

**Subject card**

<b>Subject name and code</b>	Speech Therapy Workshops II, PG_00150689						
<b>Field of study</b>	Logopedics						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>		<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Subject group related to practical vocational preparation		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	6	<b>ECTS credits</b>			3.0		
<b>Learning profile</b>	practical	<b>Assessment form</b>					
<b>Conducting unit</b>	Instytut Logopedii -> Faculty of Languages						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Grzegorz Kołodziej				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		2.0		43.0	75
<b>Subject objectives</b>	Deepening students interest in issues related to communication disorders of diverse etiology, as well as bilingualism and artistic speech therapy. Acquaint students with the design of detailed therapeutic procedures and the creation of therapeutic programs, as well as familiarization with different ways of working on the text intended for delivery. Training of skills in the field of methodological solutions at the stage of prevention, diagnosis and therapy of speech therapy, as well as Polish education, construction of individual programs of speech therapy.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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).	Describes the structure and objectives of speech therapy facilities, including those offering therapy for individual speech disorders, Summarizes the most important problems concerning speech disorders, knows the standards and procedures used in practice, It draws conclusions from the presented cases of speech disorders and formulates methodological guidelines .	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[LOGJ5_W10] He knows and understands the problems of food intake disorders of different etiology and course in patients of different ages, the principles of diagnosis and therapy of dysphagia.	Defines terms related to speech disorders of different etiology, knows definitions of terms used in speech therapy diagnostics at advanced level	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[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.	Assesses and predicts knowledge-based, individual, not always simple cases of speech disorders in the context of multilingual competence (case studies), predicts therapy	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU6] demonstration of practical skills
	[LOGJ5_U03] He has the ability to interpret, analyze the causes and course of linguistic and communicative processes and phenomena, substantively argue using his own views and those of other authors, formulate conclusions and create synthetic summaries using the appropriate terminology of linguistics, sociolinguistics and ethnolinguistics and medical sciences relevant to speech therapy.	Selects the most appropriate way of proceeding in speech therapy with regard to improving self-speech (self-control) and others, Organizes the cooperation of speech therapists with students, parents and teachers, Plans and undertakes educational activities broadening the basic scope of speech therapy activities and teaching the Polish language (e. g. speech therapy aspects of bilingualism)	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU6] demonstration of practical skills
	[LOGJ5_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and modify and supplement it, as well as improve his professional skills; he is ready to formulate moral problems and ethical dilemmas related to his own and others' therapeutic work.	Discusses the priorities of speech therapists in their practical activities, It takes care of maintaining an interdisciplinary approach to problem solving, correctly identifies and resolves them, He strives to continuously expand his knowledge, skills and social competences, gladly cooperates in a team, shares his knowledge and skills, He is aware of the need to be educated in the diagnosis and treatment of dyslaly speech disorders, including articulation .	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK6] demonstration of practical skills
	[LOGJ5_W16] He has in-depth knowledge of the methodology of performing tasks, methodological assumptions and ethical norms of designing and conducting scientific research, procedures and good practices used in institutions related to the selected sphere of linguistic and speech therapy activities, including those created as part of individual entrepreneurship.	Knows the definitions of terms used in speech therapy diagnostics at an advanced level, uses this knowledge in the creation of scientific projects	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report

Subject contents	<p>Classification of speech disorders, methods of diagnosis and speech therapy. Logopaedic prevention in kindergarten and primary school. Diagnosis of speech disorders in preschool and early school children (case analysis) Construction of a speech therapy unit. Working in the office and working with a group of children the choice of teaching methods and means. Designing individual work programs. Analysis and evaluation of aspects. Workshop of speech therapist in conditions of bilingual teaching at the stage of kindergarten. Voice as a tool for speech therapists. Methods of assessing the quality of the voice. Therapy of dysphonia in the pedagogical environment. Reading texts presenting different stylistic variations. Characteristics of selected means of interpretation of the text. Preparation of interpretations of texts of different nature. Evaluation of other people's statements from the point of view of artistic speech therapy. Examination of the articulation motor skills of the child. Objectives, rules of operation and evaluation of the activity of speech therapy facilities. Professional status of primary school teacher and speech therapist. Improvement of the workshop of school speech therapist. Deepening knowledge in the field of conducting classes with bilingual and multilingual people - phonetics, phonology, vocabulary, contrasting compositions. Elements of cultural studies with a contrasting character in terms of the linguistic picture of the world.</p>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	project / presentation	51.0%	60.0%
	active participation in classes	51.0%	30.0%
	discussion	51.0%	10.0%
Recommended reading	Basic literature	<p>Antos D., Demel G., Styczek I., Jak usuwać seplenienie i inne wady wymowy, Warszawa 1967.  Rodak H., Terapia dziecka z wadą wymowy, Warszawa: Wyd. UW, 2002.  Diagnoza logopedyczna. Podręcznik akademicki, pod red. E. Czaplewskiej, S. Milewskiego, Sopot, 2012.  Logopedia. Pytania i odpowiedzi, p.red. T. Gałkowskiego, G. Jastrzębowski. Opole, 2003.  Sołtys-Chmielowicz A., Zaburzenia artykulacji. Teoria i praktyka, Kraków 2008.</p>	
	Supplementary literature	<p>Logopedia. Standardy postępowania logopedycznego, Tom 37, Polskie Towarzystwo Logopedyczne, pod red. S. Grabiasa, Lublin, 2008  Gałkowski T., Szelaż E., Jastrzębowska G. (red.), Podstawy neurologopedii. Podręcznik akademicki, Opole: Wydawnictwo Uniwersytetu Opolskiego, 2005.  Walencik-Topiłko A. (2009). Głos jako narzędzie. Materiały do ćwiczeń emisji głosu dla osób pracujących głosem i nad głosem. Gdańsk: Wydawnictwo Harmonia.  Wiskirska-Woźnica B. (2014). Medyczne źródła logopedii foniatria i podstawy audiologii. W: S. Milewski, J. Kuczkowski, K. Kaczorowska-Bray (red.), Biomedyczne podstawy logopedii (s. 3646). Gdańsk: Harmonia Universalis.  Logopedia artystyczna, red. St. Milewski, B. Kamińska, Wyd. Harmonia 2016</p>	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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