

Subject card

Subject name and code	Master Seminar, PG_00202480						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2026	Academic year of realisation of subject				2030/2031	
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	5	Language of instruction				Polish	
Semester of study	10	ECTS credits				5.0	
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	0.0	0.0	0.0	30.0	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		5.0		90.0	125
Subject objectives	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.1A.K.1] is ready for self-reflection on professional development	is ready to reflect on his/her own professional activities and preparation for writing a master's thesis	[SK4] test/exam - oral or written
	[E.1WW.K.1] is ready for self-reflection on professional development	is ready to reflect on his/her own professional activities and preparation for writing a master's thesis	[SK4] test/exam - oral or written
	[E.1I.W.1] has in-depth knowledge and understanding of the basics of education and rehabilitation of people with intellectual disabilities; goals, tasks, subject of pedagogy of people with intellectual disabilities - historical approach; concepts, models and definitions of intellectual disability; place of a student with intellectual disability in the education systems in Poland and other countries; the issue of personality and scope of competences of a teacher (educator); developmental needs and tasks of people with intellectual disabilities in different periods of life; issues of early support for the development of a child with intellectual disability, the role of the family of this child and social support systems	presents knowledge about contemporary conditions of education and rehabilitation of people with intellectual disabilities	[SW3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
	<p>[E. 1A.W.2] has in-depth knowledge and understanding of the psychological and pedagogical foundations of knowledge about autism spectrum disorders and preventive and supportive activities; basics of neuropsychology; the issue of autism spectrum disorders in the context of other neurodevelopmental disorders, including aphasia, cerebral palsy and ADHD; psychological characteristics of people with autism spectrum disorders in various developmental periods; early symptoms of autism; the importance of the physical environment, stimulation and sensory integration in autism; the specificity of cognitive, emotional and social functioning in autism spectrum disorders; the issue of speech, language and communication of people with autism spectrum disorders; principles of psychopedagogical diagnosis of students with autism spectrum disorders, including functional profiles; diagnostic methods and tools, with particular emphasis on the international "gold diagnostic standard" ADI-R (Autism Diagnostic Interview-Revised) and ADOS (Autism Diagnostic Observation Schedule); methods of augmentative and alternative communication (AAC); the role of the computer, media and new technologies in the therapy of people with autism spectrum disorders; psychological and pedagogical methods used in autism therapy in the context of evidence-based practice, including ESDM (The Early Start Denver Model); principles of behavior correction and methods for solving educational problems in children or students with autism spectrum disorders; different approaches to education and therapy of children or students with autism spectrum disorders, including educational and therapeutic models, selected methods and forms of work and therapy; issues of working with parents or guardians of a child or student with autism spectrum disorders, therapeutic support and psychosocial help for the family, support for a person with autism spectrum disorders in adult life; issues of employment of adults with autism spectrum disorders</p>	<p>explains preventive, supportive, stimulating and therapeutic actions taken towards people with ASD</p>	<p>[SW3] text preparation/written work</p>

	Course outcome	Subject outcome	Method of verification
	[E.1A.W.1] has in-depth knowledge and understanding of the medical basis of autism spectrum disorders; anatomy and physiology of the nervous system in the context of developmental deficits and abnormalities in the autism spectrum and psychosocial conditions for the functioning of people with autism spectrum disorders; issues of genetic disorders and multiple disabilities; basics of psychiatry, psychopathology and neurology; childhood diseases and selected medical problems concerning children with autism spectrum disorders, including diets, supplementation, pharmacotherapy; tools for monitoring the health of children; diagnostic criteria for autism spectrum disorders, their conditions and epidemiology; the place of autistic disorders in medical nosological classifications (ICD, DSM) and functional classification (ICF); principles of differential diagnosis; the issue of autism spectrum disorders in the context of hearing loss, intellectual development disorders and other disorders and disabilities; school functioning of students with autism spectrum disorders and its conditions	describes the medical basis of ASD disorders; describes the psychosocial functioning associated with them	[SW3] text preparation/written work
	[E.1I.U.1] Is able to analyze the foundations of education and rehabilitation of people with intellectual disabilities, the goals of pedagogy of these people and its tasks - historical approach, concepts, models and definitions of intellectual disability; determine the place of a student with intellectual disability in the education systems in Poland and other countries; define the personality and competences of a teacher (educator); analyze and determine the developmental needs and tasks of people with intellectual disabilities in different periods of life; justify the role of early support for the development of a child with intellectual disabilities; characterize the role of the family of a person with a disability and analyze and determine social support systems	efficiently analyzes the conditions of education and rehabilitation of people with intellectual disabilities, taking into account legal, environmental and individual conditions	[SU3] text preparation/written work
	[E.1I.K.2] Is ready to use the acquired knowledge to analyze pedagogical events	is ready to use all his knowledge to analyze the events being studied	[SK4] test/exam - oral or written

	Course outcome	Subject outcome	Method of verification
	<p>[E.1A.U.2] Is able to analyze the psychological and pedagogical bases of knowledge about autism spectrum disorders and preventive and supportive activities; analyze the basics of neuropsychology; identify autism spectrum disorders and other neurodevelopmental disorders, including aphasia, cerebral palsy and ADHD; make a psychological characterization of people with autism spectrum disorders in different developmental periods; recognize early symptoms of autism; determine the physical environment, stimulation and sensory integration in autism; analyze the specificity of cognitive, emotional and social functioning in autism spectrum disorders; analyze the speech, language and communication of people with autism spectrum disorders; carry out a psychopedagogical diagnosis of students with autism spectrum disorders, including functional profiles; use diagnostic methods and tools, with particular emphasis on the international "gold diagnostic standard" ADI-R (Autism Diagnostic Interview-Revised) and ADOS (Autism Diagnostic Observation Schedule); use methods of augmentative and alternative communication (AAC); define the role of the computer, media and new technologies in the therapy of people with autism spectrum disorders; analyze the psychological and pedagogical methods used in autism therapy in the context of evidence-based practice, including ESDM (The Early Start Denver Model); solve educational problems and apply behavior correction in children or students with autism spectrum disorders and present different approaches to the education and therapy of these children and students; describe educational and therapeutic models, selected methods and forms of work and therapy; plan and implement work with parents or guardians of a child or student with autism spectrum disorders, therapeutic support and psychosocial help for the family; define and implement support for a person with autism spectrum disorders in adult life and identify employment problems for these people</p>	<p>analyzes his/her knowledge and selects the most important theoretical data in order to construct the master's thesis</p>	<p>[SU3] text preparation/written work</p>

	Course outcome	Subject outcome	Method of verification
	[E.1A.U.1] Is able to analyze the medical basis of autism spectrum disorders; analyze the anatomy and physiology of the nervous system in the context of developmental deficits and abnormalities in autism spectrum disorders; analyze genetic disorders and multiple disabilities, basics of psychiatry, psychopathology and neurology; define childhood diseases and selected medical problems concerning children with autism spectrum disorders, including issues of diet, supplementation and pharmacotherapy; use tools to monitor children's health; describe the diagnostic criteria for autism spectrum disorders, determinants and epidemiology; define and analyze autistic disorders in medical nosological classifications (ICD, DSM) and functional classification (ICF); define the differential diagnosis - autistic spectrum disorders in the context of hearing loss, intellectual development disorder and other disorders and disabilities	efficiently analyzes the functioning of specific people with ASD based on available diagnostic tools	[SU3] text preparation/written work
	[E.1A.K.2] is ready to use the acquired knowledge to analyze pedagogical events	is ready to use all his knowledge to analyze the events being studied	[SK4] test/exam - oral or written
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%	25.0%
	nie dotyczy	50.0%	25.0%
	nie dotyczy	100.0%	25.0%
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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