

Subject card

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| Subject name and code | Child feeding in logopaedic practice, PG_00150726 | | | | | | |
| 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 | 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 | | 9.0 | 25 |
| Subject objectives | <p>The aim of the conversation is to learn:</p> <ul style="list-style-type: none"> • the normal course of sucking and swallowing and changes in these functions in the newborn and infant; • issues of dietary expansion; • the main problems of feeding the child (reflux, under-feeding); • the basics of a proper balanced diet for a pregnant woman and a child of different age groups. | | | | | | |

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| Learning outcomes | Course outcome | Subject outcome | Method of verification |
| | [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. | Knows the principles and course of diagnosis of eating disorders in children, including in cases of neurological and genetic etiology. | [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task |
| | [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. | Able to identify the causes and symptoms of eating disorders of various etiologies in children and indicate the appropriate course of therapy. | [SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work |
| | [LOGJ5_K02] He is ready to fulfill his professional role responsibly and take care of his own and the patient's safety. | He is ready to adhere to the ethics of the speech therapy profession and care for patient safety. | [SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK8] observation of student's independent or team work |
| | [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. | Understands the problems of dysphagia in children. | [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). | Knows the principles of programming therapy for eating disorders in children | [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task |
| [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. | Can identify the determinants of dysphagia in children, using speech therapy sources and related sciences. | [SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work | |
| Subject contents | <p>- The course of the reflex sucking and swallowing response and its evolution;- Problems in feeding a young child with typical development;- Feeding disorders of various etiologies in children with genetic defects and neurological damage;- Dysphagia in children;- Proper diet of pregnant woman and young child;- Dietary expansion and food allergies;- Diagnosis of feeding problems;- Principles and course of therapy of food problems in children.</p> | | |
| Prerequisites and co-requisites | | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | Preparation and presentation of a credit paper. | 51.0% | 70.0% |
| | Active attendance in class. | 75.0% | 30.0% |

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| Recommended reading | Basic literature | <ul style="list-style-type: none"> • Cytowska B., Wilczyra B. (red.) (2006)., Wczesna interwencja i wspomaganie rozwoju małego dziecka, Kraków, 2006. • Kaczorowska-Bray, K., Milewski, S. (red.) (2016). Wczesna interwencja logopedyczna. Gdańsk: Harmonia Universalis. • Kaczorowska-Bray, K. (2012). Diagnoza we wczesnej interwencji logopedycznej. W: E. Czaplewska, S. Milewski (red.), Diagnoza logopedyczna, red. E. Czaplewska, S. Milewski. Gdańsk: Gdańskie Wydawnictwo Psychologiczne, s. 223-262. • Milewski, S., Kuczkowski, J., Kaczorowska-Bray, K. (red.) (2014). Biomedyczne podstawy logopedii. Gdańsk: Harmonia Universalis. |
| | Supplementary literature | <ul style="list-style-type: none"> • Chmielik J., Michałowicz R., Badanie neurologiczne noworodków i niemowląt (w:) S. Józwiak, R. Michałowicz (red.) Neurologia dziecięca w praktyce, t. 17-43, Lublin, 2001 • Dołęga Z., Promowanie rozwoju mowy w okresie dzieciństwa - prawidłowości rozwoju, diagnozowanie, profilaktyka, Katowice, 2003 • Domagalska M., Podstawy usprawniania neurorozwojowego według Berty i Karela Bobathów, Katowice, 2005 • Kornacka M. K., Noworodek przedwczesnie urodzony. Pierwsze lata życia, Warszawa, 2003 • Masgutowa S., Masgutow D., Integracja odruchów twarzy metodą Swoetłany Masgutowej. Techniki pracy wspierające rozwój motoryki i mowy, Wa-wa, 2005 • Pilewska-Kozak A. B., Opieka nad wcześniakiem, Warszawa, 2009 • Pirogowicz I., Stęciwko A. (red.), Dziecko i jego środowisko. Noworodek przedwczesnie urodzony - trudności i satysfakcje, Wrocław, 2008 |
| | eResources addresses | Adresy na platformie eNauczanie: |
| Example issues/ example questions/ tasks being completed | Feeding babies at risk for developmental disorders. A speech therapist in a neonatal unit. Dysphagia in infant and preschool children. | |
| Work placement | Not applicable | |

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