

Subject card

Subject name and code	Diagnosis and Speech Therapy of Children with Infantile Cerebral Palsy - exercises, PG_00150724						
Field of study	Logopedics						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2027/2028		
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	4	Language of instruction			Polish		
Semester of study	8	ECTS credits			1.0		
Learning profile	practical	Assessment form					
Conducting unit	Instytut Logopedii -> Faculty of Languages						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Katarzyna Kaczorowska-Bray				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	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		9.0	25
Subject objectives	The student knows the basics of early speech therapy intervention - the principles and course of diagnosis and early support of speech development in a child with suspected or diagnosed disabilities. He can characterize the course and disorders of primitive activities in this group. Knows the methods of supporting speech development, used in the group of children with MPD and methods that support the work of the neurologist with children with conjugate disorders; methods of therapy of feeding disorders and specific problems associated with the course of this activity.						

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).	Fully knows the principles of speech therapy for a child with MPD and has a structured and in-depth knowledge of the construction of a therapy program, taking into account the speech therapy needs of children with coupled developmental problems of complex etiology.	[SW1] oral statement/ conversation/discussion [SW2] 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.	He knows the full characteristics of the main syndromes of disorders, identifies and extensively describes the axial disorders and associated disorders of MPD, including digestive problems, which gives him the knowledge to carry out a complete speech therapy diagnosis.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task
	[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.	Understands the need for continuous expansion of knowledge in linguistics, speech therapy and related sciences. Understands the need for continuous improvement of acquired skills and enrichment of the resource of working methods used in speech therapy practice.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK8] observation of student's independent or team 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.	Has an in-depth ability to conduct a complete speech therapy diagnosis, including both speech development problems and digestive difficulties, of a child with a disability or suspected disability. Appropriately constructs a speech therapy program for a child with suspected or diagnosed cerebral palsy and is able to evaluate his actions.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task
[LOGJ5_U05] Can independently program measures to prevent speech and language and voice disorders for people at risk of developing them.	Can plan and carry out preventive measures aimed at preventing the worsening of speech development problems occurring in children with MPD.	[SU2] presentation/project/paper/ report [SU5] implementation of a problem task	
Subject contents	<p>Problems of exercises</p> <ul style="list-style-type: none"> • Early speech therapy intervention - principles and course of diagnosis and early support of speech development in a child with suspected or diagnosed disabilities; • the course and disorders of primitive activities in this group; • methods to support the work of the neurologist with children with coupled disorders; • Feeding children with MPD and specific problems associated with the course of this activity; • diagnosis and therapy of dysarthria and other communication disorders noted in the group of people with MPD. 		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Develop and present an issue indicated by the exercise instructor	51.0%	70.0%
	Active attendance in class.	75.0%	30.0%

Recommended reading	Basic literature	<ul style="list-style-type: none"> • Dołęga Z. (2003). Promowanie rozwoju mowy w okresie dzieciństwa prawidłowości rozwoju, diagnozowanie i profilaktyka. Katowice: Wydawnictwo Uniwersytetu Śląskiego. • Kaczorowska-Bray, K., Brzozowska-Misiewicz, I. (2012). Niepełnosprawność intelektualna jako zaburzenie mogące współwystępować z innymi zespołami. W: J. J. Błeszyński, K. Kaczorowska-Bray (red.), Diagnostyka i terapia logopedyczna osób z niepełnosprawnością intelektualną. Teoretyczne determinanty problemu, red. J. J. Błeszyński, K. Kaczorowska-Bray. Gdańsk: Harmonia Universalis. • Michalik M. (2015). Mózgowe porażenie dziecięce w teorii i praktyce logopedycznej. Gdańsk: Harmonia Universalis. • Michałowicz R. (2001). Wady rozwojowe oraz uszkodzenia ośrodkowego układu nerwowego powstałe w życiu płodowym i w okresie okołoporodowym oraz noworodkowym. W: R. Michałowicz (red.): Mózgowe porażenie dziecięce. Warszawa: Wydawnictwo Lekarskie PZWL. • Stecko E. (2002). Zaburzenia mowy u dzieci wczesne rozpoznanie i postępowanie logopedyczne.
	Supplementary literature	<ul style="list-style-type: none"> • Cytowska B. (2006). Idea wczesnej interwencji i wspomaganie rozwoju małego dziecka. W: B. Cytowska, B. Winczura (red.): Wczesna interwencja i wspomaganie rozwoju małego dziecka. Kraków: Oficyna Wydawnicza Impuls. 15-26. • Geilke L., RogóżBogucka B. (2008). Współpraca logopedy z fizjoterapeutą we wczesnym wspomaganiu rozwoju dzieci urodzonych przedwcześnie. W: I. Pirogowicz, A. Steciwko (red.): Dziecko i jego środowisko. Noworodek przedwcześnie urodzony trudności i satysfakcja. Wrocław: Wydawnictwo Continuo. 108-112. • Helwich E. (2002). Przyczyny porodów przedwczesnych i podstawowe czynniki ryzyka wynikające z wcześniactwa. W: E. Helwich (red.): Wcześniak. Warszawa: Wydawnictwo Lekarskie PZWL. 11-20. • Kaczan T., Regner A. (2004). Teoretyczne i praktyczne podstawy ustno-twarzowej terapii regulacyjnej według koncepcji Rodolfo Castillo Moralesa. W: L. Sadowska (red.): Neurofizjologiczne metody usprawniania dzieci z zaburzeniami rozwoju. Wrocław: Wydawnictwo AWF. 163-200. • AmielTison C. (2008). Neurologia perinatalna. Wrocław: Elsevier Urban i partner. • Banaszek G. (2002). Rozwój niemowląt i jego zaburzenia a rehabilitacja metodą Vojty. Bielsko-Biała: -medica press. • Bień A. M. (2009). Karmienie naturalne. W: A. Bałanda (red.): Opieka nad noworodkiem. Warszawa: Wydawnictwo Lekarskie PZWL. 107-125. • Domagalska M. (2008). Diagnostyczne aspekty koncepcji neurorozwojowej. W: M. Matyja, M. Domagalska (red.): Podstawy usprawniania neurorozwojowego według Berty i Karela Bobathów. Katowice: Akademia Wychowania Fizycznego w Katowicach. 108-127. • Borkowska M. (1989). Usprawnianie czynności karmienia. W: M. Borkowska (red.): ABC rehabilitacji dzieci. Mózgowe porażenie dziecięce. Tom II. Warszawa: Wydawnictwo Pelikan. 90-114. • Borkowska M. (1997). Usprawnianie czynności związanych z karmieniem i samodzielnym jedzeniem dzieci niepełnosprawnych. W: M. Borkowska (red.): Dziecko niepełnosprawne ruchowo. Usprawnianie ruchowe. Warszawa: WSiP. 146-168. • Przyrowski Z. (2001). Podstawy diagnozy i terapii integracji sensorycznej. W: Cz. Szmigiel (red.): Podstawy diagnostyki i rehabilitacji dzieci i młodzieży niepełnosprawnej. Tom I. Kraków: Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie. 123-170.
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	Disorders accompanying cerebral palsy. Factors shaping the level of communication in people with cerebral palsy. Course of development of digestive functions in this group.	
Work placement	Not applicable	

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