

Subject card

Subject name and code	Supporting motor development and reflex therapy, PG_00150072						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2028/2029		
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	5	Language of instruction			Polish		
Semester of study	9	ECTS credits			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
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		20.0	50
Subject objectives	The subject is intended to equip students with knowledge about the specificity of working with children with developmental threats due to motor/disabilities from infancy to preschool age, to present existing methods of therapy for these children and their application to children with specific diagnostic indications. It focuses on practical knowledge regarding how to use particular methods when working with a small child. The subject aims to present existing methods of reflex therapy and show their application to children with specific diagnostic indications.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDSPECJ5_U04] The graduate can to adjust activities to human development deficits, on the basis of knowledge on human development disorders, he/she can prepare educational and rehabilitation tasks for a disabled person and their environment	is able to adapt activities to deficits in the child's motor development, is able to develop educational and rehabilitation needs and tasks for a person with a disability based on knowledge about his or her disorders	[SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[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	is able to assess in-depth the usefulness of typical methods, techniques, procedures and good practices for carrying out tasks in the field of supporting motor development	[SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[PEDSPECJ5_K09] The graduate is prepared to set up, design and carry out pedagogical activities	is ready to a greater extent for responsible preparation, design and implementation of pedagogical activities in the field of supporting motor development and reflex therapy	[SK2] presentation/project/paper/report [SK5] implementation of a problem task
[PEDSPECJ5_W06] He/she knows and understands in an in-depth way aetiology and symptomatology of man's developmental disorders and disabilities and his/her functioning	knows and understands in-depth the etiology and symptomatology of reflex disorders and motor disorders	[SW2] presentation/project/paper/report	
Subject contents	Specificity of pedagogical work with a developmentally at-risk/disabled child from infancy to preschool age. Stages of introducing individual methods/forms of classes (in the family, individual, group, classes). Areas of the educator's influence: supporting cognitive, motor and graphomotor functions. Specificity and classification of reflexes. Specificity of pedagogical work with a developmentally at-risk/disabled child from infancy to school age. Specificity of introducing individual methods/forms of classes (in the family, individual, group, classes). The use of individual reflex therapies in working with a child with specific diagnostic indications.		
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	A.1. used during classes J. Belszyński (ed.), Therapies supporting the development of people with autism, Kraków 2005. J. Cieszyńska, Early therapeutic intervention: stimulation of child development: from newborn to 6 years of age, Kraków 2007. W. Pilecka, J. Pilecki, Stimulation of psychomotor development of children with reduced mental abilities, Kraków 1996. W. Sherborne, Development movement for children, Warsaw 1997.	
	Supplementary literature	A.2. studied independently by the student Z. Szot (ed.), Early support for children with development problems, Gdańsk 2004. M. Piszczek, Early intervention and help for disabled children, Warsaw 1995	
	eResources addresses		
Example issues/example questions/tasks being completed	Not applicable		
Work placement	Not applicable		

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