

**Subject card**

<b>Subject name and code</b>	Sexual abuse among children, PG_00149990						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>				2026/2027	
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>				Obligatory subject group in the field of study Optional subject group	
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>				at the university	
<b>Year of study</b>	3	<b>Language of instruction</b>				English	
<b>Semester of study</b>	6	<b>ECTS credits</b>				2.0	
<b>Learning profile</b>	academic	<b>Assessment form</b>				credit	
<b>Conducting unit</b>	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Marta Jurczyk				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	20.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	20		0.0		30.0	50
<b>Subject objectives</b>	Improved competences, linked to professional profiles. Broader understanding of practices, policies and systems in education. Better quality of work and activities in favour of students. Greater understanding and responsiveness to social, linguistic and cultural diversity. Increased ability to address the needs of the disadvantaged. Improved foreign language competences. Increased motivation and satisfaction in daily work.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDSPECJ5_W10] He/she has in-depth knowledge and understanding of the types of social structures and institutions of social life (political, social, educational, cultural and assistive) and relations between them and changes; he/she has a structured and theoretically based knowledge in the field of disability counseling	knows and understands various types of social structures and institutions of life social (political, social, educational, cultural and aid) and the relationships and changes occurring between them; has an orderly and theoretically based knowledge in the field of counseling people disabled	[SW1] oral statement/ conversation/discussion
	[PEDSPECJ5_U02] The graduate can use in-depth theoretical knowledge of special pedagogy and related disciplines to analyse and interpret problems of life of persons with disabilities, including educational, upbringing, caring, cultural and support problems, as well as motives and patterns of human behaviour.	is able to use in-depth theoretical knowledge in the field of pedagogy special and related disciplines for analysis and interpretation life problems of disabled people, including educational problems, educational, caring, cultural and assistance, as well as motives and patterns of human behavior	[SU2] presentation/project/paper/ report
	[PEDSPECJ5_K05] The graduate is ready, to a deeper extent, to undertake actions for the autonomy and subjectivity of a disabled person; understands the essence and need of integration of a disabled person; is ready to present pro-inclusion attitudes; appreciates the importance of normalisation processes in the environment of disabled people.	is ready to take action to a greater extent autonomy and subjectivity of a disabled person, understands the essence and need for integration of a disabled person, is ready to present pro-inclusive attitudes, appreciates the importance of normalization processes in the environment of people disabled	[SK1] oral statement/conversation/ discussion [SK5] implementation of a problem task
	[PEDSPECJ5_U03] He/she can use theoretical approaches in an in-depth way in order to analyse motives and patterns of human behaviour, he/she can diagnose situations excluding and integrating a disabled person, he/she can analyse normalisation and integration activities in the environment	is able to use in-depth theoretical approaches to analyze motives and patterns of human behavior, is able to diagnose situations that exclude and integrate a disabled person, is able to analyze normalization and integration activities in the environment	[SU5] implementation of a problem task
	[PEDSPECJ5_K06] The graduate is ready to formulate moral problems and ethical dilemmas related to his/her own and other people's work as a special educator;	is ready to formulate moral problems and ethical dilemmas related to his own and other people's work as a special educator	[SK1] oral statement/conversation/ discussion [SK5] implementation of a problem task
	[PEDSPECJ5_U01] The graduate can observe and interpret social phenomena in an in-depth way; analyse their connections with various areas of pedagogical activity	can make in-depth observations and interpretations of phenomena social; analyzes their connections with various areas of activity pedagogical	[SU8] observation of student's independent or team work
	[PEDSPECJ5_W18] He/she knows and understands in depth the theories concerning cultural conditions of educational processes	knows and understands in-depth cultural theories conditions of educational processes	[SW2] presentation/project/paper/ report
	[PEDSPECJ5_U16] The graduate can work in a team playing different roles; knows how to accept and assign tasks, has elementary organisational skills allowing for the achievement of goals related to designing and undertaking professional activities	can work in a team performing various roles; knows how to accept and assign tasks, has elementary organizational skills allowing for achieving goals related to designing and taking actions professional	[SU2] presentation/project/paper/ report
Subject contents	Sexual behaviors of children and adolescents. Consequences of sexual abuse among children and adolescents. Consequences of sexual abuse among intellectually disabled children and adolescents. Characteristics of sex offenders. Assessment of the risk of relapse into sexual offending. Explore the complex relationships between anger, sexual arousal and sexual violence		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Final project	51.0%	100.0%

Recommended reading	Basic literature	Czernikiewicz W., Pawlak-Jordan B., Sexual abuse of children, Nobody's Children Foundation, Warsaw 1998. Glaser D., Frosh S., Sexually abused child, Wydawnictwo Lekarskie PZWL, Warszawa 1995. Lew-Starowicz Z., Sexual violence, Jacek Santorski & CO, Warsaw 1992. Lew-Starowicz Z., Forensic sexology, Wydawnictwo Prawnicze, Warsaw 1988.
	Supplementary literature	N/A
	eResources addresses	
Example issues/ example questions/ tasks being completed	N/A	
Work placement	Not applicable	

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