

**Subject card**

<b>Subject name and code</b>	Diagnosis and Therapy of Stuttering, PG_00151627						
<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>	15.0	0.0	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>	A student of speech therapy of the second degree broadens and deepens the knowledge of balbutologopedics oriented to practical application in the diagnosis and therapy of stuttering and slurred speech. He/she is able to formulate and solve problems in the field of prevention, diagnosis and speech therapy of people with speech impediments, select methods and tools for their solution. He should also understand the tasks of a speech therapist in a therapeutic team (e.g. speech therapist, teacher, parents, psychologist, pedagogue, etc.).						

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.	Has the knowledge to programme therapy for children, adolescents and adults with stuttering in Fluency Shaping Therapy and Modification Therapy. Knows how to programme therapy for people with cluttering.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task
	[LOGMU2_U01] He is able to search, analyze, evaluate, select and integrate information in the field of linguistics (including speech therapy) using a variety of sources and formulate critical judgments on this basis, solve complex problems and carry out tasks in an innovative manner.	Be able to search for information using a variety of sources (internet, films, articles, etc.) and, on this basis, find solutions to the complex diagnostic and therapeutic problems of people with stuttering and cluttering	[SU4] test/exam - oral or written
	[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 [SK4] test/exam - oral or written
	[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 cluttering and to formulate diagnostic and therapeutic conclusions.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[LOGMU2_W02] He knows and understands the main trends in the development of linguistics and speech therapy, as well as the theories explaining the complex relationship between them.	Knows the main theories explaining the emergence of stuttering and cluttering, and the relationship between factors affecting the emergence and maintenance of stuttering and cluttering knows the social effects of stuttering. Has the ability to refer to the ICF classification.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[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 and cluttering. He/she is familiar with the main specialist terminology in this field in English.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
Subject contents	<p>Problems of the lecture</p> <ol style="list-style-type: none"> <li>1. With stuttering through the centuries - about stuttering in historical perspective.</li> <li>2. Definitions, models and epidemiology of stuttering.</li> <li>3. Diagnosis of stuttering based on the ICF (International Classification of Functioning Disabilities and Health) model.</li> <li>4. Key approaches in stuttering therapy - Speaking More Fluently and Stuttering Modification - opportunities and limitations.</li> <li>5. Techniques used in stuttering therapy</li> <li>6. Basic therapeutic concepts of stuttering developed and applied in Poland and around the world (e.g. Palin PCI, Restart DCM, Mini Kids, Chęćek method, Yaruska, etc.).</li> <li>7. Effective support of a student with stuttering in kindergarten and school (e.g., Mera Weidner's InterACT program)</li> <li>8. Cluttering - diagnosis and therapy</li> </ol>		
Prerequisites and co-requisites	There are no prerequisites		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	written exam (80%)	51.0%	80.0%
	Attendance 20%,	51.0%	20.0%

Recommended reading	Basic literature	<ol style="list-style-type: none"> <li>1. Faściszewska M., Tuchowska J. (2018). Diagnostic tools used in the assessment of attitudes and behaviors of adults who stutter possibilities of application in Polish speech therapy. In: K. Węsierska (ed.), with co. K. Gawel, Speech fluency disorders, Gdańsk: Harmonia Universalis, p.158-174.</li> <li>2. Guitar B., Peters T.J. (2014). Selection of methods for stuttering therapy. A guide for speech therapists, trans. K. Gawel, Katowice: Logopedic Center.</li> <li>3. Spruit M. (2016). Stuttering. How to understand people who speak unclearly. Handbook of diagnosis and therapy, Kraków: Wydawnictwo Edukacyjne.</li> <li>4. Tuchowska, J. A., Faściszewska (2020). Therapy of stuttering in children of preschool and early school age, In: J. Skibska (ed.), Interdisciplinary therapy. Selected problems, pp. 233-265, Krakow.</li> <li>5. Węsierska, K., Boroń, A. (2018). Methods of speech therapy intervention for speech fluency disorders in young children. In A. Domagała, U. Mirecka (ed.), Methods of speech therapy Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, pp. 551574.</li> </ol>
	Supplementary literature	<ol style="list-style-type: none"> <li>1. Dialogue without barriers comprehensive intervention in stuttering. Polish edition expanded (2021). Edited by K.Węsierska, H. Sonsteru, Chorzow: Aguerre Aude (<a href="https://www.logolab.edu.pl/dialog-bez-barriers-complex-intervention-in-stuttering-issue-polish-expanded/">https://www.logolab.edu.pl/dialog-bez-barriers-complex-intervention-in-stuttering-issue-polish-expanded/</a>).</li> <li>2. Jankowska-Szafarska, B. Suligowska, R. Kara, K. Kupiec (eds.) Living with stuttering. Integral guide to stuttering, Educational Publishing House, Krakow, p.135-154.</li> <li>3. Poster: Węsierska K. (2014). Applying the ICF model in diagnosing stuttering <a href="https://www.konferencja-zpm.edu.pl/wp-content/uploads/2015/11/Applying-the-ICF-model-in-diagnosing-j%C4%85stuttering.pdf">https://www.konferencja-zpm.edu.pl/wp-content/uploads/2015/11/Applying-the-ICF-model-in-diagnosing-j%C4%85stuttering.pdf</a>.</li> <li>4. Poster: Kenneth O. St. Louis, Katarzyna Węsierska, Selma Saad Merouwe, Nouhad Abou Melhem, Jan Dezort, Hana Lacikova, How best to support adults who stutter in light of reports of international evidence-based research? <a href="http://www.konferencja-zpm.edu.pl/wp-content/uploads/2018/09/PASS_Ad_Polish_Final.pdf">http://www.konferencja-zpm.edu.pl/wp-content/uploads/2018/09/PASS_Ad_Polish_Final.pdf</a></li> </ol>
	eResources addresses	Uzupełniająca Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	<ol style="list-style-type: none"> <li>1. List three significant events in the history of stuttering that influence contemporary perceptions of stuttering.</li> <li>2. List two key approaches to stuttering therapy and characterise them.</li> <li>3. List and discuss the tools used in the diagnosis of stuttering in children</li> <li>4. List and discuss a tool used in the diagnosis of adolescent and adult stuttering.</li> <li>5. Describe the use of the ICF model in the diagnosis of stuttering.</li> <li>6. Characterise what the Fluency Shaping is in the treatment of people with stuttering</li> <li>7. Characterise what the Modification approach is in the therapy of people with stuttering.</li> <li>8. Describe any technique or method from the Fluency Shaping Therapy group.</li> <li>9. Describe any technique or method from the Stuttering modification group.</li> <li>10. List programmes based on the Fluency Shaping approach.</li> <li>11. List programs based on the stuttering modification approach.</li> <li>12. Discuss and describe the possibilities and limitations of speaking fluency shaping therapy and techniques.</li> <li>13. Discuss the possibilities and limitations of stuttering modification methods and techniques.</li> <li>14. Cluttering- discuss diagnostic activities</li> <li>15. Cluttering - discuss therapeutic assessment</li> </ol>	
Work placement	Not applicable	

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