

Subject card

Subject name and code	Diagnosis and assessment of the functioning of people with intellectual disabilities, PG_00150032						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2027/2028		
Education level	uniform Master's studies	Subject group			Obligatory subject group 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	7	ECTS credits			3.0		
Learning profile	academic	Assessment form			exam		
Conducting unit	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Agnieszka Woynarowska				
	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		50.0	80
Subject objectives	Preparing students for independent programming of supporting the development of people with intellectual disabilities based on the diagnosis of their functioning (functional diagnosis). Familiarizing students with available functional diagnosis sheets						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDSPECJ5_U12] The graduate can evaluate, to a deeper extent, the usefulness of typical methods, techniques, procedures and good practices for the implementation of tasks and solutions to problems related to the selected sphere of pedagogical activity, including tasks related to rehabilitation, resocialisation and therapy		[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[PEDSPECJ5_W15] Has in-depth knowledge of methods, techniques and data acquisition tools indispensable in designing and conducting research in pedagogy and special pedagogy; knows basic paradigmatic traditions of social and humanistic research from which particular methods originate; knows the specificity of research on persons with disabilities and persons from their environment		[SW4] test/exam - oral or written
	[PEDSPECJ5_W20] He/she knows the methodology of tasks, norms, procedures and good practices used in institutions related to the sphere of activity of pedagogy and special pedagogy		[SW4] test/exam - oral or written
	[PEDSPECJ5_U13] The graduate can use theoretical approaches in an in-depth way in order to analyse, interpret and design strategies of pedagogical actions; he/she can generate solutions to particular pedagogical problems and forecast the course of their solution and predict the consequences of planned actions.		[SU4] test/exam - oral or written [SU5] implementation of a problem task
[PEDSPECJ5_W12] He/she knows and understands how to identify, diagnose and document (using information processing tools) the special needs of people with disabilities		[SW4] test/exam - oral or written [SW2] presentation/project/paper/report	
Subject contents	Multifaceted diagnosis (psychological diagnosis, pedagogical diagnosis. Diagnosis of intellectual disability, diagnosis in intellectual disability - determining capabilities - weaknesses - strengths, level of functioning - for support needs. Age-appropriate diagnosis). Intellectual disability. Diagnostic criteria (DSM 5, ICD 10). Ecological model R. Luckasson, R. Schalock). Characteristics of functioning (orientation-cognitive activities; intellectual activities and speech development; emotional-motivational processes; social development). Psychological aspects of diagnosis. Diagnosis of intelligence. Psychological tools. Psychological diagnosis in the process of comprehensive rehabilitation of people with disabilities. Functional diagnosis. From the medical to the biopsychosocial model. ICF - WHO International Classification of Functioning - Health - Disabilities. Principles of creating a functional diagnosis, diagnostic procedure, significance of diagnosis. Multidimensionality in functional diagnosis. Selected diagnostic tools.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		51.0%	100.0%

Recommended reading	Basic literature	Marcinkowska B., Wołowicz A. (2010): Multidisciplinary assessment of the level of functioning and construction of individual programs for persons with more profound intellectual disabilities.(Chapter I, II, IV). Głodkowska J. (1999). Getting to know the student of a special school Kielin J.(2008) Profile of student achievement Witkowski T. (1996) Manual for the PAC-1 INVENTORY BY H.C. GUNZBURG FOR ASSESSMENT OF PROGRESS IN SOCIAL DEVELOPMENT OF PERSONS WITH MENTAL RESTRICTED. Lublin. Witkowski T. (1996) Manual for the PAC-2 INVENTORY BY H.C. GUNZBURG FOR ASSESSMENT OF PROGRESS IN SOCIAL DEVELOPMENT OF PERSONS WITH MENTAL RESTRICTED. Lublin.Witkowski T. (1996) Manual for the PPAC INVENTORY H.C. GUNZBURG FOR ASSESSING PROGRESS IN THE SOCIAL DEVELOPMENT OF PERSONS WITH MENTAL RESTRICTED. Lublin. Marcinkowska B. (2004). Diagnosis of functional skills of children with intellectual disability. (in:) Personality, self-fulfilment, responsibility, safety, autonomy; theory, empirics and practice in the rehabilitation of persons with intellectual disability from childhood to late adulthood. Eds.: J. Głodkowska, A. Giryński, APS, Warsaw Marcinkowska B.(2009). Diagnosis for the quality of life of persons with intellectual disability.(in:) SPECIAL PEDAGOGY. Different searches common mission. Marcinkowska B. (2013). Model of communicative competences of persons with more profound intellectual disability - in search of reciprocity and cooperation Warsaw: APS. Schopler E. (and co.): Psychoeducational profile. SPOA, Gdańsk 1995
	Supplementary literature	Schopler E., Lansing M., Reichler R., (1995), Individualized assessment and therapy of autistic children and children with developmental disorders, vol. 2: Teaching techniques for parents and professionals, SPOA, Gdańsk. Kostrzewski J., (2006), Intellectual disability: views, methods of diagnosis and support [in:] ed. A. Czapiga, Psychological support of the child's mental development, Wrocław. K. Bobińska, T. Pietras, P. Gałecki(2012), Intellectual disability etiopathogenesis, epidemiology, diagnosis, therapy, Wrocław.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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