

**Subject card**

<b>Subject name and code</b>	Speech Therapy Workshops III, PG_00150701						
<b>Field of study</b>	Logopedics						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2027/2028		
<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>	4	<b>Language of instruction</b>			Polish Polish		
<b>Semester of study</b>	7	<b>ECTS credits</b>			2.0		
<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 Jakub Solecki				
	<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	15.0	0.0	0.0	0.0	15
	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>	15		1.0		34.0	50
<b>Subject objectives</b>	To deepen students' interest in issues concerning communication disorders of different aetiologies, as well as the issue of bilingualism and voice training. To familiarise students how to outline and develop therapeutic plans and procedures, as well as to teach them how to deliver a speech. To utilize methodology on preventive treatment, diagnosis, as well as speech therapy and teaching of Polish language.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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 course of action in speech therapy, both for him or herself (self-monitoring) and for the others, - Organizes the cooperation of the speech therapist with students, parents and teachers, - Plans and undertakes educational activities extending the basic range of speech therapy activities and Polish language teaching (e.g. speech therapy aspects of bilingualism).	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written 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.	The student can diagnose and conduct therapy for children having the condition of Developmental speech disorder or Specific Language Disorder. The student can conduct speech therapy for children at risk of dyslexia as well as for dyslexic children.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[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.	- The student understands the methodology of conducting speech therapy and the ethical aspects of working with patients.	[SW1] oral statement/conversation/discussion
	[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.	- Is able to utilize their linguistic knowledge to adapt speech therapy of a given patient.	[SK1] oral statement/conversation/discussion [SK2] 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.	The students know and understand the problems of food intake disorders in children.	[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).	- Identifies basic problems in realisation of the phonetic layer of the Polish language (expanded by issues related to bilingualism).	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work

Subject contents	<p>Classification of speech disorders, methods of speech therapy diagnosis and therapy. Speech therapy prevention in kindergarten and primary school. Diagnosis of speech disorders in pre-school and early primary school children (case study).</p> <p>Construction of a speech therapy unit. Working in the office versus working with a group of children - selection of methods and didactic means. Construction of individual work programmes. Analysis and evaluation of handouts. The speech therapist's practices in bilingual teaching conditions at the kindergarten stage.</p> <p>Voice as a tool of the speech therapist's work. Methods of voice quality assessment. Dysphonia therapy in a pedagogical setting.</p> <p>Reading texts presenting different stylistic varieties. text interpretation.</p> <p>Evaluation of others' speech from the logopaedic point of view.</p> <p>Study of the child's articulatory motor skills. Aims, principles of functioning and evaluation of the activity of speech therapy institutions. The professional status of the primary school teacher and the teacher-logopedist. Improvement of the school speech therapist's workshop.</p> <p>Deepening the knowledge of teaching bilingual and multilingual persons: phonetics, phonology, lexis, syntax of a contrastive nature. Linguistic elements of contrastive cultural studies.</p> <p>Translated with DeepL.com (free version)</p>														
Prerequisites and co-requisites	No formal requirements														
Assessment methods and criteria	<table border="1" data-bbox="448 719 1487 853"> <thead> <tr> <th data-bbox="448 719 794 752">Subject passing criteria</th> <th data-bbox="794 719 1141 752">Passing threshold</th> <th data-bbox="1141 719 1487 752">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 752 794 786">Attendance</td> <td data-bbox="794 752 1141 786">90.0%</td> <td data-bbox="1141 752 1487 786">30.0%</td> </tr> <tr> <td data-bbox="448 786 794 819">Active participation</td> <td data-bbox="794 786 1141 819">100.0%</td> <td data-bbox="1141 786 1487 819">20.0%</td> </tr> <tr> <td data-bbox="448 819 794 853">semester project</td> <td data-bbox="794 819 1141 853">51.0%</td> <td data-bbox="1141 819 1487 853">50.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Attendance	90.0%	30.0%	Active participation	100.0%	20.0%	semester project	51.0%	50.0%
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Recommended reading	Basic literature	<p>Logopedia. Standardy postępowania logopedycznego (2015). pod red. Stanisława Grabiasa, Jolanty Panasiuk, Tomasza Woźniaka, wyd. UMCS.</p> <p>Rodak H. (1994). Terapia dziecka z wadą wymowy. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego.</p> <p>Logopedia pytania i odpowiedzi podręcznik akademicki pod red. T. Gałkowskiego i G. Jastrzębowskiej, Uniwersytet Opolski, Opole 1999.</p>													
	Supplementary literature	<p>Diagnoza logopedyczna. Podręcznik akademicki, pod red. E. Czaplewskiej, S. Milewskiego, Sopot, 2012.</p> <p>Sołtys-Chmielowicz A., Zaburzenia artykulacji. Teoria i praktyka, Kraków 2008.</p> <p>Michałowska D.(1994). O podstawach polskiej wymowy scenicznej. Kraków: PWST.</p> <p>Toczyska B. (2007). Głośno i wyraźnie. 9 lekcji dobrego mówienia. Gdańsk: Gdańskie Wydawnictwo Psychologic</p> <p>Binkuńska E., Sygmatyzm właściwy i parasygmatyzm a budowa i funkcjonowanie narządów mowy u dzieci. Forum Logopedyczne, 24, 2016, s. 87-100.</p>													
	eResources addresses	Adresy na platformie eNauczanie:													
Example issues/ example questions/ tasks being completed															
Work placement	Not applicable														

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