

**Subject card**

<b>Subject name and code</b>	Speech Development in the Norm and Pathologies, PG_00150704						
<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 Humanistic-social 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		
<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 hab. Katarzyna Kaczorowska-Bray				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	20.0	0.0	0.0	0.0	0.0	20
	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>	20		2.0		28.0	50
<b>Subject objectives</b>	The purpose of the course is to introduce students to the issues related to the possibilities of assistive communication with children with deficits or developmental disorders. Students are to learn the definitions and classifications of alternative and assistive communication, the groups for which this communication can be applied and the most popular systems used in Poland.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	It has the ability to interpret language and communication phenomena and the ability to formulate conclusions and create synthetic summaries that will allow the proper selection of the AAC system.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[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.	He knows and understands the issues of assistive and alternative communication, especially in terms of communication and social interaction.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[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.	He has an in-depth understanding of the problems of language and speech disorders and the use of alternative and assistive communication systems in their treatment.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[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 a structured and in-depth knowledge to program speech therapy with the use of assistive and alternative communication systems, appropriately selected to meet the needs of children with coupled developmental problems of complex etiology.	[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.	With the help of theoretical knowledge, he is able to independently recognize a person's language problems and make a selection of alternative and assistive communication system appropriate to the child's needs.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[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 knows when to turn to experts in other fields in order to provide proper assistance to the patient.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
Subject contents	<ul style="list-style-type: none"> <li>• History of alternative communication in the world and in Poland.</li> <li>• Introduction to alternative and assisted communication - differentiation of terms.</li> <li>• Aided and unassisted communication.</li> <li>• Groups for which alternative communication should be used.</li> <li>• Criteria for selection of an AAC system.</li> <li>• The main systems of alternative communication (including the Bliss system, Makaton, PCS, the use of so-called high technology).</li> </ul>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	development of the issue indicated by the instructor	51.0%	70.0%
	active attendance in class	75.0%	30.0%

Recommended reading	Basic literature	<ul style="list-style-type: none"> <li>• Tetzchner S., Martinsen H. (2002). Wprowadzenie do wspomagających i alternatywnych sposobów porozumiewania się. Warszawa: Stowarzyszenie "Mówić bez słów".</li> <li>• Michalik M. (2019). Lingwistyczno-logopedyczne podstawy komunikacji alternatywnej i wspomagającej. Ujęcie metodologiczne. Kraków: Wydawnictwo Naukowe UP.</li> <li>• Makaton w rozwoju osób ze złożonymi potrzebami komunikacyjnymi (2014). red. B. B Kaczmarek. Kraków: Impuls.</li> <li>• Cytowska B. (2017). Specjalne potrzeby edukacyjne uczniów z niepełnosprawnościami. Charakterystyka, specyfika edukacji i wsparcie. Kraków: Impuls.</li> </ul>
	Supplementary literature	Grycman M., Kaczmarek B. B. (2014). Podręczny słownik terminów AAC (komunikacji wspomagającej i alternatywnej). Kraków: Impuls
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	<p>Dobór systemu AAC do wskazanego typu zaburzenia.</p> <p>Symbile w komunikacji wspomagającej.</p> <p>Metodyka wprowadzania AAC.</p> <p>Wysokie technologie w AAC.</p>	
Work placement	Not applicable	

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