

Subject card

Subject name and code	Diagnosis and Speech Therapy of Children with Infantile Cerebral Palsy - exercises, PG_00151048						
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		Jędrzej Michalik				
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		2.0		33.0	50
Subject objectives	The student knows the basics of early speech therapy intervention principles and course of diagnosis and early support of speech development in a child with suspected or diagnosed disabilities. He can characterize the course and disorders of primitive activities in this group. Knows the methods of supporting speech development, used in a group of children with MPD and methods that support the work of the neurologist with children with coupled disorders; methods of therapy of feeding disorders and specific problems associated with the course of this activity.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGMU2_W06] Has a structured and in-depth knowledge to program speech therapy for children with coupled developmental problems of complex etiology.	Fully knows 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.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[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 MPD.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[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.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[LOGMU2_U04] Can independently diagnose speech development disorders, language problems, speech disorders and intake difficulties, identify their etiology and program speech therapy according to the disorder, including in the case of complex medical disorders, including neurological disorders.	Has an in-depth ability to carry out a complete speech therapy diagnosis, including both speech development problems and digestive difficulties, of a child with a disability or suspected disability. Appropriately constructs a speech therapy program for a child with suspected or diagnosed cerebral palsy, and is able to evaluate his actions.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[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 [SK2] presentation/project/paper/report [SK5] implementation of a problem task
Subject contents	• Early speech therapy intervention - principles and course of diagnosis and early support of speech development in a child with suspected or diagnosed disabilities; • the course and disorders of primitive activities in this group; • methods to support the work of the neurologist with children with coupled disorders; • Feeding children with MPD and specific problems associated with the course of this activity; • diagnosis and therapy of dysarthria and other communication disorders noted in the group of people with MPD.		
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%
	Preparation and presentation in the form of a paper of the issue indicated by the lecturer	51.0%	70.0%

Recommended reading	Basic literature	• Dolęga 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	• Amiel-Tison C. (2008). Perinatal neurology. Wrocław: Elsevier Urban and partner. • Banaszek G. (2002). Infant development and its disorders and rehabilitation by the Vojta method. Bielsko-Biała: -medica press. • Bień A. M. (2009). Natural feeding. In: A. Bałanda (ed.): Opieka nad noworodkiem. Warsaw: Wydawnictwo Lekarskie PZWL. 107-125. • Domagalska M. (2008). Diagnostic aspects of the neurodevelopmental concept. In M. Matyja, M. Domagalska (eds.): Fundamentals of neurodevelopmental improvement according to Berta and Karel Bobath. Katowice: Academy of Physical Education in Katowice. 108-127. • Borkowska M. (1989). Improvement of feeding activities. In M. Borkowska (ed.): ABC of rehabilitation of children. Cerebral palsy. Volume II. Warsaw: Pelikan Publishing House. 90-114. • Borkowska M. (1997). Improvement of feeding and independent eating activities of disabled children. In M. Borkowska (ed.): Child with motor disabilities. Motor improvement. Warsaw: WSiP. 146-168. • Przyrowski Z. (2001). Basics of diagnosis and therapy of sensory integration. In: Cz. Szmigiel (ed.): Basics of diagnosis and rehabilitation of children and adolescents with disabilities. Volume I. Kraków: Bronisław Czech University of Physical Education in Kraków. 123-170
	eResources addresses	
Example issues/ example questions/ tasks being completed	Early speech therapy diagnosis in a child at risk of developmental problems. Feeding difficulties in a group of children with cerebral palsy. Muscle tension disorders and problems in speech development of a child with cerebral palsy.	
Work placement	Not applicable	

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