

Subject card

Subject name and code	Disorders of Sensory Integration, PG_00150659						
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	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	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	Understanding of sensory integration disorders. Acquire the ability to establish contact with a child with sensory integration disorders and to respond to their developmental needs. Equipping students with practical skills of using elements of sensory integration therapy and polysensory stimulation in the process of supporting child development.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_W04] Has an in-depth, structured knowledge of linguistic development in normal and pathology, as well as factors affecting its course.	The student knows the specifics of sensory integration disorders and their consequences for speech development, as well as the theoretical basis of intervention activities in this area of child development to the extent necessary for speech therapy.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[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 language and disorders of its development resulting from sensory processing disorders, the possibility of their diagnosis and the principles of therapy.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[LOGJ5_U13] Recognizing the need to deepen knowledge of the structure and functioning of the human body (nervous system, hearing and speech organs), he is able to plan and implement his own learning in the social and medical sciences relevant to speech therapy.	Students perceive the need to deepen their knowledge in the field of sensory processing disorders, independently plans and implements their own learning in this field.	[SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work
	[LOGJ5_K06] Can independently and critically supplement knowledge and skills in medicine, social sciences and fields useful to speech therapists.	The student can independently and critically supplement knowledge and skills in areas useful for speech therapists.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK8] observation of student's independent or team work
	[LOGJ5_W06] Has a structured and in-depth knowledge to program speech therapy for children with coupled developmental problems of complex etiology (cognitive deficits, sensory deficits and neurological damage).	The student has advanced knowledge about the etiology and specificity of sensory integration disorders, which is important from the point of view of speech therapy.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[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 perceive the sensory-motor background of speech and language disorders and use medical terminology to explain complex speech and speech problems.	[SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work
Subject contents	<p>Sensory integration - theoretical introduction, basic issues.</p> <p>The role of sensory integration in child development, sensory integration and the quality of learning.</p> <p>Sensory integration disorders - indicators of sensory processing deficits.</p> <p>Practice of sensory integration therapy - tools, aids, room.</p> <p>Case study.</p> <p>Project of therapeutic activities supporting sensory integration.</p>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Participation in the discussion	51.0%	40.0%
	Project	51.0%	60.0%
Recommended reading	Basic literature	<p>Borkowska M. Sensory integration in child development. Neurophysiological fundamentals, Harmony, 2018</p> <p>STOCK C. UNCLUTTERED CHILD. Sensory processing disorders diagnosis and procedure Publishing Harmonia, 2016</p> <p>Ayres A. J. , Child and sensory integration, Gdansk 2015</p> <p>Miller L. J. Children in the World of Experience. How to help children with sensory processing disorders? Harmony, 2016</p>	

	Supplementary literature	Borkowska M. Sensory integration on a daily basis PZWL, 2010 Brzuzy G. , Szmalec J. , Evening E. Therapeutic games in sensory integration Difin, 2016
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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