

**Subject card**

<b>Subject name and code</b>	Diagnosis and Therapy of Stuttering, PG_00151626						
<b>Field of study</b>	Logopedics						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	postgraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study Subject group related to practical vocational preparation		
<b>Mode of study</b>	part-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish polish language		
<b>Semester of study</b>	3	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	practical	<b>Assessment form</b>					
<b>Conducting unit</b>	Instytut Logopedii -> Faculty of Languages						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Maria Fańciszevska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	15.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	15		2.0		33.0	50
<b>Subject objectives</b>	The student expands knowledge oriented to practical application in diagnosis and therapy of ykania. He can formulate and solve problems in the field of prevention, diagnosis and speech therapy of people with speech fluency disorders, select methods and tools for their solution. Can interact in a therapeutic team (e.g., speech therapist, teacher, parent, psychologist, educator, etc.).						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGMU2_W01] Has a structured, in-depth and extended knowledge and knows at an extended level the terminology of linguistics and speech therapy (including selected terminology in a foreign modern language).	Has an in-depth and expanded knowledge of terminology in the diagnosis and therapy of stuttering. He/she is familiar with the main specialist terminology in this field in English.	[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.	Has the knowledge to programme therapy for children, adolescents and adults with stuttering in Fluency Shaping Therapy and Modification Therapy.	[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.	Has the ability to interpret, analyse factors influencing the maintenance and severity of stuttering in children and adults with stuttering and to formulate diagnostic and therapeutic conclusions	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [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.	Is ready to critically evaluate his/her existing knowledge of speech fluency disorders and to modify and supplement it.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK6] demonstration of practical skills
[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.	Able to independently determine risk factors for the persistence of stuttering and consult with parents of a child with stuttering.	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work	
Subject contents	<p>Problems of exercises</p> <ol style="list-style-type: none"> <li>1. Identification and critical analysis of risk factors for stuttering persistence. Practical exercises using stuttering risk assessment questionnaires - rpose approach.</li> <li>2. Consultation and counseling - providing feedback to parents and teachers.</li> <li>3. Diagnosis process and diagnostic tools used in the diagnosis of stuttering in children, adolescents and adults.</li> <li>4. Planning and programming of therapeutic activities in the indirect intervention treatment ( example: the Palin PCI program)</li> <li>5. Planning and programming of therapeutic activities in the stream of direct intervention (Fluency Shaping Therapy and Modification Therapy).</li> <li>6. Implementation of preventive measures in preschool and school institutions.</li> </ol>		
Prerequisites and co-requisites	no entry requirements		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Active participation in the exercises - 30% , attendance - 10%, completion of the credit work agreed with the instructor - 60%	51.0%	100.0%

Recommended reading	Basic literature	<ol style="list-style-type: none"> <li>1. Dialogue without barriers - comprehensive speech therapy intervention in stuttering, edited by K. Węsierska, H. Sonsterud, (2021). <a href="https://www.logolab.edu.pl/dialog-bez-barrier-kompleksowa-interwencja-w-jakaniu-wydanie-polskie-rozszerzone/?fbclid=IwAR1HsEao4sh0bMvjphUMGLvQ2B0EsT99MilyV3YpnFrHM">https://www.logolab.edu.pl/dialog-bez-barrier-kompleksowa-interwencja-w-jakaniu-wydanie-polskie-rozszerzone/?fbclid=IwAR1HsEao4sh0bMvjphUMGLvQ2B0EsT99MilyV3YpnFrHM</a></li> <li>2. Jankowska-Szafarska L. (2017). The idea of stuttering modification: speech fluent enough. Phases of classical MiDVASt therapy according to van Riper in relation to psychotherapy and own experience, In: L. Jankowska-Szafarska, B. Suligowska, R. Kara, K. Kupiec (eds.), Life with stuttering. An integral guide to stuttering, Educational Publishing House, Cracow, p.135-154.</li> <li>3. Kelman E., Nicholas A. (2012). Practical intervention in early childhood stuttering. Parent-child interaction approach Palin PCI, Gdansk, Poland.</li> <li>4. Dell C. W. (2008). Therapy of stuttering in children of younger school age. A handbook for speech therapists. Kraków: Impuls.</li> <li>5. Chęć M., Bijak E., Kamińska D. (2014). Stuttering. Effective techniques of fluent speaking TPM and TDSM in the Modified Program of Psychophysiological Therapy of Stutterers, Gdańsk: Harmonia.</li> </ol>
	Supplementary literature	<ol style="list-style-type: none"> <li>1. Chmela K. A., Reardon N, Scott L. (2014) A. How to effectively work on attitudes and emotions in stuttering therapy, Katowice: Logopedic Center.</li> <li>2. Scott L. (2012). How to talk about stuttering in school. A handbook for teachers and speech therapists, Katowice.</li> <li>3. Faściszewska M. (2019). Diagnosing persistent stuttering using the ICF classification, Forum Logopedy, 31, pp. 4-9.</li> </ol>
	eResources addresses	<p>Podstawowe</p> <p><a href="https://www.youtube.com/watch?v=VkgzALgsZJQ&amp;t=191s">https://www.youtube.com/watch?v=VkgzALgsZJQ&amp;t=191s</a> - Let's talk about stuttering-Parents to Parents.</p> <p><a href="https://www.youtube.com/watch?v=kqzEu7kF6E">https://www.youtube.com/watch?v=kqzEu7kF6E</a> - A world that understands stuttering. Footage prepared on the occasion of ISAD 2017 - recorded during the open panel discussion Changing attitudes toward stuttering! (Changing attitudes toward stuttering!).</p> <p>Adresy na platformie eNauczenie:</p>
Example issues/ example questions/ tasks being completed	<ol style="list-style-type: none"> <li>1. Case study - discussion of risk factors for the persistence of stuttering.</li> <li>2. Completion of a selected questionnaire for diagnosis of stuttering - quantitative and qualitative analysis based on the video recording.</li> <li>3. Planning and programming of therapeutic activities in the Fluency Shaping Therapy.</li> <li>4. Planning and programming of therapeutic activities in the Modification Therapy.</li> <li>5. Therapeutic techniques application in the Fluency Shaping Therapy.</li> <li>6. Therapeutic techniques application in the Modification Therapy.</li> <li>7. Implementation of preventive measures in preschool and school institutions.</li> </ol>	

Work placement	Not applicable
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