

**Subject card**

<b>Subject name and code</b>	Speech Disorders in Children with Damaged CNS, PG_00150741						
<b>Field of study</b>	Logopedics						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2028/2029		
<b>Education level</b>		<b>Subject group</b>			Obligatory subject group in the field of study 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>	5	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	9	<b>ECTS credits</b>			1.0		
<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 Klaudia Kluj-Kozłowska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	15.0	0.0	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>	<b>Participation in didactic classes included in study plan</b>		<b>Participation in consultation hours</b>		<b>Self-study</b>	<b>SUM</b>
	<b>Number of study hours</b>	15		1.0		9.0	25
<b>Subject objectives</b>	<p>The aim of the lecture is to familiarize the student with the specificity of speech disorders caused by neurological damage in children, including the causes of its development and main symptoms. The student should know the terminology included in various classifications regarding speech disorders in childrenneurological. After completing this course, the student should be able to distinguish between alalia, aphasic speech impairment and childhood aphasia from other types of speech disorders. He should be able to plan diagnostic and therapeutic activities for these children</p>						

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.	Has the knowledge to independently diagnose speech disorders in children in case of complicated neurological disorders	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[LOGJ5_W04] Has an in-depth, structured knowledge of linguistic development in normal and pathology, as well as factors affecting its course.	Has in-depth, structured knowledge of children's language development neurological disorders and factors influencing its course	[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 ready to critically evaluate his linguistic knowledge (incl speech therapy and neurology) and its modification and supplementation	[SK1] oral statement/conversation/ discussion [SK2] 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.	Can independently diagnose language problems and speech disorders program speech therapy appropriately for a given disorder	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report
	[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 and analyze causes and processes linguistic and communication processes and phenomena, substantive arguing using your own views and the views of others authors, formulating conclusions and creating synthetic summaries in the field of speech disorders caused by improper functioning of the nervous system	[SU1] oral statement/conversation/ discussion [SU2] 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.	Knows and understands the issues of food intake disorders in children with neurological disorders	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report	
Subject contents	Speech disorders caused by neurological damage in children compared to aphasia occurring in adults as a result of brain damage. Acquired versus developmental disorders. Classification of speech disorders based on the criterion of the time of action of the damaging factor. Diagnostic and therapeutic procedures.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	test grade	51.0%	75.0%
	activity during the classes	51.0%	25.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses	Adresy na platformie eNauczenie:	

Example issues/ example questions/ tasks being completed	
Work placement	Not applicable

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