

Subject card

Subject name and code	Diagnosis and Therapy of Communication Disorders in the Intellectually Disabled - lecture, PG_00150711						
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 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		3.0		
Learning profile	practical		Assessment form		exam		
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	20.0	0.0	0.0	0.0	0.0	20
	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	20		2.0		53.0	75
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 accompanying intellectual disabilities. He also learns about the characteristic communication disorders noted in the most commonly diagnosed genetic syndromes (including Down syndrome, Williams syndrome) and fetal alcohol syndrome.						

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.	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 [SK4] test/exam - oral or written
	[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 carrying out a speech therapy diagnosis of a child with intellectual disabilities, identifying the etiology and determinants of communication disabilities and digestive problems. Is able to use the collected medical and psychological documentation of the patient to make an in-depth diagnosis and program appropriate therapy.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written [SU5] 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).	He is fully familiar with the principles of speech therapy and the methods used in working with a child with intellectual disabilities.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[LOGJ5_W07] Has 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 [SW5] 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 diagnose communication problems and eating disorders noted in a group of people with ID.	[SW4] test/exam - oral or written [SW5] implementation of a problem task
	[LOGJ5_W04] Has an in-depth, structured knowledge of linguistic development in normal and pathology, as well as 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 [SW5] implementation of a problem task
Subject contents	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; 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
	verification of the assumed learning outcomes - on the basis of a written examination of the program content for the lecture	51.0%	70.0%
	Active attendance and active participation in the lecture.	75.0%	30.0%

Recommended reading	Basic literature	- Kaczorowska-Bray K., Kompetencja i sprawność językowa dzieci z niepełnosprawnością intelektualną w stopniu znacznym, umiarkowanym i lekkim. Gdańsk 2017. - Rakowska A., Język, komunikacja, niepełnosprawność. Wybrane zagadnienia, Kraków 2003. - Rozwój daje radość. Terapia dzieci upośledzonych umysłowo w stopniu głębokim, red. J. Kielin, Gdańsk 1999. - Stecko E., Wczesne rozpoznawanie i leczenie zaburzeń mowy (doniesienia z praktyki), Lublin 1991. - Tarkowski Z., Zaburzenia mowy u dzieci upośledzonych umysłowo postępowanie logopedyczne [w:] Praca z dzieckiem upośledzonym umysłowo, red. T. Świszewska, Lublin 1988. - Bobińska, K., Gałęcki, P. (2012). Rys historyczny, terminologia, definicja, nozologia, kryteria rozpoznawania niepełnosprawności intelektualnej. W: K. Bobińska, T. Pietras, P. Gałęcki (red.). Niepełnosprawności intelektualna etiopatogeneza, epidemiologia, diagnoza, terapia (s. 21-40). Wrocław: Wydawnictwo Continuo.
	Supplementary literature	- Aly M., Dziecko specjalnej troski. Pierwszy rok życia, Gdańsk 2002. - Bernstein T., Terapia dziecka z upośledzeniem umysłowym, Łódź 1995. - Carr J., Pomoc dziecku upośledzonemu umysłowo, Warszawa 1984. - Kościńska M., Oblicza upośledzenia, Warszawa 1995. - Zakrzewska-Manterys, E. (2010). Upośledzeni umysłowo. Poza granicami człowieczeństwa. Warszawa: Wydawnictwo Uniwersytetu Warszawskiego. - AmielTison C. (2008). Neurologia perinatalna. Wrocław: Elsevier Urban i partner. - Domagalska M. (2008). Diagnostyczne aspekty koncepcji neurorozwojowej. W: M. Matyja, M. Domagalska (red.): Podstawy usprawniania neurorozwojowego według Berty i Karela Bobathów. Katowice: Akademia wychowania Fizycznego w Katowicach. 108-127. - Przyrowski Z. (2001). Podstawy diagnozy i terapii integracji sensorycznej. W: Cz. Szmigiel (red.): Podstawy diagno-styki i rehabilitacji dzieci i młodzieży niepełnosprawnej. Tom I. Kraków: Akademia Wychowania Fizycznego im. Bronisława Czecha w Krakowie. 123-170.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Etiology of intellectual disability of familial origin and on the basis of organic damage. Specific and nonspecific speech and language disorders in a group of people with ID. Anatomical defects and dysfunctions in the articulatory organs in individuals with ID.	
Work placement	Not applicable	

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