

## Subject card

|                                             |                                |                                                          |                                         |                                     |         |                                                                          |     |
|---------------------------------------------|--------------------------------|----------------------------------------------------------|-----------------------------------------|-------------------------------------|---------|--------------------------------------------------------------------------|-----|
| Subject name and code                       | Music theraphy, PG_00150031    |                                                          |                                         |                                     |         |                                                                          |     |
| Field of study                              | Special Pedagogy               |                                                          |                                         |                                     |         |                                                                          |     |
| Date of commencement of studies             | October 2025                   |                                                          | Academic year of realisation of subject |                                     |         | 2028/2029                                                                |     |
| Education level                             | uniform Master's studies       |                                                          | Subject group                           |                                     |         | Obligatory subject group in the field of study<br>Optional subject group |     |
| Mode of study                               | full-time studies              |                                                          | Mode of delivery                        |                                     |         | at the university                                                        |     |
| Year of study                               | 4                              |                                                          | Language of instruction                 |                                     |         | Polish                                                                   |     |
| Semester of study                           | 7                              |                                                          | ECTS credits                            |                                     |         | 3.0                                                                      |     |
| Learning profile                            | academic                       |                                                          | Assessment form                         |                                     |         | credit                                                                   |     |
| Conducting unit                             |                                |                                                          |                                         |                                     |         |                                                                          |     |
| Name and surname of lecturer (lecturers)    | Subject supervisor             |                                                          | prof. dr hab. Ewa Szatan                |                                     |         |                                                                          |     |
|                                             | 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.2I.W.2] Knows and understands the organization and specificity of educating students with mild intellectual disabilities at the second and third level of education; the tasks of the teacher - educator at various stages of education; the principles and rules of didactic and educational work; objectives, content of education, teaching resources, teaching methods, forms of organizing classes, extracurricular activities, methodological support for the teacher, strategies for organizing classes in various forms of education of students with mild intellectual disabilities, including those with additional conjugated disorders; methodological aspects of educational errors and cooperation with parents or guardians of students and specialists                                                                                                         | The student knows the organization and specifics of educating students with mild intellectual disabilities at the second and third stage of education; the tasks of the teacher - educator at various stages of education; the principles and rules of didactic and educational work; the objectives, content of education, teaching resources, teaching methods, forms of organizing classes, extracurricular activities, methodological support for the teacher, strategies for organizing classes in various forms of education of students with mild intellectual disabilities, including those with additional conjugated disorders; methodological aspects of educational errors and cooperation with parents or guardians of students and specialist                                                                                                                     | [SW4] test/exam - oral or written<br>[SW1] oral statement/conversation/discussion                                                 |
|                                                                | [E.2I.U.2] Is able to analyze the organization and specificity of education of students with mild intellectual disabilities at the II and III stage of education; carry out the tasks of a teacher - educator at various stages of education; comply with the principles and rules of didactic and educational work; determine the objectives, content of education, teaching resources, teaching methods, forms of organizing classes, plan extracurricular activities, present the teacher's methodological support; analyze and apply strategies for organizing classes in various forms of education of students with mild intellectual disabilities, including those with additional conjugated disorders; analyze the methodological aspects of educational errors; present the methodological aspects of cooperation with parents or guardians of students and specialists | The student is able to analyze the organization and specificity of education of students with mild intellectual disabilities at the second and third stage of education; carry out the tasks of a teacher - educator at various stages of education; comply with the principles and rules of didactic and educational work; determine the goals, content of education, didactic means, teaching methods, forms of organizing classes, plan extracurricular activities, present the teacher's methodological support; analyze and apply strategies for organizing classes in various forms of education of students with mild intellectual disabilities, including those with additional conjugated disorders; analyze the methodological aspects of educational errors; present the methodological aspects of cooperation with parents or guardians of students and specialists | [SU1] oral statement/conversation/discussion<br>[SU5] implementation of a problem task<br>[SU6] demonstration of practical skills |
|                                                                | [E.2I.K.1] Is ready to show empathy to children and students who need support and help                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The student is willing to show empathy to children and students who need support and help                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | [SK1] oral statement/conversation/discussion<br>[SK5] implementation of a problem task<br>[SK6] demonstration of practical skills |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                   |
| Example issues/<br>example questions/<br>tasks being completed |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                   |
| Work placement                                                 | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                   |

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