

Subject card

Subject name and code	Methods of Diagnosis and Therapy of Speech Fluency Disorders - lecture, PG_00150681						
Field of study	Logopedics						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2027/2028		
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	3		Language of instruction		Polish		
Semester of study	5		ECTS credits		2.0		
Learning profile	practical		Assessment form		exam		
Conducting unit	Institute of Logopaedics -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Maria Faściszewska				
	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		34.0	50
Subject objectives	The purpose of the course is for the student to acquire knowledge of diagnosis and therapy of speech fluency disorders in order to be able to correctly diagnose stuttering, cluttering and develop appropriate therapeutic interventions. He/she should also understand the tasks of a speech therapist in a therapeutic team (e.g., speech therapist, teacher, parents, psychologist, pedagogue, etc.). He/she should gain knowledge of preventive measures.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	He is ready to critically evaluate his existing knowledge of speech fluency disorders and modify and supplement it.	[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written
	[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).	Has the knowledge to program therapy for children with stuttering in the stream of fluency shaping therapy and stuttering modification. Knows how to program therapy for people with cluttering.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[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.	Has the ability to interpret, analyze factors affecting the maintenance and severity of stuttering in children and adolescents with stuttering and cluttering and formulate diagnostic and therapeutic conclusions	[SU1] oral statement/conversation/discussion [SU4] 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.	Knows and understands the value of referring to the Evidence Based Practice in diagnostic and therapeutic activities. Understands the reference to standards and recommendations.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[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).	Has a structured knowledge of the terminology in the diagnosis and therapy of stuttering and enunciation. He knows the main specialized terminology in this field in English.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[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 search for information using a variety of sources (the Internet, videos, articles, etc.) and, on this basis, seek solutions to complex diagnostic and therapeutic problems of people with stuttering and slurred speech	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
Subject contents	1. Definitions, models and epidemiology of stuttering. 2. Diagnosis of stuttering based on the ICF (International Classification of Functioning Disabilities and Health) model. 3. Key approaches in stuttering therapy - Fluency Shaping Therapy and Stuttering Modification - possibilities and limitations. 4. Basic therapeutic concepts of stuttering developed and applied in Poland and around the world (e.g. PalinPCI, Mini Kids, Chęć method, etc.). 5. Effective support of a student with stuttering in kindergarten and school (e.g., Mary Weidner's InterACT program) 6. Cluttering - diagnosis and therapy		

Prerequisites and co-requisites	nie ma wymagań wstępnych		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Attendance	51.0%	20.0%
	written exam	51.0%	80.0%
Recommended reading	Basic literature	1. Fańciszevska 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. Gawęł, Speech fluency disorders, Gdańsk: Harmonia Universalis, p.158-174.Guitar B., Peters T.J. (2014). Selection of methods for stuttering therapy. A guide for speech therapists, trans. K. Gawęł, Katowice: Logopedic Center. 2. Spruit M. (2016). Stuttering. How to understand people who speak unclearly. Podrecznik diagnostyki i terapii, Krakow: Wydawnictwo Edukacyjne. 3. Szamburski K. (2011), Diagnosis of speechlessness. In: E. Czaplewska, S. Milewski (ed.), Diagnoza logopedyczna. Sopot: GWP, pp. 367-415. 4. Tuchowska, J. A., Fańciszevska (2020). Therapy of stuttering in children of preschool and early school age, In: J. Skibska (ed.), Interdisciplinary therapy. Selected problems, pp. 233-265. Krakow. 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. 551-574.	
	Supplementary literature	1. Dialogue without barriers comprehensive intervention in stuttering. Polish expanded edition (2021). Edited by K.Wesierska, H. Sonsteru, Chorzow: Aguerre Aude (https://www.logolab.edu.pl/dialog-bez-barriers-dialogue-without-barriers-complex-intervention-in-stuttering-polish-issue-expanded/). 2. Jankowska-Szafarska, B. Suligowska, R. Kara, K. Kupiec (eds.), Living with stuttering. Integral guide to stuttering, Educational Publishing House, Krakow, p.135-154. 3. Poster: Wesierska K. (2014). Applying the ICF model in diagnosing stuttering https://www.konferencja-zpm.edu.pl/wp-content/uploads/2015/11/Applying-the-ICF-model-in-diagnosing-j%C4%85stuttering.pdf. 4. Poster: Kenneth O. St. Louis, Katarzyna Wesierska, 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? http:// www.konferencja-zpm.edu.pl/wp-content/uploads/2018/09/PASS_Ad_Polish_Final.pdf	
		eResources addresses	
Example issues/ example questions/ tasks being completed	1. List two key approaches in yakking therapy and characterize them. 2. List and discuss the tools used in the diagnosis of stuttering in children. 3. List and discuss the tool used in the diagnosis of stuttering in adolescents. 4. Describe the use of the ICF model in the diagnosis of stuttering 5. Characterize what the more Fluency Shaping Therapy approach is in the treatment of people with stuttering. 6. Characterize what the modification approach consists of in the therapy of people with stuttering. 7. Describe any technique or method from the fluent speaking group. 8. Describe any technique or method from the stuttering modification group. 9. List and discuss programs based on the Fluency Shaping Therapy approach. 10. List and discuss programs based on the stuttering modification approach. 11. Discuss the possibilities and limitations of speech fluency modification methods and techniques. 12. Discuss the possibilities and limitations of stuttering modification methods and techniques. 13. Cluttering- discuss diagnostic assessment 14. Cluttering- discuss therapeutic measures		
Work placement	Not applicable		

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