

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	part-time

7.	General information about the module		
Module name	Diagnosis of a schoolchild with Special Educational Needs		
Module code	PS_D2_DFU		
Number of the ECTS credits	4		
Language of instruction	Polish		
Purpose and description of the content of education	<p>Moduł umożliwia zdobycie wiedzy na temat projektowania i prowadzenia badań diagnostycznych w praktyce pedagogicznej, poszerzonej w odniesieniu do odpowiednich etapów edukacyjnych i uwzględniającej specjalne/ różnicowane potrzeby edukacyjne, społeczne i rozwojowe uczniów. Dotyczy również zdobycia umiejętności oceny przydatności typowych metod, procedur i dobrych praktyk do realizacji zadań diagnostycznych, umiejętności posługiwania się zasadami i normami etycznymi w wykonywanej działalności badawczej (diagnostycznej). Szczegółowe treści modułu przedmiotu odnoszą się do wiedzy z zakresu rozpoznawania podstawowych różnic pomiędzy diagnozą nozologiczną (różnicową), a diagnozą umiejętności funkcjonalnych. Student poznaje cechy, zasady, etapy diagnozy funkcjonalnej, najczęściej wykorzystywane narzędzia standaryzowane, które potrafi analizować, interpretować i wykorzystywać w praktyce, ponadto potrafi konstruować własne narzędzia diagnostyczne do badania wybranych obszarów funkcjonowania osób ze specjalnymi/zróżnicowanymi potrzebami. Wszystkie efekty uczenia się zakładane w module planuje się osiągnąć podczas wykładów, ćwiczeń a także pracy własnej studenta.</p>		
List of modules that must be completed before starting this module (if necessary)	not applicable		

8.	Learning outcomes of the module			
Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)	
PS_D2_DFU_1	W zakresie wiedzy absolwent zna i rozumie pojęcie i proces diagnozowania specjalnych potrzeb edukacyjnych; założenia różnicowej i funkcjonalnej diagnozy; kryteria diagnostyczne (ICD, DSM, ICF); wybrane narzędzia diagnozy potrzeb edukacyjnych	KN3_W05	4	
PS_D2_DFU_2	W zakresie umiejętności absolwent potrafi dokonać funkcjonalnej charakterystyki dziecka i ucznia ze specjalnymi potrzebami edukacyjnymi; określić potrzeby edukacyjne i uwarunkowania kształcenia dzieci i uczniów: z niepełnosprawnością intelektualną, dysfunkcją wzroku, dysfunkcją słuchu, chorobą przewlekłą, w tym psychiczną, niedostosowanymi społecznie, zagrożonych niedostosowaniem społecznym, z zaburzeniami zachowania i emocji, całościowym zaburzeniem rozwoju, zaburzeniami ruchu, niepowodzeniami szkolnymi wynikającymi ze specyficznych trudności w uczeniu się, zaburzeniami komunikacji i sprawności językowych, trudnościami adaptacyjnymi związanymi z doświadczeniem migracyjnym, trudnościami adaptacyjnymi związanymi z różnicami kulturowymi i wyznaniowymi oraz uczniów uzdolnionych	KN3_U02 KN3_U04 KN3_U05	4 4 3	
PS_D2_DFU	W zakresie umiejętności absolwent potrafi przeprowadzić diagnozę edukacyjnych potrzeb dziecka i ucznia oraz	KN3_U02	4	

_3	diagnozę relacji społecznych w grupie rówieśniczej	KN3_U04 KN3_U05	4 4
PS_D2_DFU _4	W zakresie kompetencji społecznych absolwent jest gotów do postępowania zgodnego z zasadami etyki zawodowej w procesie rozpoznawania specjalnych potrzeb edukacyjnych i określania wskazań terapeutycznych	KN3_K01 KN3_K02	4 3

9. Methods of conducting classes			
Code	Category	Name (description)	
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>	
b04	Problem-solving methods	Activating method – discussion / debate <i>an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem</i>	
b07	Problem-solving methods	Activating methods: a case study <i>a comprehensive description of a phenomenon connected with the selected discipline; reflecting the reality, presenting the 'what', 'where' and 'how' of the phenomenon, i.e., all of its key aspects to be discussed in class; used as a reproduction, presentation, discussion or diagnosis of factors that shape the phenomenon or interact with it; an in-depth qualitative analysis and evaluation of a selected phenomenon</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>	
d01	Programmed learning methods	Working with a computer <i>e.g., Webquest; implementation of educational tasks using electronic and digital devices, computer programs and Internet applications; the academic teacher acts as a consultant; students' work is carried out step by step according to the plan laid own by the person teaching the course and following his instructions, and proceeds towards producing the indicated results within the set deadline</i>	
e04	Practical methods	Project scheduling <i>proceeding according to the steps proposed within a specific methodology for the completion of a task; e.g., identifying project objectives, determining the result, identifying strengths, limitations, opportunities and threats (SWOT), establishing a schedule of activities, assessing resources, establishing an implementation plan; the initial diagnosis; the reassessment of assumptions; the process of preparing the practical implementation of a project</i>	
f01	Methods of self-learning	Self-education <i>a method which involves independent acquisition of knowledge, skills and social competences, extending their scope and quality; complementary to the learning process taking place in class; taking on the task of developing and adjusting qualifications on one's own; self-study</i>	
f02	Methods of self-learning	Individual work with a text <i>searching for and acquiring new information using textbooks and other written sources (including their digital versions); searching for texts, selecting fragments for analysis/interpretation, using other texts to solve a problem related to the studied</i>	

		issue			
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_D2_DFU_fns1	lecture	10	course work	PS_D2_DFU_1, PS_D2_DFU_2	b02, c07, f01, f02
PS_D2_DFU_fns2	practical classes	10	course work	PS_D2_DFU_2, PS_D2_DFU_3, PS_D2_DFU_4	b04, b07, d01, e04, f01, f02

11. The student's work, apart from participation in classes, includes in particular:			
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>	No
a05	Preparation for classes	Production/preparation of tools, materials or documentation necessary for class participation <i>developing, preparing and assessing the usefulness of tools and materials (e.g. aids, scenarios, research tools, equipment, etc.) to be employed in class or as an aid when preparing for classes</i>	No
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
b02	Consulting the curriculum and the organization of classes	Verification / adjustment / discussion of syllabus provisions <i>consulting the content of the syllabus, possibly in the presence of the year tutor or members of the class group, and, if necessary, reassessing the provisions concerning special conditions for class participation, e.g., space and time requirements, technical and other requirements, including conditions for participation in classes outside the walls of the university, classes organized in blocks, organized online, etc.</i>	Yes
c01	Preparation for verification of learning outcomes	Determining the stages of task implementation contributing to the verification of learning outcomes <i>devising a task implementation strategy embracing the division of content, the range of activities, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.</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</i>	No

		<i>phase/element of the verification of the learning outcomes assigned to the course</i>	
d01	Consulting the results of the verification of learning outcomes	Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes <i>reading through the academic teacher's comments, assessments and opinions on the implementation of the task aimed at checking the level of the achieved learning outcomes</i>	Yes

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>.