

**Subject card**

<b>Subject name and code</b>	Designing educational and therapeutic work in early development support, PG_00150079						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2028/2029		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	5	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	10	<b>ECTS credits</b>			1.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Joanna Belzyt				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	15.0	0.0	0.0	0.0	0.0	15
	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>	15		0.0		15.0	30
<b>Subject objectives</b>	Familiarization with the principles and procedure of developing IPWWR in a transdisciplinary model. Elements of IPWWR. The role of diagnosis of the young child in the construction of programs. Familiarization with the characteristics of goals in planning support for the young child, his family and environment. Teams in working on IPWWR and the role of the coordinator. Evaluation of programs.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	The student is able to interpret the information from the opinion and decision of the Counseling Center Psychological and Pedagogical Counseling Center. He/she is competent to perform Multidisciplinary assessment of the student in the field of functional diagnosis as well as based on selected diagnostic tools adequate to the nature of the disabilities.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[PEDSPECJ5_W08] He/she has in-depth knowledge and understanding of the specificity of functioning of disabled persons, including students with special educational needs; he/she knows their potential, needs and limitations in the field of education, upbringing, rehabilitation, therapy and resocialisation	The student has knowledge of the specifics of the development of a young child with psychomotor retardation, necessary to construct therapeutic goals.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[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	The student is able to determine the needs resulting from the diagnosis, identify the strengths of the student and identify difficulties. Has the skills to construct therapeutic goals	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
[PEDSPECJ5_W12] He/she knows and understands how to identify, diagnose and document (using information processing tools) the special needs of people with disabilities	The student knows and can present the procedures for the use of tools diagnostic tools in the functional diagnosis of a young child with psychomotor retardation psychomotor.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report	
Subject contents	Familiarization with the principles and procedure of developing IPWWR in a transdisciplinary model. Elements of IPWWR. The role of diagnosis of the young child in the construction of programs. Familiarization with the characteristics of goals in planning support for the young child, his family and environment. Teams in working on IPWWR and the role of the coordinator. Evaluation of programs.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	colloquium	50.0%	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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