

Subject card

| | | | | | | | |
|--|---|--|-------------------|-------------------------------------|--|------------|-----|
| Subject name and code | Supporting sensory functions, PG_00195417 | | | | | | |
| 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 | 9 | ECTS credits | | | 3.0 | | |
| Learning profile | academic | Assessment form | | | credit | | |
| Conducting unit | | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr Karolina Tersa | | | | |
| | 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 | | 45.0 | 75 |
| Subject objectives | nie dotyczy | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
|-------------------------|---|---|---|
| | <p>[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</p> | <p>knows theories about sensory development; defines disorders in this sphere; identifies specific sensory difficulties in children with specific disabilities</p> | <p>[SW2] presentation/project/paper/report</p> |
| | <p>[E.1WW.U.1] Is able to analyze the medical basis of early support of child development and early therapeutic intervention; analyze and interpret the biological basis of development; analyze the anatomy and physiology of the nervous system, the basics of neurology, audiology, ophthalmology and neonatology; use knowledge of the basics of genetics; identify genetic disorders and disabilities, including multiple ones; provide lactation counseling; interpret the pediatric diagnosis of a small child, including a premature baby, at risk of developmental disorders; use the basics of physiotherapy when working with a small child; identify childhood diseases and chronic diseases in children</p> | <p>identifies the etiopathogenesis of sensory development disorders; identifies and analyzes types of sensory development disorders; plans support in this area</p> | <p>[SU2] presentation/project/paper/report</p> |
| | <p>[E.1WW.K.2] is ready to use the acquired knowledge to analyze pedagogical events</p> | <p>is ready to use his knowledge to analyze the sensory difficulties of young children</p> | <p>[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work</p> |
| <p>Subject contents</p> | <p>nie dotyczy</p> | | |

| | | | |
|--|--------------------------|-------------------|-------------------------------|
| Prerequisites and co-requisites | nie dotyczy | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | nie dotyczy | 50.0% | 14.0% |
| | nie dotyczy | 75.0% | 1.0% |
| | nie dotyczy | 50.0% | 85.0% |
| Recommended reading | Basic literature | nie dotyczy | |
| | Supplementary literature | nie dotyczy | |
| | eResources addresses | | |
| Example issues/ example questions/ tasks being completed | | | |
| Work placement | Not applicable | | |

Document generated electronically. Does not require a seal or signature.