

Subject card

Subject name and code	Child feeding in logopaedic practice, PG_00150726						
Field of study	Logopedics						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2028/2029		
Education level	uniform 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	4		Language of instruction		Polish		
Semester of study	8		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 hab. Katarzyna Kaczorowska-Bray				
	Teachers						
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	The aim of the conversation is to learn: - the normal course of sucking and swallowing and changes in these functions in the newborn and infant; - issues of dietary expansion; - the main problems of feeding the child (reflux, under-feeding); - the basics of a proper balanced diet for a pregnant woman and a child of different age groups.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_U06] He has in-depth skills in identifying biomedical and psychological conditions of language problems and dysphagia in the patient, can analyze and interpret information gathered from medical and psychological sources and, using medical terminology, explain complex speech therapy problems.	Can identify the determinants of dysphagia in children, using speech therapy sources and related sciences.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[LOGJ5_W06] Has a structured and in-depth knowledge to program speech therapy for children with coupled developmental problems of complex etiology (cognitive deficits, sensory deficits and neurological damage).	Knows the principles of programming therapy for eating disorders in children	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[LOGJ5_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.	Understands the problems of dysphagia in children.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[LOGJ5_K02] He is ready to fulfill his professional role responsibly and take care of his own and the patient's safety.	He is ready to adhere to the ethics of the speech therapy profession and care for patient safety.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK8] observation of student's independent or team work
	[LOGJ5_U04] Can independently diagnose speech development disorders, language problems, speech disorders, literacy disorders and intake difficulties, indicate their etiology and program preventive measures and speech therapy according to the disorder, including in the case of complex medical disorders, including neurological disorders.	Able to identify the causes and symptoms of eating disorders of various etiologies in children and indicate the appropriate course of therapy.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[LOGJ5_W05] He has the knowledge to independently diagnose speech and language development disorders and feeding disorders in children with complex neurological disorders and genetic defects, as well as coupled developmental problems, including sensory and cognitive deficits.	Knows the principles and course of diagnosis of eating disorders in children, including in cases of neurological and genetic etiology.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
Subject contents	- The course of the reflex sucking and swallowing response and its evolution;- Problems in feeding a young child with typical development;- Feeding disorders of various etiologies in children with genetic defects and neurological damage;- Dysphagia in children;- Proper diet of pregnant woman and young child;- Dietary expansion and food allergies;- Diagnosis of feeding problems;- Principles and course of therapy of food problems in children.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Active attendance in class.	75.0%	30.0%
	Preparation and presentation of a credit paper.	51.0%	70.0%

Recommended reading	Basic literature	• Cytowska B., Wilczyra B. (red.) (2006)., Wczesna interwencja i wspomaganie rozwoju małego dziecka, Kraków, 2006. • Kaczorowska-Bray, K., Milewski, S. (red.) (2016). Wczesna interwencja logopedyczna. Gdańsk: Harmonia Universalis. • Kaczorowska-Bray, K. (2012). Diagnoza we wczesnej interwencji logopedycznej. W: E. Czaplewska, S. Milewski (red.), Diagnoza logopedyczna, red. E. Czaplewska, S. Milewski. Gdańsk: Gdańskie Wydawnictwo Psychologiczne, s. 223-262. • Milewski, S., Kuczkowski, J., Kaczorowska-Bray, K. (red.) (2014). Biomedyczne podstawy logopedii. Gdańsk: Harmonia Universalis.
	Supplementary literature	• Chmielik J., Michałowicz R., Badanie neurologiczne noworodków i niemowląt (w:) S. Józwiak, R. Michałowicz (red.) Neurologia dziecięca w praktyce, t. 17-43, Lublin, 2001 • Dołęga Z., Promowanie rozwoju mowy w okresie dzieciństwa - prawidłowości rozwoju, diagnozowanie, profilaktyka, Katowice, 2003 • Domagalska M., Podstawy usprawniania neurorozwojowego według Berty i Karela Bobathów, Katowice, 2005 • Kornacka M. K., Noworodek przedwczesnie urodzony. Pierwsze lata życia, Warszawa, 2003 • Masgutowa S., Masgutow D., Integracja odruchów twarzy metodą Swoetłany Masgutowej. Techniki pracy wspierające rozwój motoryki i mowy, Wa-wa, 2005 • Pilewska-Kozak A. B., Opieka nad wcześniakiem, Warszawa, 2009 • Pirogowicz I., Stęciwko A. (red.), Dziecko i jego środowisko. Noworodek przedwczesnie urodzony - trudności i satysfakcje, Wrocław, 2008
	eResources addresses	
Example issues/ example questions/ tasks being completed	Feeding babies at risk for developmental disorders. A speech therapist in a neonatal unit. Dysphagia in infant and preschool children.	
Work placement	Not applicable	

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