

Subject card

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| Subject name and code | Methods supporting Rehabilitation of Patients with Neurological Damage - lecture I, PG_00151534 | | | | | | |
| Field of study | Logopedics | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2025/2026 | | |
| Education level | Master's 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 Polish | | |
| Semester of study | 3 | ECTS credits | | | 1.0 | | |
| Learning profile | practical | Assessment form | | | credit | | |
| Conducting unit | Institute of Logopaedics -> Faculty of Languages -> Rector | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr n. med. Joanna Jabłońska-Brudło | | | | |
| | Teachers | | dr n. med. Joanna Jabłońska-Brudło | | | | |
| 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 | Presentation of complex rehabilitation and selected therapeutic methods in the context of neurological damage. | | | | | | |

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| Learning outcomes | Course outcome | Subject outcome | Method of verification |
| | [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. | Can combine and evaluate information using a variety of sources | [SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report |
| | [LOGMU2_K04] He is aware of his own limitations and knows when there is a need to turn to experts in fields relevant to speech therapy. | knows when there is a need to turn to experts of the fields that cooperate with speech therapy | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report |
| | [LOGMU2_W04] Has an in-depth, structured knowledge of linguistic development in norm and pathology and the factors affecting its course. | Has an in-depth knowledge of the recipients of speech therapy activities, evaluation of the quality of speech therapy activities | [SW2] presentation/project/paper/report |
| | [LOGMU2_W05] He has the knowledge to independently diagnose speech and feeding disorders in children with complex neurological disorders and genetic defects. | Has a structured theoretical knowledge of neurological therapy, which allows him to correctly diagnose the patient's problems. | [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report |
| | [LOGMU2_K06] Able to independently and critically supplement knowledge and skills in medicine and social sciences. | Is able to form his own opinions, understands the need to deepen knowledge in medical science. | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report |
| | [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. | He has an in-depth knowledge of the various consequences of neurological damage, including eating disorders. | [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report |
| [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 speech therapy projects; is able to communicate with specialists in the sphere of speech therapy activities and non-specialists in Polish and foreign language. | [SU2] presentation/project/paper/report | |
| Subject contents | <p>Rehabilitation-definition, features of the rehabilitation process, complex rehabilitation, rehabilitation team, rehabilitation as teamwork. Therapeutic methods used in rehabilitation- general part.</p> <p>ICF - international classification of functioning, disability and health (WHO).</p> <p>Ontogeny of a human being. Infant development. Developmental milestones.</p> <p>Body posture, methods of its assessment and its changes related to age and diseases. Scoliosis and its impact on the musculoskeletal and speech apparatus.</p> <p>Causes and clinical picture of damage to the nervous system. Neuromuscular diseases. The most common neurological diseases and syndromes that proceed with increased muscle tension. The most common neurological diseases and syndromes proceeding with decreased muscle tone.</p> <p>The impact of lack of movement on the human body.</p> <p>Selected specific issues of nervous system disorders and neuromuscular diseases - comprehensive rehabilitation, therapeutic methods used in the discussed disorders, the role of speech therapist in comprehensive rehabilitation - part 1.</p> | | |
| Prerequisites and co-requisites | No prerequisite requirements. | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | active attendance in class | 80.0% | 20.0% |
| | Performance of a credit work and its presentation | 51.0% | 80.0% |

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| Recommended reading | Basic literature | <ul style="list-style-type: none"> • Cytowska B., Winczura B. (red.), Dziecko z zaburzeniami w rozwoju. Oficyna Wydawnicza Impuls, Kraków, s. 205-215. • Sadowska L. (red), Neurofizjologiczne metody usprawniania dzieci z zaburzeniami rozwoju. Wyd. AWF, Wrocław, s. 253-294. • Regner A. (2008), Masaż niemowlęcy i ruch usprawniający jako formy stymulacji psychomotorycznej. /w:/ Sekułowicz M., Kruk-Lasocka J., Kulmatycki L. (red.), Psychomotoryka ruch pełen znaczeń. Wyd. Naukowe Dolnośląskiej Szkoły Wyższej, Wrocław. • Regner A. (2005), Podstawy ustno-twarzowej terapii według nowoczesnych koncepcji, /W:/ Masgutova S. (red.), Nowoczesne metody stymulacji rozwoju ruchowego i mowy. Międzynarodowy Instytut Neurokinezyjologii, Rozwoju Ruchowego i Integracji Odruchów, Warszawa, s. 63-78. • Masgutova S., Regner A. (2009), Rozwój mowy dziecka w świetle integracji sensomotorycznej. Wyd. Continuo, Wrocław. • Cytowska B., Winczura B. (red.), Wczesna interwencja i wspomaganie rozwoju małego dziecka. Oficyna Wydawnicza Impuls, Kraków, s. 349-363. |
| | Supplementary literature | <ul style="list-style-type: none"> • Kaczan T., Sadowska L. (1995), Stymulowanie rozwoju mowy u dzieci z zespołem Downa. /w:/ Patkiewicz J. (red.), Współczesna diagnostyka i rehabilitacja dziecka z zespołem Downa. Materiały z Konferencji - XIX Ogólnokrajowego Dnia Rehabilitacji Dziecka (ODRD). Polskie Towarzystwo Walki z Kalectwem Oddział Wojewódzki we Wrocławiu (TWK-Wrocław), s. 113-127. • Błęszyński, J. J. (red.), Alternatywne i wspomagające metody komunikacji. Oficyna Wydawnicza Impuls, Kraków, s. 111-137. • Kaczmarek, B.B. (red.), Wspomaganie rozwoju dzieci z zespołem Downa - teoria i praktyka. Wyd. Impuls, Kraków, s. 79. • Sekułowicz M., Kruk-Lasocka J. (red.), Dziecko z utrudnieniami rozwoju. Problemy interdyscyplinarnej diagnozy i terapii w świetle najnowszych teorii. Materiały z Międzynarodowej Konferencji Naukowej, Wrocław 4-6 maj 2000, Wyd. Uniwersytet Wrocławski, s. 225-230. • Lennon S., Stokes M. (2010), Fizjoterapia w rehabilitacji neurologicznej, Urban&Partner, Wrocław. • Rolak L.A. (2008), Sekrety neurologii, Urban&Partner, Wrocław. |
| | eResources addresses | |
| Example issues/ example questions/ tasks being completed | Nie dotyczy | |
| Work placement | Not applicable | |

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