

Subject card

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| Subject name and code | Development and Disorders of Speech in People with Impaired Vision, PG_00150744 | | | | | | |
| 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 | | mgr Magdalena Kokot-Rybińska | | | | |
| | 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 | The aim of the lecture is to learn the specifics of the development of people with visual impairment, including the development of communication skills. During the classes, the student learns epidemiological data about this deficit, the most commonly noted etiology, classifications of the disorder. During the course, researchers views on the development of speech in this group of people will be characterized and specific features of acquiring this ability will be indicated. The principles of therapeutic work with patients with this type of sensory disorder will also be discussed. | | | | | | |

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| Learning outcomes | Course outcome | Subject outcome | Method of verification |
| | [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. | The student is able to analyze, using appropriate terminology, the causes and course of processes, as well as linguistic and communicative phenomena recorded in people with visual impairment. | [SU4] test/exam - oral or written |
| | [LOGJ5_W04] Has an in-depth, structured knowledge of linguistic development in normal and pathology, as well as factors affecting its course. | he student has an in-depth, structured knowledge of normal language development and the course of development of communication skills in a child with visual impairment, knows the influence of etiological factors causing damage to the visual organ on the course of speech development. | [SW4] test/exam - oral or written |
| | [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. | The student can independently diagnose speech development disorders, language problems, speech disorders, indicate their etiology and program speech therapy in the case of a patient with visual impairment. | [SU4] test/exam - oral or written |
| | [LOGJ5_W02] He knows and understands the methodology of scientific research applied in the fields of humanities and social sciences, the main development trends and fundamental dilemmas of linguistics and speech therapy, as well as the theories explaining the complex relationships between them in their study and application to solving social problems. | The student has knowledge, consistent with the latest speech therapy theories, about the course of speech development and its specificity in a child with visual impairment. | [SW4] test/exam - oral or written |
| | [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. | The student is ready to critically evaluate the linguistic knowledge (including speech therapy) and to modify and supplement it in the scope of patients with visual organ damage. | [SK4] test/exam - oral or written |
| | [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. | The student has the knowledge to independently diagnose speech disorders in case of sensory damage. | [SW4] test/exam - oral or written |
| Subject contents | the most common noted causes of damage to the organ of vision; damage to the organ of vision and prematurity; terminology used to describe visual disorders; classifications of blind persons; the issue of language acquisition and speech use by blind children as a controversial research topic; the specificity of speech development and nonverbal communication in this group. | | |
| Prerequisites and co-requisites | | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | Participation in the discussion | 51.0% | 30.0% |
| | Test | 51.0% | 70.0% |

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| Recommended reading | Basic literature | <ul style="list-style-type: none"> • Kaczorowska-Bray, K., Milewski, S. (2016). Specyfika rozwoju umiejętności komunikacyjnych dzieci z uszkodzeniem narządu wzroku. W: K. Kaczorowska-Bray, S. Milewski (red.), Wczesna interwencja logopedyczna. Gdańsk: Harmonia Universalis, s. 260-285. • Milewski, S., Kaczorowska-Bray, K. (2015). Logopedyczne aspekty przyswajania języka przez dzieci niewidome. Poradnik Językowy 5, Towarzystwo Kultury Języka, Dom Wydawniczy LIPSA, Warszawa, 31-44. • Kaczorowska-Bray K. (2014). Trudności w rozwoju komunikacji werbalnej i niewerbalnej dzieci niewidomych. W: A. Hamerlińska-Latecka, M. Karwowska (red.), Interdyscyplinarność w logopedii (s. 5784). Gliwice: Komlogo Piotr Gruba. • Gacek E. (2014). Zaburzenia rozwoju mowy u dzieci z porodów przedwczesnych. Diagnostyka i efekty oddziaływań terapeutycznych. Gdańsk: Harmonia Universalis. |
| | Supplementary literature | <ul style="list-style-type: none"> • Kaczmarek B. L. J. (2005). Misterne gry w komunikację. Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej. • Kuczyńska-Kwapisz J. (2004). Pedagogika osób słabo widzących i niewidomych. W: D. M. Piekut-Brodzka, J. Kuczyńska-Kwapisz (red.), Pedagogika specjalna dla pracowników socjalnych (s. 88-103). Warszawa: Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej. |
| | eResources addresses | Adresy na platformie eNauczenie: |
| Example issues/ example questions/ tasks being completed | | |
| Work placement | Not applicable | |

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