

**Subject card**

<b>Subject name and code</b>	Designing educational and therapeutic work in early development support, PG_00150084						
<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>			3.0		
<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>	0.0	30.0	0.0	0.0	0.0	30
	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>	30		0.0		50.0	80
<b>Subject objectives</b>	The aim of the class is to introduce the transdisciplinary model consistent with the ICF of developing educational and therapeutic programs.						

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	The student is able to determine the needs resulting from the diagnosis, identify the strengths of the of the student and identify difficulties. Has the skills to construct therapeutic goals	[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	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[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_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 a deeper extent, to undertake actions for the autonomy and subjectivity of a disabled person, understands the essence and need for the integration of a disabled person, is ready to present pro-inclusion attitudes, appreciates the importance of normalization processes in the environment of disabled people	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[PEDSPECJ5_K03] The graduate is ready to undertake pedagogical activities in the social environment and professional challenges; is ready to accept responsibility for the implementation of individual and team professional activities for a person with disabilities	The student is ready to undertake diagnostic activities and design therapeutic actions	[SK1] oral statement/conversation/discussion [SK2] 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.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
Subject contents	Shaping the skills of interpreting data from judgments and opinions, and on the basis of them selecting tools for functional diagnosis. Using research tools to assess the level of development of a young child. Setting goals to support development. Formulating general and specific goals. Learning to operationalize general goals in different spheres of development. Performing program evaluation. Familiarizing with strategies for involving parents in the process of developing the diagnosis and IPWWR.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	project	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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