

Subject card

Subject name and code	Diagnosis and Speech Therapy of Children with Infantile Cerebral Palsy - lecture, PG_00151599						
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	part-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. Katarzyna Kaczorowska-Bray				
	Teachers		dr hab. Katarzyna Kaczorowska-Bray				
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		2.0		33.0	50
Subject objectives	The student should know the definition of cerebral palsy and its aetiology. He/she should be able to characterise the axial symptoms and concomitant symptoms of this syndrome of disorders and know the symptomatic, causal and symptom-causal classifications of MPD. Know the characteristics of speech disorders noted in this group and of eating disorders. Be able to identify the appropriate form of speech therapy used in the early support of the speech development of a child with cerebral palsy and know what methods are used to support the child's development.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGMU2_W06] Has a structured and in-depth knowledge to program speech therapy for children with coupled developmental problems of complex etiology.	Is fully conversant with the principles of speech therapy for the child with MPD and has a structured and in-depth knowledge of how to construct a therapy programme, taking into account the speech therapy needs of children with combined developmental problems of complex aetiology.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[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.	It has the ability to interpret, analyse the causes and course of language and communication processes and phenomena, and is able to construct a neurological opinion on the patient on the basis of data collected in the course of observation, diagnosis and interview.	[SU4] test/exam - oral or written [SU5] implementation of a problem task
	[LOGMU2_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and to modify and supplement it.	Understands the need for continuous development of knowledge in linguistics, speech therapy and related sciences. Understands the necessity of continuous improvement of acquired skills and enriching the range of working methods applied in speech therapy practice.	[SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written
	[LOGMU2_W05] He has the knowledge to independently diagnose speech and feeding disorders in children with complex neurological disorders and genetic defects.	He is familiar with the full characteristics of the main syndromes of the disorders, identifying and extensively describing the axial disorders and associated disorders of MPD, including digestive problems, giving him the knowledge to carry out a full speech therapy diagnosis.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[LOGMU2_W04] Has an in-depth, structured knowledge of linguistic development in norm and pathology and the factors affecting its course.	Has a comprehensive, in-depth and structured knowledge of speech development and its disorders noted in a group of people with cerebral palsy.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
[LOGMU2_U05] Can independently program measures to prevent speech and language disorders for people at risk of developing them.	Be able to plan and carry out preventive actions aimed at preventing the worsening of speech development problems occurring in children with MPD.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written	
Subject contents	Definitions and classifications of cerebral palsy; Aetiology of MPD including children at risk; Axial and concomitant symptoms found in people with MPD; speech disorders typical of MPD, including definitions and classifications of dysarthria; digestive problems encountered in this group.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	written colloquium in the form of a closed-question test to check the assumed learning outcomes	51.0%	70.0%
	active presence in lectures	75.0%	30.0%

Recommended reading	Basic literature	<ul style="list-style-type: none"> • Dołęga Z. (2003). Promoting speech development in childhood - developmental regularities, diagnosis and prophylaxis. Katowice: Wydawnictwo Uniwersytetu Śląskiego. • Kaczorowska-Bray, K., Brzozowska-Misiewicz, I. (2012). Intellectual disability as a disorder that may co-occur with other syndromes. In J. J. Bleszyński, K. Kaczorowska-Bray (eds.), Diagnosis and speech therapy of people with intellectual disabilities. Theoretical determinants of the problem, ed. J. J. Bleszyński, K. Kaczorowska-Bray. Gdańsk: Harmonia Universalis. • Michalik M. (2015). Cerebral palsy in speech therapy theory and practice. Gdańsk: Harmonia Universalis. • Michalowicz R. (2001). Developmental defects and damage to the central nervous system arising in fetal life and in the perinatal and neonatal period. In: R. Michalowicz (ed.): Mózgowe porażenie dziecięce. Warsaw: Wydawnictwo Lekarskie PZWL. • Stecko E. (2002). Speech disorders in children - early diagnosis and speech therapy management.
	Supplementary literature	<ul style="list-style-type: none"> • Amiel-Tison C. (2008). Perinatal neurology. Wrocław: Elsevier Urban i partner. • Banaszek G. (2002). Infant development and its disorders and rehabilitation with the Vojta method. Bielsko-Biała: -medica press. • Bień A. M. (2009). Natural feeding. In: A. Bałanda (ed.): Opieka nad noworodkiem. Warsaw: Wydawnictwo Lekarskie PZWL. 107-125. • Domagalska M. (2008). Diagnostic aspects of the neurodevelopmental concept. In: M. Matyja, M. Domagalska (ed.): Basics of neurodevelopmental streamlining according to Berta and Karel Bobath. Katowice: Academy of Physical Education in Katowice. 108-127. • Borkowska M. (1989). Improvement of feeding activities. In: M. Borkowska (ed.): ABC of rehabilitation of children. Cerebral palsy. Volume II. Warsaw: Pelikan Publishing House. 90-114. • Borkowska M. (1997). Improvement of feeding activities and independent eating of disabled children. In: M. Borkowska (ed.): Dziecko niepełnosprawne ruchowo. Usprawnianie ruchowe. Warsaw: WSiP. 146-168. • Przyrowski Z. (2001). Basics of diagnosis and therapy of sensory integration. In: Cz. Szmigiel (ed.): Podstawy diagnostyki i rehabilitacji dzieci i młodzieży niepełnosprawnej. Volume I. Kraków: Bronisław Czech University of Physical Education in Kraków. 123-170
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	The aetiology of cerebral palsy. Axonal disorders noted in a group of people with MPD. Disorders associated with cerebral palsy. Development of communication skills in a group of people with MPD.	
Work placement	Not applicable	

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