

Subject card

Subject name and code	Hearing Education and Training, PG_00150687						
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	0.0	30.0	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		18.0	50
Subject objectives	The aim of the course is to familiarize students with the principles of auditory education and training for people with hearing impairments of various etiologies and degrees.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	Is aware of the need for the speech therapist to cooperate with other specialists (including teachers, psychologists, hearing aid specialists) in the education and auditory training of children with hearing damage.	[SK1] oral statement/conversation/discussion
	[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 analyze and integrate information from interviews with the parents of a hearing-impaired child and from other specialists in order to plan effective activities in the field of auditory education and training, tailored to the individual capabilities and needs of the child.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[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 consequences of hearing disorders in language communication and methods of stimulating language competences and skills (including through auditory education) in hearing-impaired children.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[LOGJ5_W27] He knows and understands to an in-depth degree the processes of interpersonal and social communication and alternative communication; he has an in-depth knowledge of the development of communicative competence, especially linguistic competence and proficiency, in the norm and pathology, and ways to stimulate it, including in a group of people for whom Polish is a foreign language.	Knows the specificity of linguistic functioning of children and adults with various degrees of hearing impairment and deaf people, as well as ways of stimulating the development and therapy of communication.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
[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.	Is able to program speech therapy tailored to the patient's needs and capabilities, communicating for this purpose with other specialists (including educators, psychologists, audiologists, hearing aid specialists).	[SU1] oral statement/conversation/discussion	
Subject contents	The essence and goals of auditory education. Difficulties in auditory education. Methods of conducting auditory training. Sound detection, discrimination and identification in the environment. Auditory discrimination tests. The role of the child's family in stimulating the language and communication skills of a hearing-impaired child. Conditions for successful social integration.		
Prerequisites and co-requisites	No entry requirements.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	making and presenting a presentation on a topic indicated by the lecturer	80.0%	75.0%
	active participation and attendance at classes	90.0%	25.0%

Recommended reading	Basic literature	<p>Csanyi Y.: Słuchowo werbalne wychowanie dzieci z uszkodzonym narządem słuchu. Warszawa 1994.</p> <p>Jegier A., Kosowska M., Relacje dziecka z wadą słuchu w szkole, Warszawa 2011.</p> <p>Johnson D. W., Podaj dłoń, Warszawa 1992.</p> <p>Kobosko J., Młodzież głucha i słabosłysząca w rodzinie i otaczającym świecie dla terapeutów, nauczycieli, wychowawców i rodziców, Warszawa 2009.</p> <p>Satir V., Terapia rodziny, Gdańsk 2000.</p> <p>Schmid Giovannimi R., Rady i wskazówki dla rodziców i wychowawców dzieci z wadą słuchu, Warszawa 1996.</p>
	Supplementary literature	Sprawka R., Graban J., Trening słuchu, Gdańsk 2009.
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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