

Subject card

Subject name and code	Early support of child development from the autism spectrum, PG_00195430						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2026	Academic year of realisation of subject			2029/2030		
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	4	Language of instruction			Polish		
Semester of study	8	ECTS credits			3.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Małgorzata Moszyńska				
	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		45.0	75
Subject objectives	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	<p>[E.1A.W.2] has in-depth knowledge and understanding of the psychological and pedagogical foundations of knowledge about autism spectrum disorders and preventive and supportive activities; basics of neuropsychology; the issue of autism spectrum disorders in the context of other neurodevelopmental disorders, including aphasia, cerebral palsy and ADHD; psychological characteristics of people with autism spectrum disorders in various developmental periods; early symptoms of autism; the importance of the physical environment, stimulation and sensory integration in autism; the specificity of cognitive, emotional and social functioning in autism spectrum disorders; the issue of speech, language and communication of people with autism spectrum disorders; principles of psychopedagogical diagnosis of students with autism spectrum disorders, including functional profiles; diagnostic methods and tools, with particular emphasis on the international "gold diagnostic standard" ADI-R (Autism Diagnostic Interview-Revised) and ADOS (Autism Diagnostic Observation Schedule); methods of augmentative and alternative communication (AAC); the role of the computer, media and new technologies in the therapy of people with autism spectrum disorders; psychological and pedagogical methods used in autism therapy in the context of evidence-based practice, including ESDM (The Early Start Denver Model); principles of behavior correction and methods for solving educational problems in children or students with autism spectrum disorders; different approaches to education and therapy of children or students with autism spectrum disorders, including educational and therapeutic models, selected methods and forms of work and therapy; issues of working with parents or guardians of a child or student with autism spectrum disorders, therapeutic support and psychosocial help for the family, support for a person with autism spectrum disorders in adult life; issues of employment of adults with autism spectrum disorders</p>	<p>The student knows and understands the psychological, pedagogical and neuropsychological basis of autism spectrum disorders and their relationship to other neurodevelopmental disorders. They are able to recognize the early symptoms of autism, analyze the cognitive, emotional and social functioning of people with autism, and apply diagnostic and therapeutic methods, including ADI-R, ADOS, AAC and ESDM. Knows the principles of psychopedagogical diagnosis and approaches to working with children, parents and carers of people with autism, including support in adult life and employment issues.</p>	<p>[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion</p>

	Course outcome	Subject outcome	Method of verification
	[E. 1A.W. 1] has in-depth knowledge and understanding of the medical basis of autism spectrum disorders; anatomy and physiology of the nervous system in the context of developmental deficits and abnormalities in the autism spectrum and psychosocial conditions for the functioning of people with autism spectrum disorders; issues of genetic disorders and multiple disabilities; basics of psychiatry, psychopathology and neurology; childhood diseases and selected medical problems concerning children with autism spectrum disorders, including diets, supplementation, pharmacotherapy; tools for monitoring the health of children; diagnostic criteria for autism spectrum disorders, their conditions and epidemiology; the place of autistic disorders in medical nosological classifications (ICD, DSM) and functional classification (ICF); principles of differential diagnosis; the issue of autism spectrum disorders in the context of hearing loss, intellectual development disorders and other disorders and disabilities; school functioning of students with autism spectrum disorders and its conditions	The student knows and understands the medical foundations related to autism spectrum disorders, including the anatomy and physiology of the nervous system and their impact on the development of a child with ASD. The student has knowledge of the psychosocial conditions influencing the functioning of individuals with ASD, genetic disorders, and co-occurring disabilities. They understand the basics of psychiatry, psychopathology, and neurology, as well as the specifics of childhood diseases, including dietary issues, supplementation, and pharmacotherapy for children with ASD. The student is able to apply tools for monitoring the health status of a child, knows the diagnostic criteria for ASD, its determinants, and epidemiology, as well as nosological (ICD, DSM) and functional (ICF) classifications. They understand the principles of differential diagnosis and the impact of ASD on other neurodevelopmental disorders, including hearing impairment and intellectual disability. The student possesses knowledge about the school functioning of students with ASD and the factors influencing their educational and social development.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[E. 1A.U.1] Is able to analyze the medical basis of autism spectrum disorders; analyze the anatomy and physiology of the nervous system in the context of developmental deficits and abnormalities in autism spectrum disorders; analyze genetic disorders and multiple disabilities, basics of psychiatry, psychopathology and neurology; define childhood diseases and selected medical problems concerning children with autism spectrum disorders, including issues of diet, supplementation and pharmacotherapy; use tools to monitor children's health; describe the diagnostic criteria for autism spectrum disorders, determinants and epidemiology; define and analyze autistic disorders in medical nosological classifications (ICD, DSM) and functional classification (ICF); define the differential diagnosis - autistic spectrum disorders in the context of hearing loss, intellectual development disorder and other disorders and disabilities	The student understands the medical foundations of autism spectrum disorders, including the anatomy and physiology of the nervous system in the context of developmental deficits and abnormalities associated with these disorders. They can analyze genetic disorders, co-occurring disabilities, as well as the basics of psychiatry, psychopathology, and neurology in the context of autism. The student is familiar with medical issues related to children with autism spectrum disorders, such as diet, supplementation, and pharmacotherapy. They can use tools to monitor children's health, understand diagnostic criteria for autism spectrum disorders, and their underlying conditions and epidemiology. The student is able to analyze autism spectrum disorders in the context of medical classifications (ICD, DSM) and functional classification (ICF), and perform differential diagnosis in relation to other disorders and disabilities, such as hearing impairment and intellectual development disorders.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
	[E. 1A.K. 1] is ready for self-reflection on professional development	is self-reflective about professional development	[SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written
Subject contents	nie dotyczy		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	51.0%	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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