

Subject card

Subject name and code	Supporting sensory functions, PG_00150077						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2029/2030	
Education level	uniform Master's studies		Subject group			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research 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			3.0	
Learning profile	academic		Assessment form			credit	
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Karolina Tersa				
	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
	[E.1WW.W.2] Knows and understands the psychological and pedagogical foundations of early child development support and early therapeutic intervention; basics of neuropsychology; developmental psychology, including prenatal psychology; etiopathogenesis of developmental disorders and abnormalities; clinical psychology and psychopathology of a young child; development factors and the educational environment of a young child; the issue of disability and the risk of disability; types of disabilities in children and neurodevelopmental disorders, cerebral palsy, autism spectrum disorders, ADHD and language disorders; the issues of emotional and behavioral disorders in children, psychohygiene, prevention and early recognition of developmental disorders; principles of care and nurturing of a young child, psychoeducation and psychopedagogical support for parents or guardians of a child with developmental risks; principles of conducting training in educational skills; the role of play and activating methods in working with a young child; the role of socialization and socialization of the child; developmental psycholinguistics; the issue of shaping the child's speech and language, early learning to read in the norm and pathology, the risk of dyslexia, including its diagnosis and therapy; pedagogical methods in early support of child development; the role of supporting intellectual development; methods of augmentative and alternative communication (AAC); basics of sign language; the role of the computer, media and new technologies in supporting child development; principles of organizing care and upbringing of a young child in Poland; principles of organization, models	knows theories about sensory development; defines disorders in this sphere; identifies specific sensory difficulties in children with specific disabilities	[SW2] presentation/project/paper/report
	[E.1WW.U.1] Is able to analyze the medical basis of early support of child development and early therapeutic intervention; analyze and interpret the biological basis of development; analyze the anatomy and physiology of the nervous system, the basics of neurology, audiology, ophthalmology and neonatology; use knowledge of the basics of genetics; identify genetic disorders and disabilities, including multiple ones; provide lactation counseling; interpret the pediatric diagnosis of a small child, including a premature baby, at risk of developmental disorders; use the basics of physiotherapy when working with a small child; identify childhood diseases and chronic diseases in children	identifies the etiopathogenesis of sensory development disorders; identifies and analyzes types of sensory development disorders; plans support in this area	[SU2] presentation/project/paper/report
	[E.1WW.K.2] is ready to use the acquired knowledge to analyze pedagogical events	is ready to use his knowledge to analyze the sensory difficulties of young children	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
Subject contents	nie dotyczy		

Prerequisites and co-requisites	nie dotyczy		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	50.0%	14.0%
	nie dotyczy	75.0%	1.0%
	nie dotyczy	50.0%	85.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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