

Subject card

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| Subject name and code | Methodology and Didactics of Therapy of Articulation Disorders - lecture, PG_00150649 | | | | | | |
| Field of study | Logopedics | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2025/2026 | | |
| Education level | | Subject group | | | Obligatory subject group in the field of study Humanistic-social subject group Subject group related to practical vocational preparation | | |
| Mode of study | full-time studies | Mode of delivery | | | at the university | | |
| Year of study | 2 | Language of instruction | | | Polish | | |
| Semester of study | 3 | ECTS credits | | | 3.0 | | |
| Learning profile | practical | Assessment form | | | | | |
| Conducting unit | Instytut Logopedii -> Faculty of Languages | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr hab. Katarzyna Kaczorowska-Bray | | | | |
| | Teachers | | | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 30.0 | 0.0 | 0.0 | 0.0 | 0.0 | 30 |
| | 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 | 30 | | 2.0 | | 43.0 | 75 |
| Subject objectives | <ul style="list-style-type: none"> To familiarize students with the in-depth problem of articulation disorders against the background of the developmental norm, in connection with the issue of bilingualism Presentation of methods of therapy, diagnostic procedures in accordance with the principles of good practice, in the context of individual entrepreneurship Show examples of innovative projects and encourage students to write their own Explanation of the essence of speech therapy prophylaxis and the principles of its implementation with regard to articulation disorders | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
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| | [LOGJ5_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and modify and supplement it, as well as improve his professional skills; he is ready to formulate moral problems and ethical dilemmas related to his own and others' therapeutic work. | The student is ready to critically assess knowledge about articulation disorders, to modify and supplement it and to improve professionally, as well as to formulate moral problems and ethical dilemmas related to therapeutic work - both his own and others. | [SK4] test/exam - oral or written |
| | [LOGJ5_W03] He knows the principles of speech therapy prevention and stimulation of normal speech and language development, as well as the theoretical basis of intervention activities for individuals and social groups in the scope necessary for the direction of speech therapy. He has knowledge of linguistics and speech therapy that allows him to independently program activities aimed at preventing speech disorders in individuals at risk of developing them. | The student knows the principles of speech therapy prophylaxis and stimulation of the development of proper articulation together with the principles of intervention actions towards individuals and social groups, especially people at risk of articulation disorders. | [SW4] test/exam - oral or written |
| | [LOGJ5_U04] Can independently diagnose speech development disorders, language problems, speech disorders, literacy disorders and intake difficulties, indicate their etiology and program preventive measures and speech therapy according to the disorder, including in the case of complex medical disorders, including neurological disorders. | The student is able to independently diagnose articulation disorders, indicate their etiology and program adequate prophylactic procedures. | [SU4] test/exam - oral or written |
| | [LOGJ5_W01] Has a structured, in-depth and extended knowledge and knows at an extended level the terminology of linguistics and speech therapy (including selected terminology in a foreign modern language). | The student has a structured and in-depth and extended knowledge of articulation disorders, along with terminology in Polish and selected modern foreign language. | [SW4] test/exam - oral or written |
| | [LOGJ5_W25] He has an in-depth understanding of language and speech disorders, their determinants, classification, diagnosis and therapy methods, as well as the relationship between bilingualism and speech disorders. | The student has an in-depth understanding of articulation disorders, their conditions, classification, diagnosis and methods of therapy, taking into account the relationship between bilingualism and articulation disorders. | [SW4] test/exam - oral or written |
| | [LOGJ5_W04] Has an in-depth, structured knowledge of linguistic development in normal and pathology, as well as factors affecting its course. | The student has an in-depth and structured knowledge of the normal and abnormal development of the child's articulation and the factors that influence this development. | [SW4] test/exam - oral or written |
| | [LOGJ5_U03] He has the ability to interpret, analyze the causes and course of linguistic and communicative processes and phenomena, substantively argue using his own views and those of other authors, formulate conclusions and create synthetic summaries using the appropriate terminology of linguistics, sociolinguistics and ethnolinguistics and medical sciences relevant to speech therapy. | The student has the ability to interpret, analyze the causes and course of processes and linguistic phenomena, competently argue, formulate conclusions and summarize synthetically. | [SU4] test/exam - oral or written |

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| Subject contents | Structure and functioning of speech organs. The phonological system of modern Polish IPA and the Slavic alphabet. Meaning of the term dyslalia. Speech disorders and ways of their classification in the literature. Expression disorders. Paradigm and syntagmatics in the diagnosis of pronunciation. Physiological activities within the organ of speech and articulation. Diagnosis of articulation disorders. The model of speech therapy in Poland. Removing articulation disorders and ways of preventing these disorders - methodological approach. . | | |
| Prerequisites and co-requisites | Passing the initial test of phonemic transcription of words. | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | Examination. | 51.0% | 100.0% |
| Recommended reading | Basic literature | <ul style="list-style-type: none"> • Logopedia. Pytania i odpowiedzi, red. T. Gałkowski, G. Jastrzębowska, Opole 1999 lub późniejsze (rozdz.: Metodyka ogólna diagnozy i terapii logopedycznej; Diagnoza i terapia opóźnionego rozwoju mowy, Diagnoza i terapia zaburzeń artykulacji) • Logopedia, I. Styczek, Warszawa 1983 (rozdz.: Technika wymowy, Badanie mowy, Reedukacja mowy) • Rodak H. Terapia dziecka z wadą wymowy. Warszawa: Wydawnictwo Uniwersytetu Warszawskiego 2002 (całość) • Rocławski B., Słuch fonemowy i fonetyczny. Teoria i praktyka. Gdańsk: Glottispol 2005 (całość) • Grabias S. (red.) Zaburzenia mowy. Mowa. Teoria, Praktyka, Lublin: Wydawnictwo UMCS, 2001. (rozdz. Objawowe i przyczynowe klasyfikacje zaburzeń mowy, s. 26-43) • Emiluta-Rozya D. Całościowe badanie logopedyczne z materiałem obrazkowym, Wydawnictwo APS, Warszawa 2013. | |

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| | Supplementary literature | <ul style="list-style-type: none"> • Antos D., Demel G., Styczek I., Jak usuwać seplenienie i inne wady wymowy, Warszawa 1967. • Banaszekiewicz A., Walencik-Topiiko A., Zasady doboru materiału lingwistycznego do terapii zaburzeń artykulacji teoria i praktyka, [w:] Forum Logopedyczne nr 22/2014, Polskie Towarzystwo Logopedyczne Oddział Śląski, Katowice 2014, s. 61-69. • Kania J. T., Szkice logopedyczne, Warszawa 1982: WSiP. (rozdz. Dyslalia na tle procesu rozwojowego artykulacji s. 175-192; Podstawy językoznawczej klasyfikacji zaburzeń mowy, s. 11-30)) • Minczakiewicz E. M., Mowa. Rozwój - zaburzenia - terapia, Kraków 1997 (rozdz. Wprowadzenie do logopedii, s. 7-29; Dyslalia s. 84-106; Praktyka logopedyczna s. 188-260) • Sołtys-Chmielowicz A., Zaburzenia artykulacji. Teoria i praktyka, Kraków 2008 i nast.(rozdz. Ocena klasyfikacji wad wymowy i problemy dyskusyjne, s. 35-62) • Poza powyższymi pozycjami student samodzielnie poszukuje informacji w literaturze podanej jako uzupełniająca, przygotowując referat, konspekt, zajęcia z dziećmi oraz recenzję jednej wybranej pozycji. • Banaszekiewicz A. (2019). Zaburzenia artykulacji a funkcje fizjologiczne układu stomatognatycznego u młodzieży szkolnej, w: Prace Językoznawcze, vol. 21, nr 1, ss. 5-21.(http://uwm.edu.pl/polonistyka/pracejezykoznawcze/eng/pliki/Prace_Jezykoznawcze_21-1-2019.pdf); • Banaszekiewicz A. (2018), Zaburzenie artykulacji jako przyczyna opóźnionego rozwoju mowy, [w:] Forum Logopedy nr 24, s. 19-22; • Banaszekiewicz A., Wywoływanie głosek r, [w:] Biuletyn Logopedyczny nr 2(17)2005, przedruk [w:] Czasopismo Internetowe LOGOPEDA nr 3, wyd. PZL, www.logopeda.org.pl; • Banaszekiewicz A., Wykorzystanie zmysłu dotyku w terapii zaburzenia słuchu fonematycznego w zakresie opozycji: głosek szczelinowych / zwarto-szczelinowych. Studium przypadku, [w:] Biuletyn Logopedyczny nr 1-2 (18/19) 2006; • Banaszekiewicz A., Walencik-Topiiko A. (2016): Współpraca logopedy z rodzicami dzieci poddawanych terapii logopedycznej. [W:] Wczesna interwencja logopedyczna. Red. K. Kaczorowska-Bray, S. Milewski. Gdańsk, s. 728741; • Binkuńska E. (2016/2017): Artykulacja oraz cechy anatomiczne i fizjologiczne narządów mowy u dzieci pięcioletnich. Biuletyn Logopedyczny nr 12, s. 5573; • Czaplewska E. (2012): Diagnostyka zaburzeń rozwoju artykulacji. [W:] Diagnostyka logopedyczna. Podręcznik akademicki. Red. E. Czaplewska, S. Milewski. Sopot, s. 65120; • Demel G., Minimum logopedyczne nauczyciela przedszkola, Warszawa 1994; • Dilling-Ostrowska E., Zaburzenia mowy, w: Neurologia dziecięca, red. J. Czocharńska, Warszawa 1990; • Jatkowska J. B-learning w diagnostyce i terapii logopedycznej dzieci, Gdańsk: Harmonia Universalis 2019; • Nartowska H., Opóźnienia i dysharmonie rozwoju dziecka, Warszawa 1989. • Pluta-Wojciechowska D. Zaburzenia czynności prymarnych i artykulacji. Podstawy postępowania logopedycznego, Wydawnictwo Ergo-Sum, Bytom, 2015. • Pruszevicz A (red.) Foniatria kliniczna, Warszawa 1992. • Rocławska-Daniluk M. Dwujęzyczność i wychowanie dwujęzyczne z perspektywy lingwistyki i logopedii. Wydawnictwo UG, Gdańsk 2011 i nast. • Sawa B., Dzieci z zaburzeniami mowy, Warszawa 1990. • Skorek, E. M., Z logopedią na Ty. Podręczny słownik logopedyczny, Kraków 2000 i nast. • Skorek, E. M., Reranie, Kraków 2001. • Skorek, E. M., Samogłoski. Profilaktyka, diagnoza, korekcja nieprawidłowej artykulacji, Kraków 2000. • Stecko E., Zaburzenia mowy u dzieci: Wczesne rozpoznawanie i postępowanie logopedyczne, Warszawa 1994 i nast.; • Surowaniec J., Logopedyczny słownik terminologii diagnostycznej, Kraków 1996; • Szumska J. (red.) Zaburzenia mowy u dzieci, Warszawa 1992; • Wierzchowska B. Wymowa polska, Warszawa: PZWS, 1965 i nast.; • Logopedia - rocznik PTL; • Biuletyn logopedyczny" - czasopismo PTL; • Logopeda - czasopismo internetowe PZL. |
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| Example issues/ example questions/ tasks being completed | | |
| Work placement | Not applicable | |