

Subject card

Subject name and code	Vocal and Breathing Exercises, PG_00151041						
Field of study	Logopedics						
Date of commencement of studies	October 2024		Academic year of realisation of subject		2024/2025		
Education level	postgraduate studies		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	1		Language of instruction		Polish		
Semester of study	1		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. Grzegorz Kołodziej				
	Teachers		dr hab. Grzegorz Kołodziej				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	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		2.0		33.0	50
Subject objectives	Acquiring the ability to use correct breathing: strengthening and using the breathing muscles, increasing the capacity of the lungs, working out the breathing path, correlating the length of the breath with the duration of the speech Gaining the ability to use the resonators to strengthen the sound, reducing or increasing the tension of the larynx and throat muscles, developing the ability to regulate the volume of the voice, developing a soft voice setting.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGMU2_W07] He has an in-depth and expanded knowledge of language communication disorders and eating disorders of various etiologies in adults, the principles of their diagnosis and treatment programming.	Has the knowledge to independently program actions aimed at preventing speech disorders in people at risk of them (has skills in the choice of prevention related to respiratory and voice work)	[SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
	[LOGMU2_W09] He knows and understands the principles of linguistic communication of adults using voice in professional work, has in-depth knowledge of the disorders noted in this group, their diagnosis and therapy.	Has organized, deepened and extended knowledge in the field of working on correct breathing and voice (the student has theoretical and practical knowledge in the field of using correct breathing and phonation) - in the light of linguistic communication disorders of different etiology in adults	[SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
	[LOGMU2_W03] He has the linguistic and speech therapy knowledge to independently program measures to prevent speech disorders for people at risk of developing them.	Has the knowledge to independently diagnose speech disorders (has knowledge to assess the degree of correctness of other people's breathing and voice skills)	[SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
	[LOGMU2_U05] Can independently program measures to prevent speech and language disorders for people at risk of developing them.	Can independently program actions aimed at preventing the occurrence of speech disorders in people at risk of developing them, i. e. can analyze, assess and with the help of exercises, improve their own breathing and phonation technique as well as others	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[LOGMU2_U04] Can independently diagnose speech development disorders, language problems, speech disorders and intake difficulties, identify their etiology and program speech therapy according to the disorder, including in the case of complex medical disorders, including neurological disorders.	He can diagnose voice problems and program therapy. In more difficult cases, the patient's medical certificate is used	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[LOGMU2_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and to modify and supplement it.	Understands the need for lifelong self-education (has the ability to self-educate in working on correct breathing and phonation)	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
	[LOGMU2_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 appropriate terminology.	Based on the knowledge acquired, he can interpret, analyze and draw conclusions and make conclusions about processes related to diagnosis and voice therapy	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
Subject contents	Skills related to working on proper breathing: (elementary knowledge of the structure and functioning of the voice organ - respiratory apparatus, practical learning of proper breathing, integrating breathing with the body, breathing process combined with phonation). Skills related to working on correct phonation: elementary knowledge of the structure and functioning of the voice organ (voice apparatus - phonation), practical learning of correct phonation, integration of phonation with the body, phonation as a result of correct breathing work.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	prepared presentation_ working in groups	51.0%	60.0%
	performing breathing and phonic exercises during classes	51.0%	40.0%

Recommended reading	Basic literature	Tarasiewicz Bogumiła - Mówię i śpiewam świadomie, Kraków 2003, Barańska Grabara Luiza, Artur Fredyk, Bożena Kowalik - Trening oddechowy w emisji głosu, AWF w Katowicach, Katowice 2009, Szkiełkowska Agata, Kazanecka Ewa Emisja głosu wskazówki metodyczne, Instytut Fizjologii i Patologii Słuchu, UMFC, Warszawa 2011, Walencik Topiiko Anna - Głos narzędzie w komunikacji językowej, UG Gdańsk 2007.
	Supplementary literature	A. Łastik: Poznaj swój głos twoje najważniejsze narzędzie pracy, Warszawa 2002, B. Toczyska: Głośno i wyraźnie, Gdańsk 2007, A. Walencik : Głos jako narzędzie, Harmonia 2009, E. Binkuńska: Higiena i emisja głosu mówionego, Bydgoszcz 2012, B. Toczyska: Sarabanda w chaszcach, Gdańsk 1997
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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