

Subject card

Subject name and code	Diagnosis and Therapy of Communication Disorders in the Intellectually Disabled - lecture, PG_00151610						
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	part-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish		
Semester of study	2		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 purpose of the lecture is to familiarize students with the problems of speech development and communication abilities of people with intellectual disabilities of various degrees. The student is also to learn the specifics of diagnosis and therapy of speech and language development disorders, articulation disorders and speech disorders . He also learns about the chareteristic communication disorders noted in the most commonly diagnosed genetic syndromes, accompanying cerebral palsy and fetal alcohol syndrome. He also gains knowledge of the disorders accompanying ID.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGMU2_K04] He is aware of his own limitations and knows when there is a need to turn to experts in fields relevant to speech therapy.	He understands the need to consult cases with other specialists. Knowing his limitations, he understands the necessity of continuous improvement of the acquired skills and enrichment of the resource of working methods used in speech therapy practice.	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
	[LOGMU2_W07] He has an 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.	Has an expanded and in-depth knowledge of communication changes with age in the group of people with intellectual disabilities and digestive problems diagnosed in adults with ID.	[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 intellectual disabilities.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[LOGMU2_W05] He has the knowledge to independently diagnose speech and feeding disorders in children with complex neurological disorders and genetic defects.	Has the knowledge to diagnose communication problems and eating disorders noted in a group of people with ID.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[LOGMU2_W04] Has an in-depth, structured knowledge of linguistic development in norm and pathology and the factors affecting its course.	Has in-depth knowledge of the course of speech development in a group of people with intellectual disabilities of various degrees. Has a structured knowledge of the etiology of communication disorders in people with intellectual disabilities.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
Subject contents	[LOGMU2_U06] He has in-depth skills in identifying the biomedical and psychological determinants of language problems and dysphagia in the patient, and can analyze and interpret information gathered from medical and psychological sources.	He has in-depth skills in conducting a speech therapy diagnosis of a child with intellectual disabilities, identifying the etiology of communication disabilities and digestive problems. Can use the patient's accumulated medical and psychological records to make an in-depth diagnosis and program appropriate therapy.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written [SU8] observation of student's independent or team work
	• Definitions of intellectual disability according to DSM-5 and ICD-11; • Causes causing intellectual disability (exo- and endogenous); • Multifactorial determinants of mild intellectual disability and related specifics of therapeutic work; • Degrees of intellectual disability - characteristics of disorders with particular emphasis on communicative abilities; • Speech development and its disorders occurring in people with intellectual disabilities with particular attention to disorders accompanying forms of intellectual disability on the basis of genetic diseases; • Specifics of speech therapy work with a person with cerebral palsy; • Speech disorders noted in a group of children with FAS and the specifics of speech therapy in this group.		
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%
	Verification of the established learning outcomes - on the basis of a written colloquium on the program content for the lecture.	51.0%	70.0%

Recommended reading	Basic literature	• Kaczorowska-Bray K., Language competence and proficiency of children with severe, moderate and mild intellectual disabilities. Gdansk 2017. • Rakowska A., Language, communication, disability. Selected issues, Krakow 2003. • Development gives joy. Therapy of children with profound intellectual disabilities, edited by J. Kielin, Gdansk 1999. • Stecko E., Wczesne rozpoznawanie i leczenie zaburzeń mowy (reports from practice), Lublin 1991. • Tarkowski Z., Speech disorders in mentally retarded children - speech therapy proceedings [in:] Working with the mentally retarded child, ed. T. Świszewska, Lublin 1988. • Bobinska, K., Galecki, P. (2012). Historical outline, terminology, definition, nosology, criteria for diagnosis of intellectual disability. In: K. Bobinska, T. Pietras, P. Galecki (ed.). Intellectual disabilities - etiopathogenesis, epidemiology, diagnosis, therapy (pp. 21-40). Wrocław: Continuo Publishing House.
	Supplementary literature	• Amiel-Tison C. (2008). Perinatal neurology. Wrocław: Elsevier Urban and partner. • Domagalska M. (2008). Diagnostic aspects of the neurodevelopmental concept. In M. Matyja, M. Domagalska (eds.): Basics of neurodevelopmental improvement according to Berta and Karel Bobath. Katowice: Academy of Physical Education in Katowice. 108-127. • Przyrowski Z. (2001). Basics of diagnosis and therapy of sensory integration. In: Cz. Szmigiel (ed.): Fundamentals 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	Intellectual disability against the background of other neurodevelopmental disorders. Changes in communication of people with ID occurring with age. The effect of teratogenic factors and their impact on cognitive and communicative abilities.	
Work placement	Not applicable	

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