

## Subject card

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|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------|-------------------------------------|--------------------------------------------------------------------------|------------|-----|
| Subject name and code                       | Neurodiversity and inclusive business innovation, PG_00183432                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                          |                                         |                                     |                                                                          |            |     |
| Field of study                              | Neuroróżnorodność i inkluzyjne innowacje biznesowe                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                          |                                         |                                     |                                                                          |            |     |
| Date of commencement of studies             | October 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                          | Academic year of realisation of subject |                                     | 2025/2026                                                                |            |     |
| Education level                             | Bachelor's studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                          | Subject group                           |                                     | Obligatory subject group in the field of study<br>Optional subject group |            |     |
| Mode of study                               | full-time studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                          | Mode of delivery                        |                                     | at the university                                                        |            |     |
| Year of study                               | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                          | Language of instruction                 |                                     | Polish                                                                   |            |     |
| Semester of study                           | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                          | ECTS credits                            |                                     | 2.0                                                                      |            |     |
| Learning profile                            | academic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          | Assessment form                         |                                     | credit                                                                   |            |     |
| Conducting unit                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                          |                                         |                                     |                                                                          |            |     |
| Name and surname of lecturer (lecturers)    | Subject supervisor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                          | dr Agata Olechnowicz-Szewczyk           |                                     |                                                                          |            |     |
|                                             | Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          |                                         |                                     |                                                                          |            |     |
| Lesson types                                | Lesson type                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Lecture                                                  | Tutorial                                | Laboratory                          | Project                                                                  | Seminar    | SUM |
|                                             | Number of study hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 30.0                                                     | 0.0                                     | 0.0                                 | 0.0                                                                      | 0.0        | 30  |
|                                             | E-learning hours included: 0.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                          |                                         |                                     |                                                                          |            |     |
| Learning activity and number of study hours | Learning activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Participation in didactic classes included in study plan |                                         | Participation in consultation hours |                                                                          | Self-study | SUM |
|                                             | Number of study hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 30                                                       |                                         | 0.0                                 |                                                                          | 0.0        | 30  |
| Subject objectives                          | 1. Introducing students to the concept of neurodiversity from a social, psychological and economic perspective.<br>2. Understanding the role of neurodiversity in building innovation and competitive advantage for businesses.<br>3. Familiarisation with inclusive recruitment, management and employer branding practices.<br>4. Developing competences in designing solutions that support neuroatypical people at work and in social spaces.<br>5. Practising teamwork, communication and prototyping innovative solutions. |                                                          |                                         |                                     |                                                                          |            |     |

| Learning outcomes | Course outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Subject outcome                                                                                                                                                                                                                                                                                                                                                                          | Method of verification                                                                                                      |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|                   | [EKONL3_U03] is able to analyse the causes and course of specific economic and social processes and phenomena, and accurately analyse these phenomena using adequate methods and tools economic and social                                                                                                                                                                                                                                                                                                                      | Critically evaluate solutions in terms of their originality, feasibility and added value.<br>Use examples and case studies in analysing practical problems and recommending solutions.                                                                                                                                                                                                   | [SU1] wypowiedź ustna/rozmowa/dyskusja                                                                                      |
|                   | [EKONL3_W05] has advanced knowledge of man as a subject who creates social structures and the principles of their functioning and of his action in these structures, knows well the motives of human economic decision-making                                                                                                                                                                                                                                                                                                   | The student defines and explains the concept of neurodiversity and describes the evolution of approaches (deficit vs. social, inclusive model).<br>• Knows the main categories of neuroatypicality (including autism, ADHD, dyslexia, Tourette's, PTSD, ADHD) and their specificity in the context of cognitive and social functioning.                                                  | [SW1] wypowiedź ustna/rozmowa/dyskusja<br>[SW2] prezentacja/projekt/referat/raport                                          |
|                   | [EKONL3_U13] be able to interact and work in a group (including an international one), assuming various roles within it                                                                                                                                                                                                                                                                                                                                                                                                         | Understands the importance of personal responsibility in the design process and is able to take responsibility for their part of the work.                                                                                                                                                                                                                                               | [SU2] prezentacja/projekt/referat/raport<br>[SU5] realizacja zadania problemowego                                           |
|                   | [EKONL3_K06] is willing to be guided in his professional life by business ethics and corporate social responsibility, to respect others and to be loyal to his employer                                                                                                                                                                                                                                                                                                                                                         | • Students demonstrate sensitivity to the needs of neuroatypical individuals and understand the importance of diversity for the quality of social and professional life.<br>• They understand the importance of ethical attitudes in recruitment, education and team management.<br>• They appreciate the role of neurodiversity as a potential for innovation and business development. | [SK1] wypowiedź ustna/rozmowa/dyskusja<br>[SK2] prezentacja/projekt/referat/raport<br>[SK5] realizacja zadania problemowego |
|                   | [MSGL3_U12] can prepare written assignments concerning detailed problems of international economic relations (in connection with the chosen speciality within International Economic Relations), using specialist terminology, theoretical and methodological approaches, principles of collecting data from various sources, their description and interpretation, principles of formulating research theses, drawing conclusions on the basis of scientific literature and factual data, and making international comparisons | the student is able to prepare a written report and oral presentation of a team project in a clear, coherent and attractive manner                                                                                                                                                                                                                                                       | [SU2] prezentacja/projekt/referat/raport                                                                                    |
|                   | [MSGL3_W08] knows and understands the fundamental dilemmas of contemporary civilisation, including the strategy of sustainable development and corporate social responsibility                                                                                                                                                                                                                                                                                                                                                  | Describes examples of good practices and business strategies in diversity management.<br>• Understands the relationship between neurodiversity and innovation, business competitiveness, and ESG and CSR.<br>Knows the basic methods of designing inclusive solutions (universal design, design thinking, co-creation).                                                                  | [SW2] prezentacja/projekt/referat/raport<br>[SW5] realizacja zadania problemowego                                           |
|                   | [EKONL3_W07] has knowledge of the basic economic and financial principles of the functioning and management of economic entities and organisations as well as the legal, organisational, moral and ethical norms and rules governing the functioning of public institutions                                                                                                                                                                                                                                                     | Knows legal regulations and institutional policies concerning inclusiveness and diversity (EU, Poland, labour law, digital and architectural accessibility rules).                                                                                                                                                                                                                       | [SW1] wypowiedź ustna/rozmowa/dyskusja<br>[SW2] prezentacja/projekt/referat/raport                                          |
|                   | [EKONL3_W04] knows the types of economic and social ties and the regularities governing them                                                                                                                                                                                                                                                                                                                                                                                                                                    | Knows legal regulations and institutional policies concerning inclusiveness and diversity (EU, Poland, labour law, digital and architectural accessibility rules).                                                                                                                                                                                                                       | [SW1] wypowiedź ustna/rozmowa/dyskusja                                                                                      |

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|                                 | Course outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Subject outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Method of verification                                                                                                      |
|                                 | [MSGL3_K05] correctly identifies, diagnoses and solves dilemmas and various options of solutions related to the profession                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Student adopts a pro-innovation and inclusive attitude – is able to argue in favour of including neuroatypical employees and students in the life of the organisation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | [SK1] wypowiedź ustna/rozmowa/dyskusja<br>[SK2] prezentacja/projekt/referat/raport<br>[SK5] realizacja zadania problemowego |
|                                 | [EKONL3_U07] is able to participate in analyses and evaluations of alternative solutions to economic and social problems and to choose the methods and instruments to resolve them rationally                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The student is able to: <ul style="list-style-type: none"> <li>Identify practical ways of adapting academic and professional spaces to the needs of neuroatypical people.</li> <li>Design innovative solutions that support the inclusion of neuroatypical individuals – from concept to prototype (e.g. applications, HR processes, social campaigns, management models).</li> <li>Use design thinking and project work tools in interdisciplinary teams.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | [SU2] prezentacja/projekt/referat/raport                                                                                    |
| Subject contents                | <p>1. Perceptions of neurodiversity over time (evolution of definitions and changes in approaches, co-occurrence of other differences and disorders (e.g. ADHD and autism), neurodiversity as an element of social and cultural diversity).</p> <p>2. The needs and functioning of neuroatypical individuals (autonomy as a key need, strengths (e.g. creativity, analytical thinking) and challenges (e.g. sensory, organisational, communication)), psychological and social perspective - how different cognitive styles translate into education and work.</p> <p>3. Challenges faced by neuroatypical people in the academic environment (neuroatypical students and the higher education system, experiences and conclusions from the NeuroAton event, diagnosing problems and needs for adjustments at the university).</p> <p>4. Challenges faced by neuroatypical people in the professional environment (difficulties and barriers in the workplace, examples of good practices supporting employment, inclusive recruitment and employer branding programmes, neuro-inclusive management models).</p> <p>5. Adapting the environment to neurodiversity (examples of inclusive educational and professional spaces, psychological safety and neurodiversity).</p> <p>6. Marketing and neurodiversity (how business and marketing use the idea of neurodiversity, neuroatypical people as consumers specific needs and preferences, market for products/services supporting the functioning of neuroatypical people).</p> <p>7. Neurodiversity and innovation and business competitiveness (the role of diversity in creating innovation, case studies: companies and start-ups building competitive advantage through neuroatypical teams, ESG and corporate social responsibility (CSR) in the context of neurodiversity).</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |
| Prerequisites and co-requisites |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |
| Assessment methods and criteria | Subject passing criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Passing threshold                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Percentage of the final grade                                                                                               |
|                                 | Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 51.0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 100.0%                                                                                                                      |
| Recommended reading             | Basic literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ol style="list-style-type: none"> <li>Cholewiak, A., Parysiewicz, B. (2021). <i>Neuro różnorodność w pracy i edukacji</i>. Wydawnictwo Naukowe UMCS.</li> <li>Jakubowska, U., &amp; Bleszyński, J. (red.) (2020). <i>Różnorodność i inkluzja w organizacji</i>. Difin.</li> <li>Mazurkiewicz, A. (2021). <i>Psychologia różnorodności w biznesie</i>. Wydawnictwo Naukowe Scholar.</li> <li>Austin, R. D., &amp; Pisano, G. P. (2017). <i>Neurodiversity as a Competitive Advantage</i>. Harvard Business Review, 95, s. 96103.</li> <li>Armstrong, T. (2010). <i>The Power of Neurodiversity: Unleashing the Advantages of Your Differently Wired Brain</i>. Da Capo Lifelong Books.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                             |
|                                 | Supplementary literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>-</p> <ol style="list-style-type: none"> <li>Doyle, N. (2020). <i>Neurodiversity at Work: Drive Innovation, Performance and Productivity with a Neurodiverse Workforce</i>. Kogan Page.</li> <li>Singer, J. (2017). <i>Neurodiversity: The Birth of an Idea</i>.</li> <li>Hewlett, S. A., Marshall, M., &amp; Sherbin, L. (2013). <i>How Diversity Can Drive Innovation</i>. Harvard Business Review, 91, s. 3034.</li> <li>Santuzzi, A. M., Waltz, P. R., Finkelstein, L. M., &amp; Rupp, D. E. (2014). <i>Invisible Disabilities: Unique Challenges for Employees and Organizations</i>. Industrial and Organizational Psychology, 7, s. 204219.</li> <li><i>Neurodiversity in the Workplace</i> National Symposium Report, Drexel University (2017).</li> <li><i>Neurodiversity at work: A guide to inclusive practices</i> Chartered Institute of Personnel and Development (CIPD, UK, 2018).</li> <li>Deloitte (2020). <i>Diversity, Equity and Inclusion 4.0: A toolkit for leaders to accelerate social progress in the future of work</i>.</li> </ol> |                                                                                                                             |
|                                 | eResources addresses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |

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| Example issues/<br>example questions/<br>tasks being completed | <p>The basis for passing the course and obtaining a final grade is a group project, prepared on the basis of theoretical knowledge acquired during lectures and data, examples and materials collected by students during the course.</p> <p>The final project will consist of two elements:</p> <p>A written report a document containing a description of a selected challenge related to neurodiversity, a proposed solution and a justification of its innovation and feasibility.</p> <p>A video presentation presentation of the project results during the final event before a jury composed of representatives of the university and business.</p> <p>Detailed project topics will be determined during the course. They will concern broadly understood issues related to:</p> <ul style="list-style-type: none"> <li>neurodiversity in the workplace,</li> <li>innovations supporting neuroatypical people (technologies, space, HR processes),</li> <li>inclusive practices in business,</li> <li>social and organisational solutions in the field of accessibility.</li> </ul> <p>The final assessment will reflect the student's level of involvement in the group project and their contribution to the preparation of the report and presentation.</p> |
| Work placement                                                 | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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