

**Subject card**

<b>Subject name and code</b>	Diagnosis for the Diverse Support in Education [Classes] , PG_00208454						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2028/2029		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	5	<b>ECTS credits</b>			3.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		mgr Martyna Olszewska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		5.0		40.0	75
<b>Subject objectives</b>	Preparing students to identify the needs for differentiated support based on theoretical knowledge and independently acquired understanding.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[D.2.K.1] Is ready to take responsibility for decisions made related to the organisation of the educational and therapeutic process in inclusive education;	The student is ready to take responsibility for decisions related to organizing individualized educational support.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[D.2.K.2] Is prepared to act in accordance with the principles of professional ethics in the process of recognizing special educational needs and determining therapeutic indications.	The student is prepared to act in accordance with professional ethics in the process of diagnosing educational needs and planning support.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[D.2.U.1] Is able to make a functional characteristic of a child and student with special educational needs; determine the educational needs and conditions of education of children and students: with intellectual disabilities, visual impairments, hearing impairments, chronic diseases, including mental illness, socially maladjusted, at risk of social maladjustment, with behavioral and emotional disorders, pervasive developmental disorders, movement disorders, school failures resulting from specific learning difficulties, communication and language disorders, adaptation difficulties related to migration experience, adaptation difficulties related to cultural and religious differences, and gifted students	The student is able to carry out a functional assessment of a child/student and define their educational needs and learning conditions based on various types of disabilities or difficulties.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[D.2.U.2] Is able to diagnose the educational needs of a child and student as well as diagnose social relations in a peer group	The student is able to diagnose the educational needs of a student and assess social relationships in a peer group .	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[D.2.U.3] Is able to determine therapeutic areas and indications for a child or student with special educational needs	The student is able to identify areas of functioning and determine appropriate therapeutic recommendations for the learner.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[D.2.W.1] has in-depth knowledge and understanding of the concept and process of diagnosing special educational needs; assumptions of differential and functional diagnosis; diagnostic criteria (ICD, DSM, ICF); selected tools for diagnosing educational needs	The student knows and understands the concept and process of diagnosing special educational needs, including the assumptions of functional and differential diagnosis, as well as selected diagnostic tools.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
Subject contents	The educational situation of a student with extensive support needs (ESN): the specificity of learning in school settings school requirements versus the developmental needs of children and adolescents; subjective interpretation of educational conditions by students with ESN; the rights of students with ESN and possible forms of support. Diagnosing special educational needs: standards, guidelines, and recommendations for preparing and adapting diagnostic tools and procedures for children and adolescents with ESN.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	75.0%	10.0%
	Nie dotyczy.	51.0%	90.0%
Recommended reading	Basic literature	Nie dotyczy.	
	Supplementary literature	Nie dotyczy.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Final assignment (100%) presentation of the potential needs of a student with a selected disorder/disability: quality of content, and appropriateness of references to academic literature		
Work placement	Not applicable		

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