University of Gdańsk

Subject card

Subject name and code	Work with a young child's family with developmental disorders, PG_00150082		
Field of study	Special Pedagogy		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2030/2031
Education level	uniform Master's studies	Subject group	Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	5	Language of instruction	Polish
Semester of study	10	ECTS credits	2.0
Learning profile	academic	Assessment form	credit
Conducting unit	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr Agnieszka Skotnicka	
	Teachers		

Lesson types							
	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	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	20.0	50

Subject objectives	" Nie dotyczy"

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.1WW.U.2] Is able to analyze the psychological and pedagogical foundations of early child development support and early therapeutic intervention, the basics of neuropsychology, developmental psychology, including prenatal psychology; determine the etiopathogenesis of developmental disorders and abnormalities; analyze the clinical psychology and psychopathology of a young child; determine the development factors and the educational environment of a young child, disability and the risk of disability and types of disabilities in children; determine and analyze neurodevelopmental disorders, cerebral palsy, autism spectrum disorders, ADHD and language disorders; determine and analyze emotional and behavioral disorders in children; apply psychohygiene, prevention and early recognition of developmental disorders; plan the care and upbringing of a young child; plan psychoeducation and psychopedagogical support for parents and guardians of a child with developmental risks; plan and implement training in upbringing skills; use play and activation methods in working with a young child; determine the role of socialization and socialization of the child; apply developmental psycholinguistics, shape the development of a child's speech and language; determine the role of supporting intellectual development, early learning to read in the norm and pathology, the risk of dyslexia, its diagnosis and therapy; plan and apply pedagogical methods in early support of child development, methods of augmentative and alternative communication (AAC) and the basics of sign language; determine the role of the computer, media and new technologies in supporting child development; analyze the organization of care and upbringing of a young child in Poland; determine the organization, models and standards of early support of child development and early therapeutic intervention	E.1WW.U2. analyzing the psychological and pedagogical foundations of early development support and early therapeutic intervention, fundamentals of neuropsychology, developmental psychology, including prenatal development; identifying etiopathogenesis of developmental disorders and abnormalities; analyzing clinical psychology and psychopathology of young children; identifying factors influencing development and the nurturing environment of young children, disability, and the risk of disability, as well as types of disabilities in children; identifying and analyzing neurodevelopmental disorders, cerebral palsy, autism spectrum disorders, ADHD, and language disorders; identifying and analyzing emotional and behavioral disorders in children; applying psychohygiene, prevention, and early identification of developmental disorders; planning care and nurturing for young children; planning psychoeducation and psychopedagogical support for parents and guardians of children at developmental risk; planning and implementing parenting skills training; utilizing play and activating methods in working with young children; identifying the role of socialization and social integration in children's development; applying developmental psycholinguistics, fostering speech and language development in children; identifying the role of supporting intellectual development, early reading instruction in normative and pathological contexts, dyslexia risks, including its diagnosis and therapy; planning and applying pedagogical methods in early development support, methods of augmentative and alternative communication (AAC), and basics of sign language; identifying the role of computers, media, and new technologies in supporting child development; analyzing the organization of care and upbringing for young children in Poland; defining organization, models, and standards of early development support and early therapeutic intervention.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task
	[E.1WW.K.2] is ready to use the acquired knowledge to analyze pedagogical events	E.1WW.K2. utilize the acquired knowledge to analyze pedagogical events.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK6] demonstration of practical skills

Course outcome	Subject outcome	Method of verification
[E.1WW.W.2] has in-depth knowledge and understanding of the psychological and pedagogical foundations of early child development support and early therapeutic intervention; basics of neuropsychology; developmental psychology, including prenatal psychology; etiopathogenesis of developmental disorders and abnormalities; clinical psychology and psychopathology of a young child; development factors and the educational environment of a young child; the issue of disability and the risk of disability; types of disabilities in children and neurodevelopmental disorders, cerebral palsy, autism spectrum disorders, ADHD and language disorders; the issues of emotional and behavioral disorders in children, psychohygiene, prevention and early recognition of developmental disorders; principles of care and nurturing of a young child, psychoeducation and psychopedagogical support for parents or guardians of a child with developmental risks; principles of conducting training in educational skills; the role of play and activating methods in working with a young child; the role of socialization and socialization of the child; developmental psycholinguistics; the issue of shaping the child's speech and language, early learning to read in the norm and pathology, the risk of dyslexia, including its diagnosis and therapy; pedagogical methods in early support of child development; the role of supporting intellectual development; methods of augmentative and alternative communication (AAC); basics of sign language; the role of the computer, media and new technologies in supporting child development; principles of organizing care and upbringing of a young child in Poland; principles of organization, models	E.1WW.W2. the psychological and pedagogical foundations of early development support and early therapeutic intervention; fundamentals of neuropsychology; developmental psychology, including prenatal development; etiopathogenesis of developmental disorders and abnormalities; clinical psychology and psychopathology of young children; factors influencing development and the nurturing environment of young children; issues of disability and the risk of disability; types of disabilities in children and neurodevelopmental disorders, including cerebral palsy, autism spectrum disorders, ADHD, and language disorders; issues related to emotional and behavioral disorders in children, psychohygiene, prevention, and early identification of developmental disorders; principles of care and nurturing of young children; psychoeducation and psychopedagogical support for parents or guardians of children at developmental risk; principles of conducting parenting skills training; the role of play and activating methods in working with young children; the role of socialization and social integration in children's development; developmental psycholinguistics; issues related to speech and language development in children, early reading instruction in both normative and pathological contexts, dyslexia risks, including its diagnosis and therapy; pedagogical methods in early development support; the role of supporting intellectual development; methods of augmentative and alternative communication (AAC); basics of sign language; the role of computers, media, and new technologies in supporting child development; principles of organizing care and upbringing for young children in Poland; principles of organization, models, and standards of early development support and early therapeutic intervention.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/ report [SW5] implementation of a problem task

Subject contents	"Nie dotyczy"
Prerequisites and co-requisites	"Nie dotyczy"

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
"Nie dotyczy"	80.0%	100.0%

Recommended reading

Basic literature	"Nie dotyczy"
Supplementary literature	"Nie dotyczy"
eResources addresses	

Example issues/ example questions/ tasks being completed	"Nie dotyczy"
Work placement	Not applicable

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