

Subject card

Subject name and code	Typical and Problematic Sexual Behaviors During Early Childhood, PG_00208094						
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		3.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Marta Jurczyk				
	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	The aim of the classes is to familiarize students with the laws of human psychosexual development during childhood, typical and problematic behaviors of children. The aim of the classes is also to familiarize students with methods of diagnosing and documenting problematic sexual behavior in children.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.1WW.K.2] is ready to use the acquired knowledge to analyze pedagogical events	The student knows and understands the methods of identifying, diagnosing and documenting problematic sexual behaviors in children with disabilities.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[E.1WW.U.3] Is able to analyze the course of rehabilitation of a child with motor function disorders, rehabilitation and auditory education of a child with hearing impairment, rehabilitation and development of vision skills of a child with vision impairment, rehabilitation and speech therapy of a child with speech disorders, rehabilitation of a child with early symptoms of autism spectrum disorders; apply methods of diagnosing disorders and abnormalities in development; determine the role of preverbal and non-verbal communication in early support of child development; implement therapeutic programs used in early support of child development and early intervention.	The student is able to adapt activities to the deficits of the child's psychosexual development. Is able - based on the acquired knowledge - to develop educational and rehabilitation tasks for a child with a disability and their environment.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU6] demonstration of practical skills
	[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	The student is able to use in-depth psychological knowledge in solving pedagogical problems in the context of the child's psychosexual development; the student knows and understands in-depth the etiology and symptomatology of problematic sexual behaviors in children.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task

Subject contents	1. Concepts of psychosexual development.2. Psychosexual development in childhood.3. Typical sexual behavior of children.4. Problematic sexual behavior in childhood.5. Etiology of possible sexual behavior in children.6. The experience of sexual abuse and the psychosexual development of children.7. Problematic sexual behavior in cognitive, emotional and behavioral disorders.8. Assessment of the importance of problematic sexual behaviors for the functioning of children.9. Legal contexts of problematic sexual behavior.10. Intervention strategies.11. Support for children's psychosexual development - selected elements of systemic therapy.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Final project	51.0%	80.0%
	Activity in class	51.0%	20.0%
Recommended reading	Basic literature	A 1. Used during classes:Barbara B. (1994). Introduction to the systemic understanding of the family, Kraków.Bancroft J. (2011). Human sexuality, Wrocław.Beisert, M. (2009). Sexuality in the human life cycle, Warsaw.Dąbkowska M. (2013). Sexual behavior of children and adolescents with cognitive, emotional and behavioral dysfunctions, Toruń.Dąbkowska M. (2019). Sexual abuse of girls with intellectual disabilities, Toruń.Kościelska M. (2004). Unwanted sexuality: about the human needs of people with intellectual disabilities, Warsaw.Lew-Starowicz Z., Skrzypulec V. (2010). Basics of sexology, Warsaw.Namysłowska I. (2005). Child and adolescent psychiatry, Warsaw.	
	Supplementary literature	A 2. For independent study:Zielona-Jenek M., Chodecka A. (2010). I'm a girl, I'm a boy. How to support a child's psychosexual development, Gdańsk.B. Additional literature:Czub M. (2015). Understanding a sexually abused child, Sopot.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Not applicable		
Work placement	Not applicable		

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