

Subject card

Subject name and code	Methods supporting Rehabilitation of Patients with Neurological Damage - exercises II, PG_00150759						
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	10		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 Klaudia Kluj-Kozłowska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	0.0	15.0	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	Presentation of methods used in working with children in the early stages of development, and the role and influence ofwith Developmental Age Disorders. The student learns the types of disorders in motor development: low tone, increased tone, spasticity, uses aids to improve the child's body control for the needs of diagnosis and neuro-pedadic therapy of the child. Presentation of selected therapeutic methods in the context of neurological damage.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_K04] He is aware of his own limitations and knows when there is a need to turn to experts of fields relevant to speech therapy and committed cooperation with various institutions of health care and supporting educational, cultural and support activities.	can cooperate in a group, take care of own and patient's safety, knows when it is necessary to turn to field experts cooperating with speech therapy; is able to determine priorities for implementing tasks and predict consequences their activities	[SK1] oral statement/conversation/discussion [SK5] 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.	lists the basic professional terms, related to the problems of eating disorders and is able to explain them	[SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
	[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 well-organized theoretical knowledge in the field of therapy neurologopedics; recognizes symptoms and causes of selected disorders, including neurological ones lesions affecting young patients and adults; lists basic professional terms and is able to explain them;	[SW1] oral statement/conversation/discussion [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.	independently devises and tries to implement innovative elements into programs speech therapy	[SU8] observation of student's independent or team work
	[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.	is able to combine and evaluate information using various sources	[SU8] 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.	can cooperate in a group, take care of own and patient's safety, knows when it is necessary to turn to field experts cooperating with speech therapy; is able to determine priorities for implementing tasks and predict consequences their activities	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task
	[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 well-organized theoretical knowledge in the field of therapy neurologopedics; recognizes symptoms and causes of selected disorders, including neurological ones lesions affecting young patients and adults; lists basic professional terms and is able to explain them; can independently diagnose a speech disorder, incl neurologopedics	[SW1] oral statement/conversation/discussion [SW5] implementation of a problem task

Subject contents	Diagnosis and neurodevelopmental therapy of children and infants with movement disorders of neurological origin and in the course of disease complicationsmetabolic processes, pathologies of pregnancy and childbirth, prematurity, hypoxia, perinatal asphyxia. Assessment of muscle tension, correct andddisturbed postural control pattern. The course and phases of proper postural control, the pathomechanism of the formation of compensatory musclespathological patterns of body control in the course of neurological syndromes and transient developmental disorders.The use of neurodevelopmental methods in the process of therapy and support for the development of infants and young children in the course of positional asymmetry andacquired, disorders of central activity and muscle tension in the body axis and in the course of CP syndrome, Down syndrome, supportphysiotherapy, proper care, supplies and orthotic support.Diagnosis and neurological therapy of people with speech disorders of neurological origin (acquired causes). Examination (diagnosis) of the child aftercerebral incidents (primary and acquired); testing of infant reflexes (discussion). Assessment of the functioning of a patient with reduced iincreased muscle tension, especially in the orofacial area. Abnormalities in body posture and its impact on the speech apparatus.Communication disorders in MPPD. Working with a child with a set of genetic defects and multiple developmental disorders.Communication disorders in a patient with intellectual disability. Diagnosing and planning treatmentneurospeech therapy for children in the prelingual, lingual and postlingual period.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	activity during the classes	51.0%	20.0%
	making a project	51.0%	80.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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