

Subject card

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|--|---|--|-------------------|-------------------------------------|---------|--|-----|
| Subject name and code | Supporting sensory functions, PG_00202487 | | | | | | |
| 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 | 9 | ECTS credits | | | | 1.0 | |
| 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 | 15.0 | 0.0 | 0.0 | 0.0 | 0.0 | 15 |
| | 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 | 15 | | 5.0 | | 5.0 | 25 |
| 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 ready to use his knowledge to analyze the sensory difficulties of young children | [SK1] oral statement/conversation/discussion |
| | [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 | identifies the etiopathogenesis of sensory development disorders; identifies and analyzes types of sensory development disorders; plans support in this area | [SU4] test/exam - oral or written |

| | Course outcome | Subject outcome | Method of verification |
|--|--|---|-----------------------------------|
| | [E.1WW.W.2] has in-depth knowledge and understanding of 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 | [SW4] 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% | 99.0% |
| | nie dotyczy | 50.0% | 1.0% |
| 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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