

Subject card

Subject name and code	Diagnosis and Speech Therapy of Children with Infantile Cerebral Palsy - lecture, PG_00150725						
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 Humanistic-social subject group 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			2.0		
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	15.0	0.0	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		34.0	50
Subject objectives	The student should know the definitions of cerebral palsy and its etiology. He should be able to characterize the axial symptoms and associated symptoms of this syndrome of disorders, as well as know the symptomatic, causal and symptom-causal classifications of MPD. Know the characteristics of speech disorders, noted in this group, and eating disorders. Able to identify the appropriate form of speech therapy used in the early support of the speech development of a child with cerebral palsy, as well as know what are the methods of supporting the child's development.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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 [SK4] test/exam - oral or written
	[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.	Has the ability to interpret, analyze the causes and course of language and communication processes and phenomena, on the basis of the data collected in the course of observation, diagnosis and interview can construct a neurologopedic opinion on a patient with CP.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[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.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[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.	[SW4] test/exam - oral or written [SW5] implementation of a problem task
	[LOGJ5_W04] Has an in-depth, structured knowledge of linguistic development in normal and pathology, as well as factors affecting its course.	Has a comprehensive, in-depth and structured knowledge of speech development and its disorders noted in a group of people with cerebral palsy.	[SW4] test/exam - oral or written
	[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 CP.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
Subject contents	Problems of the lecture <ul style="list-style-type: none"> • Definitions and classifications of cerebral palsy; • etiology of MPD including children at risk group; • axial and concomitant symptoms, occurring in the group of people with MPD; • Speech disorders typical of MPD, including definitions and classifications of dysarthria; • digestive problems, occurring in this group. 		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Written exam in the form of a test of closed questions, verifying the established learning outcomes	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. Bleszyński, K. Kaczorowska-Bray (red.), Diagnostyka i terapia logopedyczna osób z niepełnosprawnością intelektualną. Teoretyczne determinanty problemu, red. J. J. Bleszyński, 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	Cerebral palsy and disorders of speech and language development. Development of reflex responses in children with cerebral palsy. Dysarthria as the most commonly noted speech disorder in MPD patients.	
Work placement	Not applicable	

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