

Subject card

Subject name and code	Communication Disorders in People with Impaired Hearing Organ - lecture, PG_00150684						
Field of study	Logopedics						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2026/2027		
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	3	Language of instruction			Polish		
Semester of study	5	ECTS credits			2.0		
Learning profile	practical	Assessment form					
Conducting unit	Instytut Logopedii -> Faculty of Languages						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Barbara Kamińska				
	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		34.0	50
Subject objectives	Familiarizing students with the characteristics of disorders and methods of communication of hearing-impaired and deaf people (sign language, sign language system, dactylography, auditory-verbal methods, total communication, phonogestures, shaping the language system by learning to read) and the methods of teaching them.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	Is able to identify communication difficulties of people with hearing impairments or deaf people resulting from the low effectiveness of speech therapy, not supported by the work of the immediate environment.	[SU1] oral statement/conversation/discussion
	[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.	Has in-depth skills in identifying, on the basis of collected information, the determinants of language and communication difficulties of patients with hearing disorders or deaf people. Is able to explain to the child's parents and other specialists involved in the diagnosis and therapy of a hearing-impaired or deaf patient.	[SU1] oral statement/conversation/discussion
	[LOGJ5_K06] Can independently and critically supplement knowledge and skills in medicine, social sciences and fields useful to speech therapists.	Understands the need to improve, also independently, professional skills and expand them to include an interdisciplinary dimension.	[SK1] 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 hearing-impaired patients in terms of shaping and improving their communication skills	[SW1] oral statement/conversation/discussion
	[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.	Knows what language and communication skills disorders may cause specific hearing disorders.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[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.	Knows the characteristics of communication disorders in people with hearing impairments and deaf people and is able to diagnose them.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
Subject contents	Sign language and the sign language system. Dactylography as an element of modern sign language. Auditive-verbal method. Building a language system by learning to read. Teaching the language system to prelingually deaf children. Early learning to read in the light of scientific research. Phonogestures as an element supporting communication with children with hearing impairment. Developing situational and pragmatic skills. Shaping cultural competence. Shaping systemic efficiency.		
Prerequisites and co-requisites	No entry requirements		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	passing the colloquium	51.0%	50.0%
	active presence at lectures	80.0%	50.0%

Recommended reading	Basic literature	<p>Bouvet D., 1996, Mowa dziecka. Wychowanie dwujęzyczne dziecka niesłyszącego, Warszawa.</p> <p>Cieszyńska J., 2000, Od słowa przeczytanego do wypowiedzianego. Droga nabywania systemu językowego przez dzieci niesłyszące w wieku poniemowlęcym i przedszkolnym, Kraków.</p> <p>Csanyi Y., 1994, Słuchowo-werbalne wychowanie dzieci z uszkodzonym narządem słuchu. Model węgierski, Warszawa.</p> <p>Góralówna M., 1994, Czynniki decydujące o rozwoju językowym dziecka z uszkodzonym słuchem, [w:] Głuchota a język, S. Grabias (red.), seria Komunikacja językowa i jej zaburzenia, t. 7, Lublin.</p> <p>Grabias S., 1994 c, Język w nauczaniu niesłyszących. Zasady programowania systemu komunikacyjnego, [w:] S. Grabias (red.), Głuchota a język, seria Komunikacja językowa i jej zaburzenia t. 7, Lublin.</p> <p>Krakowiak K., Panasiuk M., 1992, Umiejętności komunikacyjne dziecka z uszkodzonym słuchem, [w:] seria Komunikacja językowa i jej zaburzenia t.3, Lublin.</p> <p>Krakowiak K., 1995, Fonogesty jako narzędzie formowania języka dzieci z uszkodzonym słuchem, [w:] seria Komunikacja językowa i jej zaburzenia t.9, Lublin.</p> <p>Kurkowski Z. M., 1996, Mowa dzieci sześciolletnich z uszkodzonym narządem słuchu, Lublin.</p> <p>Loewe A., 1981, Mamo naucz mnie rozumieć, Warszawa.</p> <p>Loewe A., 1995, Wychowanie słuchowe. Historia metody możliwości, Warszawa.</p> <p>Loewe A., 1999 a, Każde dziecko może nauczyć się słyszeć i mówić, Poznań.</p> <p>Szczepankowski B., Rona M. (1994). Szkolny słownik języka migowego. Bydgoszcz, Vinea.</p> <p>Szczepankowski B. (1999). Niesłyszący głusi głuchoniemi. Wyrównywanie szans. Warszawa, WSiP, s.146-153.</p> <p>Szczepankowski B. (2001). Język migany w szkole - 1. Warszawa, WSiP, s.16-83.</p>
	Supplementary literature	<p>Brzezińska A., Czuba T., 1995, Dziecko w zabawie i świecie języka, Poznań.</p> <p>Grabias S., 1994 b, Logopedyczna klasyfikacja zaburzeń mowy, Audiofonologia t. VI.</p> <p>Lenneberg E. H., 1980, Język w kontekście rozwoju i dojrzewania, [w:] Shugar G., Smoczyńska M., (red.), Badania nad rozwojem mowy dziecka, Warszawa.</p> <p>Loewe A., 1990, Wybór pism, Warszawa Szczecin.</p>
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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