

Subject card

Subject name and code	Speech Therapy of Children with Cleft Palate - exercises, PG_00150742						
Field of study	Logopedics						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2028/2029		
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	5	Language of instruction			Polish		
Semester of study	9	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 Anna Walencik-Topitko				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	10.0	0.0	0.0	0.0	10
	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	10		1.0		14.0	25
Subject objectives	The student is able to independently design a speech therapy program for a patient with a cleft palate and/or lip and construct outline of speech therapy classes based on recognized methodology and literature on the subject. He is able to critically analyze a therapeutic program constructed for a patient with a cleft. Performs exercises correctly throat sphinctering ring.						

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 an in-depth knowledge of the problems of people with cleft palate and/or lips, including extensive knowledge of anatomical distortions observed in these individuals (palate, lip, nose, teeth, teeth, bite), also concerning difficulties in food intake in the period before and before the postoperative	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[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.	Remains open to deepening knowledge in the field of diagnosis and therapy palatolatalia He strives to achieve the best possible effects of therapy, realizing that in cleft speech, full success in the form of fully orthophonic skills can be difficult or impossible to achieve	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report
	[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).	Defines terms that are used to describe speech disorders in people with cleft palate and/or lip and is comfortable with them He knows in which facilities and according to what rules therapy is conducted speech therapy, surgical, orthodontic, laryngological treatment of children with cleft palate and/or lip and what working methodology is in place speech therapist in the case of working with these people	[SW1] oral statement/ conversation/discussion [SW2] 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.	Can define the principles of early intervention in relation to newborns born with cleft palate and/or lip, also in terms of feeding in the first days of life	[SW1] oral statement/ conversation/discussion
	[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.	Organizes speech prevention for children with cleft In order to program the therapy in the best possible way, he cooperates with parents and other specialists who are part of the team specialist dealing with a child with a cleft defect Uses terminology used by a team of specialists	[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 ethno-linguistics and medical sciences relevant to speech therapy.	Independently plans, diagnoses and conducts speech therapy (in the field of speech development, language problems, speech disorders, difficulties with food intake) of a child with a cleft palate, using the relevant literature and knowledge gained during the lectures, choosing the best patient-specific method and using the correct terminology	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report

Subject contents	Discussion, development and verification of a therapeutic program for a patient with cleft speech, as well as independent preparation speech therapy outline taking into account this issue by the student. Analysing therapy case studiesspeech therapy of a patient with a cleft. Performing soft palate exercises.		
Prerequisites and co-requisites	Knowledge of the child's normal speech development, pathophonetics, methodology of therapy of articulation disorders of various etiology, basic craniofacial anatomy		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Active participation in exercises. Preparation of the lesson plan	51.0%	50.0%
	performance of a final assignment - performance of a specific practical work	51.0%	50.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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