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| 1. | Field of study | Special Education |
| 2. | Faculty | Faculty of Fine Arts and Educational Science |
| 3. | Academic year of entry | 2023/2024 (winter term), 2024/2025 (winter term) |
| 4. | Level of qualifications/degree | long-cycle studies |
| 5. | Degree profile | general academic |
| 6. | Mode of study | full-time |

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| 7. | General information about the module | |
| Module name | Early intervention and early support for the child with hearing disability | |
| Module code | PS_SA_E1_WWRDS | |
| Number of the ECTS credits | 3 | |
| Language of instruction | | |
| Purpose and description of the content of education | <p>W ramach modułu wczesne wspomaganie dziecka z dysfunkcją słuchu uzyskuje podstawową wiedzę na temat rozwoju narządu słuchu w okresie płodowym oraz pamięci słuchowej a także rozwoju słuchu w pierwszych latach życia oraz ogólnego rozwoju; budowa ucha oraz fizjologia słyszenia. Poznaje znaczenie wczesnego wykrycia, zdiagnozowania oraz zastosowania odpowiedniej terapii w przypadku dziecka z uszkodzonym narządem słuchu. Zapoznaje się z technologiami wspomagającymi słyszenie (aparaty, implanty, systemy FM) oraz metodami komunikacji osób niesłyszących i metodami usprawniającymi słuch. Poznaje metody usprawniania słuchu w wieku wczesnodziecięcym, wychowanie słuchowe i metody terapii słuchu (metody: werbo- tonalna, audytywno- werbalna; Van Udena; Fonogesty).</p> <p>Wszystkie efekty uczenia się zakładane w module planuje się osiągnąć podczas wykładów, ćwiczeń a także pracy własnej studenta, obejmującej studiowanie literatury przedmiotu oraz wymaganych zagadnień.</p> | |
| List of modules that must be completed before starting this module (if necessary) | not applicable | |

| 8. | Learning outcomes of the module | | |
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| Code | Description | Learning outcomes of the programme | Level of competenc (scale 1-5) |
| PS_SA_E1_WWRDS_1 | W zakresie wiedzy absolwent zna i rozumie zagadnienia wczesnej interwencji, wczesnego wspomaganie rozwoju i wczesnej edukacji dziecka z niepełnosprawnością słuchową – ukierunkowanie, oczekiwaną efektywność, uwarunkowania i ewaluację; wybrane metody diagnozy i programy stymulacji; zagadnienie wczesnej diagnostyki – metody, techniki, narzędzia; rolę zabawy, zasady współpracy z rodziną i specjalistami, rolę rodziny we wspomaganie rozwoju dziecka, system wczesnego wspomaganie rozwoju dziecka w Polsce i innych państwach (E.1S.W8.) | KN3_W04 | 3 |
| PS_SA_E1_WWRDS_2 | W zakresie umiejętności absolwent potrafi scharakteryzować wczesną interwencję i wczesne wspomaganie rozwoju dziecka z niepełnosprawnością słuchową, ich ukierunkowanie, oczekiwaną efektywność oraz uwarunkowania; stosować wczesną diagnostykę – metody, techniki i narzędzia; wykorzystywać wybrane programy diagnozy możliwości rozwojowych i wczesnego wspomaganie rozwoju dzieci z dysfunkcją słuchu; opisywać system wczesnego wspomaganie rozwoju w Polsce i innych państwach (E.1S.U8.) | KJM.2023_U KN3_K01 | 3 2 |

| 9. Methods of conducting classes | | |
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| Code | Category | Name (description) |
| a03 | Lecture methods / expository methods | Description <i>a description of objects, phenomena, processes or people; it involves specifying the structure and characteristic features of the object, phenomenon, or process being described; it is usually accompanied by a demonstration of the described object or by its models, drawings, tables, charts, etc.; a description may take the form of an explanation, classification, justification or comparison</i> |
| b02 | Problem-solving methods | Lecture-discussion <i>transmission of content involving interaction with the lecture audience; discussion of lecture-related issues is one of its elements or constitutes its follow-up</i> |
| c07 | Demonstration methods | Screen presentation <i>a presentation of synthetic image content using computer graphics, e.g., a series of slides or other multimedia forms, usually accompanied by a commentary; typical components of a screen presentation include text organized into bulleted points, charts, images and animations, sometimes sound effects or music; a multimedia illustration of course content presented in the form of a projected image</i> |
| d03 | Programmed learning methods | Working with another teaching tool <i>e.g. using websites in any way or according to the rules set by the teacher; or making use of other subject-specific tools</i> |
| e07 | Practical methods | Simulation <i>an indirect method; imitating reality in order to gain experience approximating a real one; recreating a real-world situation so that its participant can acquire an experience close to the authentic one; work on "replacement" material</i> |

| 10. Forms of teaching | | | | | |
|-----------------------|-------------------|-----------------|---|---------------------------------------|-------------------------------|
| Code | Name | Number of hours | Assessment of the learning outcomes of the module | Learning outcomes of the module | Methods of conducting classes |
| PS_SA_E1_WWRDS_1 | lecture | 15 | course work | PS_SA_E1_WWRDS_1, PS_SA_E1_WWRDS_2 | b02, c07 |
| PS_SA_E1_WWRDS_2 | practical classes | 15 | course work | PS_SA_E1_WWRDS_1, PS_SA_E1_WWRDS_2 | a03, c07, d03, e07 |

| 11. The student's work, apart from participation in classes, includes in particular: | | | |
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| Code | Category | Name (description) | Is it part of the BUNA? |
| a01 | Preparation for classes | Search for materials and review activities necessary for class participation <i>reviewing literature, documentation, tools and materials as well as the specifics of the syllabus and the range of activities indicated in it as required for full participation in classes</i> | No |
| a02 | Preparation for classes | Literature reading / analysis of source materials <i>reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class</i> | No |
| a03 | Preparation for classes | Developing practical skills <i>activities involving the repetition, refinement and consolidation of practical skills, including those developed during previous classes or new skills necessary for the implementation of subsequent elements of the curriculum (as preparation for class participation)</i> | Yes |
| a04 | Preparation for classes | Consulting materials complementary to those indicated in the syllabus <i>agreeing on materials complementary to those indicated in the syllabus, supporting the implementation</i> | Yes |

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| | | <i>of tasks resulting from or necessary for class participation</i> | |
| b01 | Consulting the curriculum and the organization of classes | Getting acquainted with the syllabus content <i>reading through the syllabus and getting acquainted with its content</i> | Yes |
| c02 | Preparation for verification of learning outcomes | Studying the literature used in and the materials produced in class <i>exploring the studied content, inquiring, considering, assimilating, interpreting it, or organizing knowledge obtained from the literature, documentation, instructions, scenarios, etc., used in class as well as from the notes or other materials/artifacts made in class</i> | No |
| c03 | Preparation for verification of learning outcomes | Implementation of an individual or group assignment necessary for course/phase/ examination completion <i>a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory phase/element of the verification of the learning outcomes assigned to the course</i> | No |

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: <https://usosweb.us.edu.pl>.