

Subject card

Subject name and code	Speech Therapy Workshops, PG_00151052						
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 Maria Fańciszevska				
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	Deepening students interest in issues related to communication disorders of diverse etiology, as well as bilingualism and speech therapy. To familiarize students with the design of a detailed therapeutic procedure and the creation of therapeutic programmes, as well as to familiarize them with different ways of working on the text intended for presentation. Development of skills in the field of methodical solutions at the stage of prevention, diagnosis and speech therapy. Improving the ability to select appropriate techniques and therapeutic methods for specific speech disorders.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	Estimates and forecasts underlying with their knowledge, individual not always simple cases of speech disorders in Multi-skill context Language (case studies) predicts therapy	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills
	[LOGMU2_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and to modify and supplement it.	Discussing priorities, what are the speech therapists in their practical activity, Take care of maintenance an interdisciplinary approach to Problem-solving correctly identify them and He decides , Seeks continuous expansion their knowledge, skills and Social skills, willingly collaborates in a team, shares their knowledge and skills, He is aware of the need to be educated in The scope of diagnosis and conducting dyslaly therapy speech disorders, including articulation	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK6] demonstration of practical skills
	[LOGMU2_W16] He has in-depth knowledge of the methodology of performing tasks, norms, procedures and good practices used in institutions related to the selected sphere of linguistic (including speech therapy) activity, including those created as part of individual entrepreneurship.	Knows the definitions of terms used in speech therapy diagnostics at an advanced level, uses this knowledge in the creation of scientific projects	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[LOGMU2_W06] Has a structured and in-depth knowledge to program speech therapy for children with coupled developmental problems of complex etiology.	Describes the structure and objectives Operation of the facilities Logopaedic, including offering therapy in the individual speech disorders, Summary of the main problems about speech disorders, he knows standards and procedures applied in Practice, Draws conclusions based on presented cases speech and formulation disorders Methodology	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[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.	Compares the types of methods and techniques used in speech therapy of various speech disorders, is able to independently gain knowledge, expand his skills, Constructs lists of basic speech therapy terms and speech therapy programs, verifies and evaluates information, It organizes cooperation between specialists from different fields: doctors, psychologists, pedagogues,	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills
	[LOGMU2_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.	Defines terms related to speech disorders of different etiology, knows the definitions of terms used in advanced speech therapy diagnostics	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report

Subject contents	<p>Classification of speech disorders, methods of diagnosis and speech therapy. Logopaedic prevention in kindergarten and primary school. Diagnosis of speech disorders in preschool and early school children (case analysis) Construction of a speech therapy unit. Working in the office and working with a group of children the choice of teaching methods and means. Designing individual work programs. Analysis and evaluation of aspects. Workshop of speech therapist in conditions of bilingual teaching at the stage of kindergarten. Voice as a tool for speech therapists. Methods of assessing the quality of the voice. Therapy of dysphonia in the pedagogical environment. Reading texts presenting different stylistic variations. Characteristics of selected means of interpretation of the text. Preparation of interpretations of texts of different nature. Evaluation of other people's statements from the point of view of artistic speech therapy. Examination of the articulation motor skills of the child. Objectives, rules of operation and evaluation of the activity of speech therapy facilities. Professional status of primary school teacher and speech therapist. Improvement of the workshop of school speech therapist. Deepening knowledge in the field of conducting classes with bilingual and multilingual people - phonetics, phonology, vocabulary, contrasting compositions. Elements of cultural studies with a contrasting character in terms of the linguistic picture of the world.</p>														
Prerequisites and co-requisites															
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="456 618 786 645">Subject passing criteria</th> <th data-bbox="799 618 1139 645">Passing threshold</th> <th data-bbox="1152 618 1482 645">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 651 786 678">discussion</td> <td data-bbox="799 651 1139 678">51.0%</td> <td data-bbox="1152 651 1482 678">10.0%</td> </tr> <tr> <td data-bbox="456 685 786 712">active participation in classes</td> <td data-bbox="799 685 1139 712">51.0%</td> <td data-bbox="1152 685 1482 712">30.0%</td> </tr> <tr> <td data-bbox="456 719 786 745">project / presentation</td> <td data-bbox="799 719 1139 745">51.0%</td> <td data-bbox="1152 719 1482 745">60.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	discussion	51.0%	10.0%	active participation in classes	51.0%	30.0%	project / presentation	51.0%	60.0%		
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Recommended reading	<p>Basic literature</p>	<p>Antos D., Demel G., Styczek I., Jak usuwać seplenienie i inne wady wymowy, Warszawa 1967. Rodak H., Terapia dziecka z wadą wymowy, Warszawa: Wyd. UW, 2002. Diagnoza logopedyczna. Podręcznik akademicki, pod red. E. Czaplewskiej, S. Milewskiego, Sopot, 2012. Logopedia. Pytania i odpowiedzi, p.red. T. Gałkowskiego, G. Jastrzębowski. Opole, 2003. Sołtys-Chmielowicz A., Zaburzenia artykulacji. Teoria i praktyka, Kraków 2008.</p>													
	<p>Supplementary literature</p>	<p>Logopedia. Standardy postępowania logopedycznego, Tom 37, Polskie Towarzystwo Logopedyczne, pod red. S. Grabiasa, Lublin, 2008 Gałkowski T., Szelaż E., Jastrzębowska G. (red.), Podstawy neurologopedii. Podręcznik akademicki, Opole: Wydawnictwo Uniwersytetu Opolskiego, 2005. Walencik-Topiłko A. (2009). Głos jako narzędzie. Materiały do ćwiczeń emisji głosu dla osób pracujących głosem i nad głosem. Gdańsk: Wydawnictwo Harmonia. Wiskirska-Woźnica B. (2014). Medyczne źródła logopedii foniatria i podstawy audiologii. W: S. Milewski, J. Kuczkowski, K. Kaczorowska-Bray (red.), Biomedyczne podstawy logopedii (s. 3646). Gdańsk: Harmonia Universalis. Logopedia artystyczna, red. St.Milewski, B. Kamińska, Wyd. Harmonia 2016</p>													
	<p>eResources addresses</p>	<p>Adresy na platformie eNauczanie:</p>													
Example issues/ example questions/ tasks being completed															
Work placement	<p>Not applicable</p>														

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