

Subject card

Subject name and code	Optional Subject of Speech Therapy III, PG_00150732						
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 Optional subject group 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		2.0		
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. Małgorzata Ročławska-Daniluk				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	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		34.0	50
Subject objectives	To familiarize students with the typical working tools of speech therapists, with an emphasis on comprehensive knowledge of information sources and the ability to evaluate them critically.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_W12] He knows and understands in depth the biomedical background of human development and communication skills, as well as their disorders, the structure and function of the human body, relevant to speech therapy and the changes in speech and language with age.	Understands the problems of language and speech disorders, their causes, resulting also due to bilingualism.	[SW5] implementation of a problem task
	[LOGJ5_K05] He is ready to build proper ties in the social environment and to initiate activities for the benefit of the social environment, prepared to responsibly perform the professional roles of a teacher and school speech therapist, including adherence to the principles of professional ethics and demanding this of others, as well as caring for the achievements and traditions of the profession.	Is prepared to fulfill the professional roles of teacher and school speech therapist in a responsible manner, adheres to the principles of professional ethics and requires others to do so, while caring for the achievements and traditions of the profession.	[SK8] observation of student's independent or team work
	[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.	Can correctly analyze and interpret linguistic and language phenomena from a speech therapy point of view.	[SU3] text preparation/written work
	[LOGJ5_W03] He knows the principles of speech therapy prevention and stimulation of normal speech and language development, as well as the theoretical basis of intervention activities for individuals and social groups in the scope necessary for the direction of speech therapy. He has knowledge of linguistics and speech therapy that allows him to independently program activities aimed at preventing speech disorders in individuals at risk of developing them.	Knows the basic principles of speech therapy prevention and stimulation of normal speech development, as well as the principles of speech therapy in diagnosis and therapy.	[SW5] implementation of a problem task
	[LOGJ5_U02] Independently plans and implements original and innovative linguistic and speech therapy projects, in accordance with the development trends of linguistics and speech therapy and related to the selected sphere of speech therapy activity.	Undertakes educational activities specific to speech therapy that meet the needs of the community group, such as lectures for teachers.	[SU5] implementation of a problem task
	[LOGJ5_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).	Knows basic and extended terminology in speech therapy research.	[SW2] presentation/project/paper/report
	[LOGJ5_U01] Able to distinguish methodological orientations in scientific research, search, analyze, evaluate, select and integrate information in the field of linguistics (including speech therapy) using various sources, selection and application of appropriate methods and tools, including advanced information and communication technologies (ICT) in order to formulate critical judgments on this basis, solve complex problems and carry out tasks in an innovative manner.	Is able to acquire and use theoretical knowledge, combining it with practical skills, independently plan and implement specific speech therapy activities in the field of diagnosis, prevention and therapy of speech disorders, chooses and applies the appropriate course of action. Seeks, selects, analyses, interprets and uses information to prepare oral and written speeches on specific speech therapy issues using a variety of sources.	[SU3] text preparation/written work

Subject contents	Methods and tools used to diagnose children's language development (e.g. KIRMIK, IRMIK, TRJ, etc.) and tools to study communication disorders in specific age groups.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	attendance in classes	80.0%	50.0%
	credit work	51.0%	50.0%
Recommended reading	Basic literature	Berko J., Brown R., 1970, Psycholingwistyczne metody badania, [w:] Podrecznik metod badania rozwoju dziecka, P. H. Mussen (red.), t. I, Warszawa, PWN, 537-575 Dunaj B., 1985, Grupy spółgłoskowe współczesnej polszczyzny mówionej (w języku mieszkańców Krakowa), Zeszyty Naukowe UJ, Prace Językoznawcze, z. 83, Krakow Milewski S., Kaczorowska-Bray K., (red.), 2015, Metodologia badan logopedycznych z perspektywy teorii i praktyki, Gdansk, Harmonia Universalis. Milewski S., 1997, Frekwencja fonemow w tekstach mowionych dzieci w wielu przedszkolnym, Logopedia 24, 67-83 Milewski, 2005, Grupy spółgłoskowe w języku mowionym dzieci przedszkolnych, Logopedia 34, 11-36	
	Supplementary literature	Grabias S., 2001, Perspektywy opisu zaburzen mowy, [w:] Zaburzenia mowy, S. Grabias (red.), Lublin, Wydawnictwo UMCS, 11-43 Porayski-Pomsta J.,1984, Metodologiczne problemy jezykoznawczych badan nad mowa dziecka, Poradnik Jezykowy, z.8 Sambor J., 2001, Jezyk polski w swietle statystyki, [w:] Wspolczesny jezyk polski, J. Bartminski (red.), Lublin, Wydawnictwo UMCS, 504-526 Wozniak T., Domagała A. (red.), 2007, Jezyk, interakcja, zaburzenia mowy. Metodologia badan, Lublin, Wydawnictwo UMCS Kaminska B. Milewski St. (red), 2016, Logopedia Artystyczna, Wyd. HarmoniaJanas-Kaszczuk J., Tarkowski Z., 1991, O metodologii logopedii. Wprowadzenie do badan nad teoria i metodyka logopedii, Lublin. Kiebzak-Mandera D., Bialecka-Pikul M., 2012, Metodologia badan psycholingwistycznych: badania eksperymentalne, Polonica, t. XXXII Kurowska M., Wolanska E. (red.), 2015, Metody i narzedzia diagnostyczne w logopedii, Warszawa: Dom Wydawniczy Elipsa. Rapley T., 2010, Analiza konwersacji, dyskursu i dokumentow, Warszawa, Wydawnictwo Naukowe PWN. Silverman D., 2009, Interpretacja danych jakosciowych. Metody analizy rozmowy, tekstu i interakcji, Warszawa, Wydawnictwo Naukowe PWN. Smoczynska M., 2004, Jak badac rozwoj jezykowy dziecka? Biuletyn Polskiego Towarzystwa Jezykoznawczego, z. LX, s. 216 231. Teksty: Bajki La Fontaine, Wiersze Brzechwy, Tuwima.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	not specified		
Work placement	Not applicable		

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