

Subject card

Subject name and code	Partial Disorders of Psychokinetic Development, PG_00150655						
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 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	4	ECTS credits			1.0		
Learning profile	practical	Assessment form					
Conducting unit	Faculty of Social Sciences						
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	15.0	0.0	0.0	0.0	0.0	15
	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	15		1.0		9.0	25
Subject objectives	The purpose of the course is to discuss partial psychomotor developmental disorders that occur in children, such as: ADHD, Specific speech disorders, Specific learning disorders, Developmental speech and language disorders, Specific motor function disorders (developmental motor coordination disorders), lateralization and others.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_W12] He knows and understands in depth the biomedical background of human development and communication skills, as well as their disorders, the structure and function of the human body, relevant to speech therapy and the changes in speech and language with age.	The student knows and understands at an advanced level the changes occurring in the language and disorders of its development resulting from the pathomechanism of partial development disorders, the possibility of their diagnosis and the principles of therapy, He has advanced knowledge on the biomedical basis of human development and his communication skills, structure and function of the human body, relevant from the point of view of speech therapy in the field of etiology, symptomatology and pathomechanism of partial developmental disorders during the course of human life.	[SW4] test/exam - oral or written
	[LOGJ5_W23] He knows and understands to an in-depth degree the theories of human development, especially his communication skills, in the life cycle both in the biological, biomedical and psychological and social aspects, as well as in the context of his subjectivity in the educational, social and cultural area, including the psychological basis of language teaching, upbringing, teaching, models of learning and the various conditions of these processes, and can critically evaluate and creatively use them.	The student has knowledge of partial deficits including the psychological foundations of foreign language teaching, upbringing, teaching, learning models and various determinants of partial developmental 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 see the biomedical basis of speech and language disorders and, using medical terminology based on the classification ICD-11 and DSM-V, explain complex speech and speech problems.	[SU4] test/exam - oral or written
	[LOGJ5_U06] He has in-depth skills in identifying biomedical and psychological conditions of language problems and dysphagia in the patient, can analyze and interpret information gathered from medical and psychological sources and, using medical terminology, explain complex speech therapy problems.	The student is able to communicate using speech therapy terminology with representatives of different sciences: doctors, psychologists, educators, teachers, in order to provide holistic care and therapy to their patients.	[SU4] test/exam - oral or written
	[LOGJ5_W15] Knows at an in-depth level the terminology of the social sciences (pedagogy, psychology and special education) and medical sciences relevant to the field of speech therapy. He understands its origin and knows the principles of application within related scientific disciplines.	The student has knowledge in the field of psychological foundations of human development, classical and modern theories on human development and his communication skills, including on developmental changes, development parameters, etiology of developmental disorders, types of psychomotor development disorders (global, fragmentary, partial).	[SW4] test/exam - oral or written

	Course outcome	Subject outcome	Method of verification
	[LOGJ5_K06] Can independently and critically supplement knowledge and skills in medicine, social sciences and fields useful to speech therapists.	The student knows the scope of his knowledge and skills, understands the need for continuous training and professional development in other areas relevant to the speech therapist, consults with a doctor or psychologist, can establish contact with the parents of the child who is a participant in the therapy, can thoroughly determine priorities for the implementation of the therapy of a child with partial psychomotor disorders.	[SK4] test/exam - oral or written

Subject contents	<p>1. Introduction</p> <p>Definition of psychomotor development Types of developmental changes Developmental processes (adolescence vs. learning) Sensitive period and critical period Development parameters (pace, rhythm, dynamics) Etiology of psychomotor development disorders Types of psychomotor development disorders (global, fragmentary, partial) Partial deficits - definition</p> <p>2. Attention Deficit Hyperactivity Disorder ADHD</p> <p>Externalization vs. internalization disorders Definition Terminology Symptom groups (attention disturbances, hyper impulsivity, hyperactivity) Diagnostic criteria according to DSM-V and ICD-11 (Symptomatology) ADHD Subtypes The most common problems of a child at school in the aspect of ADHD Dissemination Etiology Co-occurring disorders Differential Diagnosis Symptom dynamics (breakdown by infant and post-infant age, preschool age, grade 1, grade 2-3, high school, adulthood)</p> <p>3. Specific Learning Disabilities</p> <p>Definitions (divided into: with difficulty in reading, with difficulty in writing, with difficulty in mathematics) Dissemination Etiology Polyethiology (global understanding of dyslexia based on the classical model of developmental disorders) Model of diagnostic procedure Diagnostic tools Diagnostic criteria according to DSM-V and ICD-11 (Symptomatology) Symptom dynamics (breakdown by infant and post-infant age, preschool age, grade 1, grade 2-3, high school, adulthood) Co-occurring disorders</p> <p>4. Developmental Speech and Language Disorders</p> <p>Definition Diagnostic criteria Subtypes Changes in the area of nomenclature of mental development disorders made in subsequent editions of international medical classifications DSM and ICD. Diagnostic tools</p> <p>5. Specific Language Impairment (SLI)</p> <p>Definition Diagnostic criteria Dissemination Symptomatology Trajectory of symptoms Co-occurring disorders Etiology Diagnostic tools</p> <p>6. Partial motor disorders</p> <p>Developmental motor coordination disorder Diagnostic criteria Dissemination Symptomatology Epidemiology Etiology</p> <p>7. Lateralization</p> <p>Definition Stages of development Etiology Dissemination Symptomatology Types of lateralization (uniform, non-uniform) Pathomechanism Diagnostic tools</p> <p>8. Adjustment of educational requirements for student, case studies: ADHD, learning disabilities, SLI, movement disorders.</p>
Prerequisites and co-requisites	

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		Test	51.0%
Recommended reading	Basic literature	<p>Suterpialkowska, L. , and S. , H. (2017). Clinical psychology. Warsaw: PWN.</p> <p>Panasiuk, J. (2016). Specific speech disorders in diagnosis and speech therapy. In: K. Kaczorowska-Bray and S. Milewski (ed.) Early speech therapy (pp. 211-240). It's Harmonia Universalis.</p> <p>Borkowska, A. R. , Worak, A. (2016). SLI and aphasia/developmental dysphasia and childhood acquired aphasia - neuropsychological concept. In: K. Kaczorowska-Bray and S. Milewski (ed.) Early speech therapy (pp. 247-259). It's Harmonia Universalis.</p> <p>Reid, G. (2018). Dyslexia Handbook Practice. Gda: Harmony.</p> <p>Pfiffner, L. J. All about ADHD. Profit and loss</p> <p>World Health Organization, WHO (2009). International Statistical Classification of Diseases and Health Problems, ICD-10.</p> <p>American Psychiatric Society, APA (2019). Diagnostic criteria for mental disorders DSM-5. Release 5. SOURCE Edra Urban & Partners</p> <p>Krawczyk, P. S. (2020). ICD-11 vs. ICD-10 an overview of updates and innovations introduced in the latest version of the WHO International Classification of Diseases. Psychiatry Poland, 54(1), 7-20, doi: 10.12740/PP/103876.</p> <p>Jastrzebowska, G. (2019). Neurodevelopmental disorders. Changes in the theoretical and diagnostic approach. Logopedia, 27-46.</p>	
	Supplementary literature	<p>Banashkiewicz, A. , Valencik-Topilko (2017). Cooperation of speech therapists with parents of children undergoing speech therapy. In: K. Kaczorowska-Bray and S. Milewski (ed.) Early speech therapy (pp. 728-741). It's Harmonia Universalis.</p> <p>SOURCE: bit. ly/1JJJJJJJ Diagnosis and therapy in the work of speech therapist and teacher therapist. Theoretical contexts and practice. Momentum.</p> <p>Schmalec, J. , Binkunska, E. , Bzuzy, G. , Wyszy, D. (2021). Developmental disorders of motor coordination. Definitive.</p> <p>Bogdanowicz, M. Adryjanek, A. , Rosyska, M. (2007). A student with dyslexia at home. Not just for parents. Gdynia: Opera.</p> <p>T. , Pietrzak-Stepowska, Z. (1994). Balance work with children with reading and writing difficulties. School and Pedagogical Publishing.</p> <p>Spy (1965). Psychomotor development disorders of the child. Warsaw: PWN</p>	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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