University of Gdańsk

Subject card

Subject name and code	Neuro-developmental Disorders in the Practice of Speech Therapy I, PG_00150703		
Field of study	Logopedics		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2029/2030
Education level	uniform Master's studies	Subject group	Obligatory subject group in the field of study Optional subject group 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	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 hab. Katarzyna Kaczorowska-Bray	
	Teachers		

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	1.0	9.0	25

Subject objectives

The purpose of the conversion course is for the student to learn about the conditions of normal psychomotor development and the most commonly noted causes of neurodevelopmental disorders in children. The student learns the characteristics of a group of children at risk, with particular emphasis on children born prematurely, children with genetic defects and perinatal damage. He or she learns the principles and stages of early speech therapy diagnosis and the most frequently noted speech therapy problems in the group of children requiring early support.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[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 an in-depth knowledge of the principles and methods of speech therapy programming in a group of children with neurodevelopmental disorders.	[SW2] presentation/project/paper/ report [SW5] implementation of a problem task
[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 indicate the cause of speech and language development disorders in a group of children with neurodevelopmental disorders and carry out speech therapy diagnosis, properly selecting methods and diagnostic tools.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [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.	Has in-depth skills in identifying the biomedical and psychological determinants of speech therapy problems in their patients; Knows how to use medical and psychological sources when analyzing and interpreting patient information.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task
[LOGJ5_K06] Can independently and critically supplement knowledge and skills in medicine, social sciences and fields useful to speech therapists.	He understands the need to expand his knowledge of medicine, social sciences and fields useful to speech therapists and to learn new methods and techniques used in speech therapy.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK8] observation of student's independent or team work
[LOGJ5_W04] Has an in-depth, structured knowledge of linguistic development in normal and pathology, as well as factors affecting its course.	Has an in-depth, structured knowledge of normal and pathological child development and the factors affecting it, which can also cause communication disorders. Understands the causes of neurodevelopmental disorders in children and knows the disorders of speech and language development, noted in this group, the principles of their diagnosis.	[SW2] presentation/project/paper/ report [SW5] implementation of a problem task
[LOGJ5_U05] Can independently program measures to prevent speech and language and voice disorders for people at risk of developing them.	Can perceive the risk of problems in communication and food intake noted in a group of children with neurodevelopmental disorders, and program preventive measures.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [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 the knowledge to independently diagnose speech and language development disorders and feeding disorders in children with neurodevelopmental disorders.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report

Subject contents

- The conditions for normal psychomotor development (a normal pregnancy and birth, good condition of the newborn, properly functioning sensory organs, proper feeding, absence of parafunctions, etc.);- Symptoms of concern manifested in the orofacial sphere;- Most commonly noted causes of neurodevelopmental disorders in children;- Children at risk for neurodevelopmental disorders (children born prematurely, children with genetic defects and perinatal damage);- Principles and stages of early speech therapy diagnosis,- Tools used in early speech therapy diagnosis.

Prerequisites and co-requisites

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Active attendance in class.	75.0%	30.0%
Develop and present an issue indicated by the exercise instructor	51.0%	70.0%

Recommended reading	Basic literature	• Cieszyńska-Rożek, J., Sobolewski, P., Grzesiak-Witek, D. (red.) (2018). Zaburzenia mowy w wybranych zespołach uwarunkowanych genetycznie. Lublin: Wydawnictwo Czelej. • Kaczorowska-Bray, K. (2012). Diagnoza we wczesnej interwencji logopedycznej. W: E. Czaplewska, S. Milewski (red.), Diagnoza logopedyczna, red. E. Czaplewska, S. Milewski. Gdańsk: Gdańskie Wydawnictwo Psychologiczne, s. 223-262. • Śmigiel, R., Szczałuba, K. (red.) (2021). Genetycznie uwarunkowane zaburzenia rozwoju u dzieci. Warszawa: PZWL. • Kaczorowska-Bray, K., Milewski, S. (red.) (2016). Wczesna interwencja logopedyczna. Gdańsk: Harmonia Universalis. • Milewski, S., Kuczkowski, J., Kaczorowska-Bray, K. (red.) (2014). Biomedyczne podstawy logopedii. Gdańsk: Harmonia Universalis.
	Supplementary literature	• Kaczorowska-Bray, K., Zielińska-Burek, M. (2012). Zaburzenia rozwoju psychoruchowego wpływające na rozwój mowy i języka dzieci przedwcześnie urodzonych. W: I. Nowakowska-Kempna (red.), Studia z logopedii i neurologopedii. Kraków: Wydawnictwo WAM, s. 55-94. • Kaczorowska-Bray, K., Czaplewska, E. (2012). Dzieci przedwcześnie urodzone jako grupa zagrożona ryzykiem nieprawidłowego rozwoju mowy i języka. W: S. Milewski, K. Kaczorowska-Bray (red.), Logopedia wybrane aspekty historii, teorii i praktyki. Gdańsk: Harmonia Universalis, s. 283-298.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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