

Subject card

Subject name and code	Communication Disorders in People with Impaired Hearing Organ - exercises, PG_00150683						
Field of study	Logopedics						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2026/2027		
Education level	uniform Master's studies	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	3	Language of instruction			Polish polish language		
Semester of study	5	ECTS credits			2.0		
Learning profile	practical	Assessment form			credit		
Conducting unit	Institute of Logopaedics -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Maria Fańciszevska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	20.0	0.0	0.0	0.0	20
	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	20		2.0		28.0	50
Subject objectives	To present communication disorders and the effects of hearing impairment and their impact on the emotional, cognitive, social, and communicative spheres of a person with hearing impairment. Discussion of audiogenic dysphonia- voice disorders as a result of hearing damage. Discuss strategies for working at home and in the preschool and school setting on building a base for communication with the hearing impaired child.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_U11] He is able to cooperate in teamwork with representatives of various sciences: physicians, psychologists, educators, teachers, in order to provide holistic care and therapy to his patients, using equipment and apparatus, as well as diagnostic and therapeutic methods used in social sciences and medical disciplines relevant to the field of Logopedics.	He is aware of his own limitations and understands the importance of collaborating with other professionals.	[SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[LOGJ5_W05] He has the knowledge to independently diagnose speech and language development disorders and feeding disorders in children with complex neurological disorders and genetic defects, as well as coupled developmental problems, including sensory and cognitive deficits.	Has knowledge of communication disorders in people with hearing impairment and their impact on the emotional, cognitive, social, and communication spheres.	[SW1] oral statement/ conversation/discussion
	[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).	Has in-depth knowledge of the needs of deaf and hard-of-hearing patients in shaping and improving their communication skills.	[SW2] presentation/project/paper/ report [SW5] implementation of a problem task
	[LOGJ5_K04] He is aware of his own limitations and knows when there is a need to turn to experts of fields relevant to speech therapy and committed cooperation with various institutions of health care and supporting educational, cultural and support activities.	He is aware of his own limitations and understands the importance of communicating competently with the child's parents and other professionals involved in the diagnosis and therapy of a patient with hearing impairment or deafness.	[SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[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.	Can spot communication disorders in hearing-impaired or deaf patients	[SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work
Subject contents	<ol style="list-style-type: none"> 1. To present the effects of hearing impairment and and their impact on the emotional, cognitive, social, and communicative spheres of a person with hearing impairment. 2. Audiogenic dysphonia- voice disorders as a result of hearing damage. 3. Work at home and in the preschool and school establishment on building a base for communication with a child with hearing impairment. 		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active participation in classes	51.0%	30.0%
	thesis	51.0%	70.0%

Recommended reading	Basic literature	<ol style="list-style-type: none"> 1. Grabias S., (1994). Język w nauczaniu niesłyszących. Zasady programowania systemu komunikacyjnego, [w:] S. Grabias (red.), Głuchota a język, t. 7, Lublin. (seria Komunikacja językowa i jej zaburzenia). 2. Krakowiak K., Panasiuk M., (1992). Umiejętności komunikacyjne dziecka z uszkodzonym słuchem, Lublin. 3. Osoby głuche w Polsce (2020). Wyzwania i rekomendacje. Raport komisji ekspertów ds. głuchych osób (https://bip.brpo.gov.pl/sites/default/files/Osoby_Gluche_w_Polsce_2020_Wyzwania_i_Rekomendacje.pdf) 4. Szkiełkowska A., Zaburzenia głosu spowodowane uszkodzeniem narządu słuchu [w:] Podstawy neurologopedii. Podręcznik akademicki, pod red. T. Gałkowskiego, E. Szelaż, G. Jastrzębowskiej, Opole 2005, Uniwersytet Opolski.
	Supplementary literature	<ol style="list-style-type: none"> 1. Szkiełkowska A., 2005, Zaburzenia głosu spowodowane uszkodzeniem narządu słuchu, [w:] Podstawy neurologopedii. Podręcznik akademicki, red. T. Gałkowski, E. Szelaż, G. Jastrzębowska, Opole, s. 629652. 2. Mój uczeń nie słyszy : poradnik dla nauczycieli szkół ogólnodostępnych / [aut. et al.] Urszula Buryn. - Warszawa : MEN, 2001 3. Marciniak- Firadza R. (2022). Audiogenne zaburzenia głosu charakterystyka, diagnostyka, rehabilitacja, Logopedia 51/2, 113,143
	eResources addresses	<p>Supplementary</p> <p>https://www.polskietowarzystwolopedyczne.pl/wp-content/uploads/2023/02/113-143-Marciniak-Logopedia-51-2-2022.pdf - Marciniak- Firadza R. (2022). Audiogenne zaburzenia głosu – charakterystyka, diagnostyka, rehabilitacja</p>
Example issues/ example questions/ tasks being completed	<ol style="list-style-type: none"> 1. The effects of hearing impairment and and their impact on the emotional sphere of a person with hearing impairment. 2. The effects of hearing impairment and their impact on the communicative sphere of a person with hearing impairment. 3. Discuss the term audiogenic dysphonia. 4. Discuss voice disorders resulting from hearing impairment. 5. Work at home and in the kindergarten and school establishment to build a base for communication with a child with hearing impairmen 	
Work placement	Not applicable	

Document generated electronically. Does not require a seal or signature.