

Subject card

Subject name and code	Psychosocial skills for special pedagogues, PG_00149881						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2025/2026	
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	1		Language of instruction			Polish	
Semester of study	1		ECTS credits			3.0	
Learning profile	academic		Assessment form				
Conducting unit	Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Katarzyna Wajszczyk				
	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		50.0	80
Subject objectives	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[C.2.W.2] Knows and understands the psychological determinants of children's and students' education: the learning process in the context of special educational needs, determinants and consequences of motivation to learn and achieve, school successes and failures - causes and effects; the concept of sustainable development; the school situation of a student with special educational needs; psychological mechanisms of the course and evaluation of the effects of the learning process of students with special educational needs; methods of identifying student's talents; the issue of psychological assistance for students with special educational needs; methods of supporting people working with students with special educational needs	the student knows and understands the psychological context of education for people with special educational needs	[SW5] implementation of a problem task
	[C.2.K.2] Is ready to demonstrate the right attitude towards children and students with special educational needs	the student is ready to use the principles of dialogue-based communication in interpersonal relations with people with different learning needs	[SK5] implementation of a problem task
	[C.2.K.1] Is ready to use knowledge of rehabilitation and disability psychology in solving cognitive and practical problems and to seek the opinion of psychologists in case of difficulties in solving problems independently	the student is prepared to use his/her own psychological knowledge to solve problems that have arisen and to seek help when difficulties arise in solving them	[SK5] implementation of a problem task
	[C.2.U.2] Is able to discuss the psychological context of the process of educating children and students with special educational needs	the student is able to characterise the context of communication situations encountered	[SU5] implementation of a problem task
	[C.2.U.1] is able to analyze phenomena, dependencies, connections and problems occurring in the area of teaching-learning process of children and students with special educational needs, referring to psychological knowledge	the student is able to analyse different aspects of communication situations using psychological knowledge	[SU5] implementation of a problem task
	[C.2.W.3] Knows and understands the basics of educational psychology and psychoprophylaxis: the educational process in the context of developmental challenges of children and students with special educational needs, psychological dimensions of educational interaction and educational influence strategies, education for values and responsibility, shaping prosocial attitudes, emotional and social competences (development, disruptions, diagnosis, conditions and possibilities of shaping), sources of social maladjustment and diagnosis of its risk, psychological consequences of environmental neglect, educational and adaptation difficulties resulting from changes in the living environment, assumptions of universal and selective prevention, attitudes and educational styles	the student knows and understands the basics of communication competence development	[SW5] implementation of a problem task
Subject contents	nie dotyczy		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	51.0%	100.0%

Recommended reading	Basic literature	nie dotyczy
	Supplementary literature	nie dotyczy
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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