

Subject card

Subject name and code	Diagnosis and Therapy of Aphasia - exercises, PG_00150707						
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		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 Klaudia Kluj-Kozłowska				
	Teachers						
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		1.0		9.0	25
Subject objectives	The aim of the course is for the student to acquire extended and in-depth knowledge about aphasia and the context of its occurrence in order to be able to correctly diagnose speech and language disorders, differentiate them and develop appropriate therapeutic interventions. Should also understand the tasks of a speech therapist working in a team of specialists dealing with the rehabilitation of patients with damage nervous system.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and modify and supplement it, as well as improve his professional skills; he is ready to formulate moral problems and ethical dilemmas related to his own and others' therapeutic work.	Being aware of the dynamic development of knowledge in the field of discussed issues, he does not stick to the knowledge acquired during his studies, but constantly searches, individually and in cooperation with other specialists, for newer, more effective methods of diagnosing and treating speech and language disorders. Aware of the limitations of his own knowledge and professional competence, he knows when it is necessary to deepen his linguistic and speech therapy knowledge	[SK1] oral statement/conversation/discussion
	[LOGJ5_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 the appropriate terminology of linguistics, sociolinguistics and ethnolinguistics and medical sciences relevant to speech therapy.	Has the ability to interpret and analyze causes and processes linguistic and communication processes and phenomena occurring in people with neurological damage and is able to formulate opinions on the subject disorders noted in the patient based on the literature on the subject i data collected in the diagnostic process	[SU5] implementation of a problem task
	[LOGJ5_W08] He has an in-depth knowledge of language functioning and its changes with human age, as well as an in-depth knowledge of methods for diagnosing the needs and evaluating the quality of speech therapy services provided to patients of different age groups.	Has in-depth knowledge of linguistic functioning and its changes occurring as a person ages, he is aware of the necessity matching diagnosis and therapy methods to the patient's age and needs	[SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
	[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 in-depth and extended knowledge about language communication disorders various etiologies in adults, especially aphasia, principles of diagnosis and therapy programming	[SW1] oral statement/conversation/discussion [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.	Is able to independently carry out a speech therapy diagnosis of a patient with: aphasia and create a therapy program, even in the case of rare, complicated neurological disorders	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task
Subject contents	A practical approach to classifying aphasia in relation to the differential diagnosis of fluent and non-fluent aphasia with specification of the disorder profile individual language functions. Detailed assessment of language functions, i.e. naming, comprehension, repetition, oral praxis, reading and writing. Classification of atypical forms of aphasia. Diagnostic and therapeutic procedures in the case of aphasia with particular emphasis activities in the acute phase. Appropriate structure of the therapeutic session. Therapeutic relationship.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	activity during the classes	51.0%	20.0%
	making the project	51.0%	80.0%
Recommended reading	Basic literature	nie dotyczy	

	Supplementary literature	nie dotyczy
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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