

**Subject card**

<b>Subject name and code</b>	Work with an Adult with Autistic Spectrum [Classes] , PG_00208495						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2030/2031		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group 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>	5	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	10	<b>ECTS credits</b>			3.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Agnieszka Woynarowska				
	<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		0.0		45.0	75
<b>Subject objectives</b>	Nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E. 1A.K.2] is ready to use the acquired knowledge to analyze pedagogical events	[15773] [E. 1A.K.2] is willing to use the knowledge gained to analyse pedagogical events	[SK1] oral statement/conversation/discussion
	[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	[15691] [E. 1A.U.2] Can analyse the psychological and pedagogical basis of knowledge about autism spectrum disorders and preventive and supportive measures; analyse the basics of neuropsychology; identify autism spectrum disorders and other neurodevelopmental disorders, including aphasia, cerebral palsy and ADHD; perform psychological characterisation of people with autism spectrum disorders in different developmental periods; recognise early symptoms of autism; determine the physical environment, stimulation and sensory integration in autism; analyse the specificity of cognitive, emotional and social functioning in autism spectrum disorders; analyse the speech, language and communication of people with autism spectrum disorders; carry out psycho-pedagogical diagnosis of pupils with autism spectrum disorders, including functional profiles; use diagnostic methods and tools, with particular emphasis on the international 'gold standard of diagnosis' ADI-R (Autism Diagnostic Interview-Revised) and ADOS (Autism Diagnostic Observation Schedule); use augmentative and alternative communication (AAC) methods; determine the role of computers, media and new technologies in the therapy of people with autism spectrum disorders; analyse 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 behaviour correction in children or pupils with autism spectrum disorders and present different approaches to the education and therapy of these children and pupils; 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 disorder, therapeutic support and psychosocial assistance to the family; identify and implement support for people with autism spectrum disorder in adult life and identify employment issues for these people	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	<p>[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</p>	<p>[15575] [E. 1A.W.1] Knows and understands the medical basis of autism spectrum disorders; anatomy and physiology of the nervous system in the context of deficits and developmental abnormalities in autism spectrum disorder and the psychosocial determinants of functioning in individuals with autism spectrum disorder; issues of genetic disorders and co-occurring disabilities; basics of psychiatry, psychopathology and neurology; childhood diseases and selected medical problems concerning children with autism spectrum disorders, including diet, supplementation, pharmacotherapy; tools for monitoring the health of children; diagnostic criteria for autism spectrum disorders, their determinants and epidemiology; the place of autism spectrum 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 impairment, intellectual disability and other disorders and disabilities; school functioning of students with autism spectrum disorders and its determinants</p>	<p>[SW2] presentation/project/paper/report [SW5] implementation of a problem task</p>

	Course outcome	Subject outcome	Method of verification
	[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	[15576] [E. 1A.W.2] Knows and understands the psychological and pedagogical basis of knowledge about autism spectrum disorders and preventive and supportive measures; the 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 at different developmental stages; 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 psycho-pedagogical diagnosis of pupils with autism spectrum disorders, including functional profiles; diagnostic methods and tools, with particular emphasis on the international 'gold standard of diagnosis' ADI-R (Autism Diagnostic Interview-Revised) and ADOS (Autism Diagnostic Observation Schedule); methods of augmentative and alternative communication (AAC); the role of computers, 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 behaviour correction and methods of solving educational problems in children or pupils with autism spectrum disorders; various approaches to the education and therapy of children or pupils 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 disorder, therapeutic support and psychosocial assistance for the family, support for a person with autism spectrum disorder in adulthood; issues of employment for adults with autism spectrum disorder	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task
Subject contents	Nie dotyczy		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	50.0%	5.0%
	nie dotyczy	51.0%	95.0%
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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