEZELLEN – MULTISENSORY ENVIRONMENT**



**SILESIA  
UNIVERSITY**  
FACULTY OF PUBLIC  
POLICIES IN OPAVA



Akademia  
Wychowania  
Fizycznego  
im. Bronisława Czecha  
w Krakowie



**Universitat  
de Lleida**

The course on Snoezelen - Multisensory Environment was developed based on the discussion of all three partner teams. The syllabus was developed as an output of the project and has been introduced at the Faculty of Public Policy of the Silesian University in Opava as a real course for students coming on Erasmus+ study mobility from the academic year 2023/2024.

### **SNOEZELLEN – MULTISENSORY ENVIRONMENT**

Course syllabus	
General information	
Name of the course	Snoezelen - MSE
Aim	The aim of the course is to obtain theoretical and practical information about working with the multisensory concept Snoezelen - MSE. The course consists of theoretical lectures and practical exercises. The theoretical part of the course is devoted to defining the basic principles, background, history and characteristics of Snoezelen - MSE in national and international context. In the practical part of the course, students will gain skills and experience in working in Snoezelen, focusing on information on the use, tools, techniques and principles of working towards different target groups of people.
Course scope, credit evaluation	Snoezelen – MSE is a basic course. Approximately takes 2 hours a week during the whole semester.  The credit evaluation is 5 ECTS.
Outputs	<i>What does the student get?</i>
Professional knowledge	<ul style="list-style-type: none"> <li>• Can define the multisensory concept of Snoezelen</li> <li>• Knows the history and context of the use of multisensory techniques and methods</li> <li>• Knows the epistemological foundations of the Snoezelen concept (principles, philosophy)</li> <li>• Knows the possibilities of using multisensory environments</li> <li>• Can describe the basic planes of the Snoezelen triangle and knows the principles of working in Snoezelen</li> <li>• The student understands the meaning of non-directiveness and tasklessness of Snoezelen in theory and practice (non-direct sensory stimulation, non-direct communication etc.)</li> <li>• The students can interpret and use the multisensory stimulation as a form of communication in Snoezelen.</li> </ul>

	<ul style="list-style-type: none"> <li>• Knows the possibilities of practical use of Snoezelen.</li> </ul>
Professional skills	<ul style="list-style-type: none"> <li>• The students can arrange / evaluate the appropriate Snoezelen space / Snoezelen Room (avoiding mistakes, making necessary corrections etc.)</li> <li>• Can assess and analyse the use of a room for a particular person or group of people</li> <li>• Applies the knowledge of didactic principles, psychological principles and conditions of using a multi-sensory room in a specifically developed own methodology.</li> </ul>
Contain	
Topics (of lectures)	<ul style="list-style-type: none"> <li>• Defining the multisensory concept of Snoezelen in the context of the discipline and culture</li> <li>• Characteristics of the philosophy and principles of Snoezelen, its variability, aim and purpose.</li> <li>• The Snoezelen concept and its epistemological basis - original history and philosophy, anchoring in the contemporary world.</li> <li>• Definition of the Snoezelen triangle, including a detailed description of the three planes. The participants in the process and their tasks.</li> <li>• The environment of the multi-sensory room, including techniques, tools and all equipment.</li> <li>• Principles, rules, and didactic principles of working in the Snoezelen.</li> <li>• Examples of methodical use of the Snoezelen and practical exercises in the multisensory room.</li> <li>• Variety of multisensory room environments including techniques, aids and other equipment with a focus on the elderly.</li> <li>• Activation and relaxation in the Snoezelen.</li> <li>• Cognitive development - methods related to the issues of senior dementia and Alzheimer's disease.</li> <li>• Development of communication and socialization. Empathy and the importance of individual specific approaches.</li> <li>• Examples of specific uses of Snoezelen and practical training in multisensory room.</li> </ul>
Evaluation	

Requirements	<ul style="list-style-type: none"> <li>• <b>Written elaboration</b> of the methodology of work in Snoezelen involving a multisensory environment * and its <b>positive evaluation</b> by the teacher.</li> <li>• <b>Example of the task:</b>  <i>*Try to create one original lesson for a client with a specific limit/special need. This lesson will have the following parts:</i> <p><b>Description of the client:</b> age, special need (type of disability or description - e.g. a senior with early stages of dementia, a four year old child who has a problem with verbal communication, etc.) - You need to imagine someone specific - a professional description is not necessary, but characterize the person as much as possible, if you are able to get information about a specific person, you can do this in the form of a case study (see literature). Remember to focus on the SENSORY PROFILE.</p> <p><b>Lesson Goal(s):</b> Ask yourself the following questions: what do I want the person to learn during this lesson, what do I want them to do, do I want to respond to some of their pathological behavior, do I want to guide them towards some change, do I want them to accomplish something specific? Anyway, REMEMBER that you always want to CREATE a POSITIVE EXPERIENCE!!! And even a small experience is good! THINK CREATIVELY and work with feedback about the multi-sensory room and its use - what all is there that you would use, or would you like to use something else?</p> <p><b>Tools, techniques, resources used:</b> describe everything you will need to implement the lesson.</p> <p><b>Focus on the following parts of the lesson: Introduction, Implementation of the active and relaxation part, Conclusion.</b></p> <p><b>Self-reflection and discussion:</b> try to respond to the pitfalls that might arise in the implementation of the lesson, e.g. try to think how the client might react, what might happen, what should precede the lesson, whether it should be continued, etc.</p> </li> </ul>
References	<ul style="list-style-type: none"> <li>• FILATOVA, Renata, JANKŮ Kateřina. (2011) Snoezelen. Frýdek – Místek : Tiskárna Kleinwachter.</li> <li>• HULSEGG Jan, VERHEUL Ad (2005). Snoezelen,another world. A practical book explaining the basic elements of sensory development over 30 years of Snoezelen practice. Chesterfield: Rompa.</li> </ul>

	<ul style="list-style-type: none"> <li>• JANKŮ, Eva, Kateřina JANKŮ. (2023) Methodological support for the use of Snoezelen in the education of special elementary schools pupils. Opava, Faculty of Public Policies.</li> <li>• JANKŮ, Katerina (ed.), SMROKOWSKA-REICHMANN, Agnieszka, RIBES CASTELLS, Ramona, CID RODRIGUEZ, María José. (2023) Snoezelen – Multisensory environment. Opava: Silesian University, Faculty of Public Policies.</li> <li>• JANKŮ, Kateřina. (2018) Snoezelen v teorii, v praxi a ve výzkumu. Opava: Slezská univerzita.</li> <li>• JANKŮ, Kateřina. (2023) Snoezelen – multisensory environment. Opava, Faculty of Public Policies.</li> <li>• PAGLIANO, Paul. (2001) Using a Multisensory Environment. A practical Guide for Teachers. London: David Fulton Publishers.</li> <li>• PAGLIANO, Paul. (2012) The Multisensory handbook. A guide for children and adults with sensory learning disabilities. London: David Fulton Publishers.</li> <li>• SMROKOWSKA-REICHMANN, Agnieszka (2013). Snoezelen – Sala Doświadczania Świata. Kompendium opiekuna i terapeuty. Wrocław: Fundacja Rosa.</li> <li>• SMROKOWSKA-REICHMANN, Agnieszka (2018). Środowiska polisensoryczne na przykładzie metody Snoezelen (MSE). In: Janus, Edyta. Terapia zajęciowa osób z niepełnosprawnością intelektualną. Warszawa: PZWL.</li> <li>• ZAWIŚLAK, Aleksandra (2009). Snoezelen (Sala Doświadczania Świata). Geneza i rozwój. Bydgoszcz: Wydawnictwo Uniwersytetu Kazimierza Wielkiego.</li> </ul>
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