

Subject card

Subject name and code	Alternative and augmentative communication, PG_00166127						
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 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	8		ECTS credits		2.0		
Learning profile	academic		Assessment form				
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Joanna Doroszuk				
	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		20.0	50
Subject objectives	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.1WW.K.2] is ready to use the acquired knowledge to analyze pedagogical events	Is aware of the importance of the competence of the teacher/ therapist in the area of supporting the development of the student's communicative competence	[SK5] implementation of a problem task
	[E.1WW.U.3] Is able to analyze the course of rehabilitation of a child with motor function disorders, rehabilitation and auditory education of a child with hearing impairment, rehabilitation and development of vision skills of a child with vision impairment, rehabilitation and speech therapy of a child with speech disorders, rehabilitation of a child with early symptoms of autism spectrum disorders; apply methods of diagnosing disorders and abnormalities in development; determine the role of preverbal and non-verbal communication in early support of child development; implement therapeutic programs used in early support of child development and early intervention.	Is ready to organize and provide support for children with communication difficulties, their families and the non-family environment	[SU2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[E.1WW.U.2] Is able to analyze the psychological and pedagogical foundations of early child development support and early therapeutic intervention, the basics of neuropsychology, developmental psychology, including prenatal psychology; determine the etiopathogenesis of developmental disorders and abnormalities; analyze the clinical psychology and psychopathology of a young child; determine the development factors and the educational environment of a young child, disability and the risk of disability and types of disabilities in children; determine and analyze neurodevelopmental disorders, cerebral palsy, autism spectrum disorders, ADHD and language disorders; determine and analyze emotional and behavioral disorders in children; apply psychohygiene, prevention and early recognition of developmental disorders; plan the care and upbringing of a young child; plan psychoeducation and psychopedagogical support for parents and guardians of a child with developmental risks; plan and implement training in upbringing skills; use play and activation methods in working with a young child; determine the role of socialization and socialization of the child; apply developmental psycholinguistics, shape the development of a child's speech and language; determine the role of supporting intellectual development, early learning to read in the norm and pathology, the risk of dyslexia, its diagnosis and therapy; plan and apply pedagogical methods in early support of child development, methods of augmentative and alternative communication (AAC) and the basics of sign language; determine the role of the computer, media and new technologies in supporting child development; analyze the organization of care and upbringing of a young child in Poland; determine the organization, models and standards of early support of child development and early therapeutic intervention	The student develops and describes strategies for activities that support the causal activities of users of alternative and assistive communication methods	[SU2] presentation/project/paper/report [SU6] demonstration of practical skills

	<table><tr><th>Course outcome</th><th>Subject outcome</th><th>Method of verification</th></tr><tr><td>[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</td><td>The student knows and understands in an in-depth way the processes of interpersonal and social communication and alternative communication, their regularities and disruptions, including communication with people with different types of disabilities;</td><td>[SW2] presentation/project/paper/report [SW5] implementation of a problem task</td></tr></table>	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	The student knows and understands in an in-depth way the processes of interpersonal and social communication and alternative communication, their regularities and disruptions, including communication with people with different types of disabilities;	[SW2] presentation/project/paper/report [SW5] implementation of a problem task					
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Subject contents	nie dotyczy											
Prerequisites and co-requisites												
Assessment methods and criteria	<table><tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr><tr><td></td><td>50.0%</td><td>40.0%</td></tr><tr><td></td><td>70.0%</td><td>60.0%</td></tr></table>	Subject passing criteria	Passing threshold	Percentage of the final grade		50.0%	40.0%		70.0%	60.0%		
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	70.0%	60.0%										
Recommended reading	Basic literature	nie dotyczy										
	Supplementary literature	nie dotyczy										
	eResources addresses	Adresy na platformie eNauczanie:										
Example issues/ example questions/ tasks being completed	nie dotyczy											
Work placement	Not applicable											

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