

Subject card

Subject name and code	Diagnosis and Therapy of Communication Disorders in the Intellectually Disabled - exercises, PG_00150710						
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	7		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. Katarzyna Kaczorowska-Bray				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	20.0	0.0	0.0	0.0	20
	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	20		2.0		28.0	50
Subject objectives	The purpose of the exercises is to familiarize students with the specifics of working with a patient with intellectual disabilities of various degrees and methods that support the work of a speech therapist, including methods that stimulate speech and psychomotor development of the child. The student learns the principles of selection of methods and techniques, appropriate to the needs of a person with intellectual disabilities. He becomes familiar with preventive measures aimed at preventing the aggravation of communication problems. Translated with DeepL.com (free version)						

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.	Has an in-depth knowledge of the diagnosis of speech disorders and digestive problems of children with neurological and genetic intellectual disabilities.	[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.	Is ready to responsibly fulfill the tasks assigned to a speech therapist working with patients with health and developmental problems. He is aware of the need to take care of his own and the patient's safety.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK8] 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).	He has an in-depth understanding of the problems of communication disability therapy programming for people with multiple disabilities.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[LOGJ5_W07] Has in-depth and expanded knowledge of language communication disorders and eating disorders of various etiologies in adults, the principles of their diagnosis and treatment programming.	He knows and understands to an advanced degree the problems of communication disorders and digestive problems, as well as the specifics of their diagnosis and therapy in a group of adults with intellectual disabilities.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[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.	Can independently diagnose speech therapy problems and their conditions, as well as program therapy in the case of people with intellectual disabilities. Can assess the usefulness of a variety of methods to support speech therapy and select useful ones in the context of disorders diagnosed in the child.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills
	[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.	Knows how to identify the etiology of communication problems and eating disorders in people with intellectual disabilities, using the patient's medical and psychological records.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
Subject contents	Methods of speech therapy work with the intellectually disabled child (taking into account the specificity of the therapy of the child with profound disabilities). Methods supporting speech therapy (Hanan method, educational kinesiology according to P. Dennison; "Activity programs" and "Touch and communication" by M. and Ch. Knill; polysensory stimulation and "Morning circle" or sensory stimulation according to the seasons in working with people with severe and profound NI; speech therapy massage and other forms of massage used by speech therapists). Working with adults with NI - opportunities to improve their communication skills.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active attendance at exercises	75.0%	30.0%
	develop and present an issue indicated by the exercise instructor	51.0%	70.0%

Recommended reading	Basic literature	• Błęszyński, J. J., Kaczorowska-Bray, K. (red) (2012). Diagnoza i terapia logopedyczna osób z niepełnosprawnością intelektualną. Teoretyczne determinanty problemu. Gdańsk: Harmonia Universalis. • Kaczorowska-Bray, K. (2017). Kompetencja i sprawność językowa dzieci z niepełnosprawnością intelektualną w stopniu znacznym, umiarkowanym i lekkim. Gdańsk: Wydawnictwo Naukowe Uniwersytetu Gdańskiego • Milewski, S., Kuczkowski, J., Kaczorowska-Bray, K. (red.) (2014). Biomedyczne podstawy logopedii. Gdańsk: Harmonia Universalis. • Błęszyński, J. (2013). Niepełnosprawność intelektualna. Mowa-język-komunikacja. Czy iloraz inteligencji wyjaśnia wszystko? Gdańsk: Harmonia Universalis.
	Supplementary literature	• Błęszyński, J. J. (2012). Diagnoza rozwoju mowy osób z niepełnosprawnością intelektualną. W: E. Czaplewska, S. Milewski (red.), Diagnoza logopedyczna. Podręcznik akademicki (s. 177-222). Sopot: Gdańskie Wydawnictwo Psychologiczne.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Methods supporting speech therapy of a patient with ID. Disorders accompanying ID, affecting the development of communicative abilities. Problems in food intake in a group of people with ID.	
Work placement	Not applicable	

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