

Subject card

Subject name and code	Develoment and Disorders of Speech in People with Impaired Vision, PG_00150744						
Field of study	Logopedics						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2029/2030		
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	5		Language of instruction		Polish		
Semester of study	9		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		mgr Magdalena Kokot-Rybińska				
	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 lecture is to learn the specifics of the development of people with visual impairment, including the development of communication skills. During the classes, the student learns epidemiological data about this deficit, the most commonly noted etiology, classifications of the disorder. During the course, researchers views on the development of speech in this group of people will be characterized and specific features of acquiring this ability will be indicated. The principles of therapeutic work with patients with this type of sensory disorder will also be discussed.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	The student has the knowledge to independently diagnose speech disorders in case of sensory damage.	[SW4] test/exam - oral or written
	[LOGJ5_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and modify and supplement it, as well as improve his professional skills; he is ready to formulate moral problems and ethical dilemmas related to his own and others' therapeutic work.	The student is ready to critically evaluate the linguistic knowledge (including speech therapy) and to modify and supplement it in the scope of patients with visual organ damage.	[SK4] test/exam - oral or written
	[LOGJ5_W02] He knows and understands the methodology of scientific research applied in the fields of humanities and social sciences, the main development trends and fundamental dilemmas of linguistics and speech therapy, as well as the theories explaining the complex relationships between them in their study and application to solving social problems.	The student has knowledge, consistent with the latest speech therapy theories, about the course of speech development and its specificity in a child with visual impairment.	[SW4] test/exam - oral or written
	[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.	The student can independently diagnose speech development disorders, language problems, speech disorders, indicate their etiology and program speech therapy in the case of a patient with visual impairment.	[SU4] test/exam - oral or written
	[LOGJ5_W04] Has an in-depth, structured knowledge of linguistic development in normal and pathology, as well as factors affecting its course.	he student has an in-depth, structured knowledge of normal language development and the course of development of communication skills in a child with visual impairment, knows the influence of etiological factors causing damage to the visual organ on the course of speech development.	[SW4] test/exam - oral or written
	[LOGJ5_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 the appropriate terminology of linguistics, sociolinguistics and ethnolinguistics and medical sciences relevant to speech therapy.	The student is able to analyze, using appropriate terminology, the causes and course of processes, as well as linguistic and communicative phenomena recorded in people with visual impairment.	[SU4] test/exam - oral or written
Subject contents	the most common noted causes of damage to the organ of vision; damage to the organ of vision and prematurity; terminology used to describe visual disorders; classifications of blind persons; the issue of language acquisition and speech use by blind children as a controversial research topic; the specificity of speech development and nonverbal communication in this group.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Test	51.0%	70.0%
	Participation in the discussion	51.0%	30.0%

Recommended reading	Basic literature	- Kaczorowska-Bray, K., Milewski, S. (2016). Specyfika rozwoju umiejętności komunikacyjnych dzieci z uszkodzeniem narządu wzroku. W: K. Kaczorowska-Bray, S. Milewski (red.), Wczesna interwencja logopedyczna. Gdańsk: Harmonia Universalis, s. 260-285. - Milewski, S., Kaczorowska-Bray, K. (2015). Logopedyczne aspekty przyswajania języka przez dzieci niewidome. Poradnik Językowy 5, Towarzystwo Kultury Języka, Dom Wydawniczy LIPSA, Warszawa, 31-44. - Kaczorowska-Bray K. (2014). Trudności w rozwoju komunikacji werbalnej i niewerbalnej dzieci niewidomych. W: A. Hamerlińska-Latecka, M. Karwowska (red.), Interdyscyplinarność w logopedii (s. 5784). Gliwice: Komlogo Piotr Gruba. - Gacek E. (2014). Zaburzenia rozwoju mowy u dzieci z porodów przedwczesnych. Diagnostyka i efekty oddziaływań terapeutycznych. Gdańsk: Harmonia Universalis.
	Supplementary literature	- Kaczmarek B. L. J. (2005). Misterne gry w komunikację. Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej. - Kuczyńska-Kwapisz J. (2004). Pedagogika osób słabo widzących i niewidomych. W: D. M. Piekut-Brodzka, J. Kuczyńska-Kwapisz (red.), Pedagogika specjalna dla pracowników socjalnych (s. 88-103). Warszawa: Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej.
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Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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