

Subject card

Subject name and code	Diagnosis and Speech Therapy of Children with Infantile Cerebral Palsy - lecture, PG_00151049						
Field of study	Logopedics						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	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	1		Language of instruction		Polish		
Semester of study	1		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		dr hab. Katarzyna Kaczorowska-Bray				
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		2.0		33.0	50
Subject objectives	The student should know the definitions of cerebral palsy and its etiology. He or she should be able to characterize the axial symptoms and accompanying symptoms of this syndrome of disorders, as well as know the symptomatic, causal and symptom-causal classifications of MPD. Know the characteristics of speech disorders, noted in this group, and eating disorders. Can identify the appropriate form of speech therapy used in the early support of the speech development of a child with cerebral palsy, as well as know what the methods of supporting the child's development are.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGMU2_W04] Has an in-depth, structured knowledge of linguistic development in norm and pathology and the factors affecting its course.	Has a comprehensive, in-depth and structured knowledge of speech development and its disorders noted in a group of people with cerebral palsy.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[LOGMU2_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 appropriate terminology.	Has the ability to interpret, analyze the causes and course of language and communication processes and phenomena, on the basis of data collected in the course of observation, diagnosis and interview can construct a neurologopedic opinion on a patient with MPD.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
	[LOGMU2_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and to modify and supplement it.	Understands the need for continuous expansion of knowledge in linguistics, speech therapy and related sciences. Understands the need for continuous improvement of acquired skills and enrichment of the resource of working methods used in speech therapy practice.	[SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written
	[LOGMU2_U05] Can independently program measures to prevent speech and language disorders for people at risk of developing them.	Can plan and carry out preventive measures aimed at preventing the worsening of speech development problems occurring in children with cerebral palsy.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
	[LOGMU2_W05] He has the knowledge to independently diagnose speech and feeding disorders in children with complex neurological disorders and genetic defects.	He knows the full characteristics of the main syndromes of disorders, identifies and extensively describes the axial disorders and associated disorders of MPD, including digestive problems, which gives him the knowledge to carry out a complete speech therapy diagnosis.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[LOGMU2_W06] Has a structured and in-depth knowledge to program speech therapy for children with coupled developmental problems of complex etiology.	He is fully familiar with the principles of speech therapy for a child with MPD and has a structured and in-depth knowledge of the construction of a therapy program, taking into account the speech therapy needs of children with coupled developmental problems of complex etiology.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
Subject contents	Definitions and classifications of cerebral palsy; Etiology of MPD with consideration of children at risk; Axial and concomitant symptoms found in a group of people with MPD; Speech disorders typical of MPD, including definitions and classifications of dysarthria; digestive problems, occurring in this group.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active attendance at lectures	75.0%	30.0%
	Written exam in the form of a test of closed questions, checking the established learning outcomes.	51.0%	70.0%

Recommended reading	Basic literature	• Dołęga Z. (2003). Promoting speech development in childhood - developmental regularities, diagnosis and prophylaxis. Katowice: Wydawnictwo Uniwersytetu Śląskiego. • Kaczorowska-Bray, K., Brzozowska-Misiewicz, I. (2012). Intellectual disability as a disorder that can co-occur with other syndromes. In J. J. Bleszyński, K. Kaczorowska-Bray (eds.), Diagnosis and speech therapy of people with intellectual disabilities. Theoretical determinants of the problem, ed. J. J. Bleszyński, K. Kaczorowska-Bray. Gdańsk: Harmonia Universalis. • Michalik M. (2015). Cerebral palsy in speech therapy theory and practice. Gdańsk: Harmonia Universalis. • Michałowicz R. (2001). Developmental defects and damage to the central nervous system arising in fetal life and in the perinatal and neonatal period. In: R. Michałowicz (ed.): Mózgowe porażenie dziecięce. Warsaw: Wydawnictwo Lekarskie PZWL. • Stecko E. (2002). Speech disorders in children - early diagnosis and speech therapy management.
	Supplementary literature	• Cytowska B. (2006). The idea of early intervention and supporting the development of the young child. In B. Cytowska, B. Winczura (eds.): Early intervention and supporting the development of the young child. Cracow: Oficyna Wydawnicza Impuls. 15-26. • Geilke L., Rogóż-Bogucka B. (2008). Cooperation of a speech therapist with a physiotherapist in early development support of children born prematurely. In I. Pirogowicz, A. Steciwko (eds.): The child and his environment. The newborn born prematurely - difficulties and satisfaction. Wrocław: Continuo Publishing House. 108-112. • Helwich E. (2002). Causes of preterm birth and basic risk factors resulting from prematurity. In E. Helwich (ed.): Preterm birth. Warsaw: Wydawnictwo Lekarskie PZWL. 11-20. • Kaczan T., Regner A. (2004). Theoretical and practical basis of oral-facial regulatory therapy according to the concept of Rodolfo Castillo Morales. In: L. Sadowska (ed.): Neurophysiological methods of improving children with developmental disorders. Wrocław: AWF Publishing House. 163-200.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Etiology of cerebral palsy. Axonal disorders noted in a group of people with MPD. Disorders accompanying cerebral palsy. Development of communication skills in a group of people with MPD.	
Work placement	Not applicable	

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