

Subject card

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|--|--|--|---------------------------|-------------------------------------|---|------------|-----|
| Subject name and code | Methods supporting Rehabilitation of Patients with Neurological Damage - exercises I, PG_00151533 | | | | | | |
| Field of study | Logopedics | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2025/2026 | | |
| 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 | 2 | Language of instruction | | | Polish | | |
| Semester of study | 3 | 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 Klaudia Kluj-Kozłowska | | | | |
| | Teachers | | | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 0.0 | 0.0 | 15.0 | 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 | Presentation of methods used in working with children in the early stages of development, and the role and influence of body control on the child's psychomotor development in the aspect of the work of other specialists. Familiarizing the student with the specific nature and organization of work at the Day Rehabilitation Center. The student learns the types of disorders in motor development: low tone, increased tone, uses aids to improve the child's body control for the needs of diagnosis and neuro-pedagic therapy of the child. | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
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| | [LOGMU2_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and to modify and supplement it. | Being aware of the dynamic development of knowledge in the areas discussed issues, does not remain with the knowledge acquired during studies, but is constantly searching, individually and in cooperation with others specialists, newer, more effective methods of diagnosing and treating disorders speech and language. Aware of the limitations of his own knowledge and professional competence, he knows when there is a need to deepen linguistic and neurological knowledge | [SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work |
| | [LOGMU2_W05] He has the knowledge to independently diagnose speech and feeding disorders in children with complex neurological disorders and genetic defects. | has well-organized theoretical knowledge in the field of therapy neurologopedics; recognizes symptoms and causes of selected disorders, including neurological ones lesions affecting young patients and adults; can independently diagnose a speech disorder, incl neurologopedics | [SW1] oral statement/conversation/discussion |
| | [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. | lists basic professional terms and is able to explain them | [SW1] oral statement/conversation/discussion |
| | [LOGMU2_W06] Has a structured and in-depth knowledge to program speech therapy for children with coupled developmental problems of complex etiology. | recognizes symptoms and causes of selected disorders, including neurological ones lesions affecting young patients and adults | [SW1] oral statement/conversation/discussion |
| | [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. | can design solutions to business problems speech therapy, can independently diagnose speech disorders and program therapy speech therapy, including neurology/neurological speech therapy | [SU1] oral statement/conversation/discussion [SU8] observation of student's independent or team work |
| | [LOGMU2_U02] Independently plans and implements original and innovative linguistic projects, in line with the development trends of linguistics and speech therapy and related to the selected sphere of speech therapy activity. | independently devises and tries to implement innovative elements into programs speech therapy | [SU1] oral statement/conversation/discussion [SU8] observation of student's independent or team work |
| | [LOGMU2_U06] He has in-depth skills in identifying the biomedical and psychological determinants of language problems and dysphagia in the patient, and can analyze and interpret information gathered from medical and psychological sources. | is able to combine and evaluate information using various sources | [SU1] oral statement/conversation/discussion [SU8] observation of student's independent or team work |

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| Subject contents | <p>Diagnosis and neurodevelopmental therapy of children and infants with movement disorders of neurological origin and in the course of disease complications metabolic processes, pathologies of pregnancy and childbirth, prematurity, hypoxia, perinatal asphyxia. Assessment of muscle tension, correct and disturbed postural control pattern. The course and phases of proper postural control, the pathomechanism of the formation of compensatory muscles pathological patterns of body control in the course of neurological syndromes and transient developmental disorders. The use of neurodevelopmental methods in the process of therapy and support for the development of infants and young children in the course of positional asymmetry and acquired, disorders of central activity and muscle tension in the body axis and in the course of CP syndrome, Down syndrome, support physiotherapy, proper care, supplies and orthotic support. Diagnosis and neurological therapy of people with speech disorders of neurological origin (acquired causes). Examination (diagnosis) of the child after cerebral incidents (primary and acquired); testing of infant reflexes (discussion). Assessment of the functioning of a patient with reduced increased muscle tension, especially in the orofacial area. Abnormalities in body posture and its impact on the speech apparatus. Communication disorders in MPPD. Working with a child with a set of genetic defects and multiple developmental disorders. Communication disorders in a patient with intellectual disability. Diagnosing and planning treatment neurospeech therapy for children in the prelingual, lingual and postlingual period.</p> | | |
| Prerequisites and co-requisites | | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | making a project | 51.0% | 80.0% |
| | activity in classes | 51.0% | 20.0% |
| 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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