

Subject card

Subject name and code	Basics of Didactics and Methodology of Speech Therapy, PG_00150648						
Field of study	Logopedics						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
Education level	uniform Master's studies		Subject group		Obligatory subject group in the field of study Humanistic-social subject group Subject group related to practical vocational preparation		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Polish		
Semester of study	3		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. Grzegorz Kołodziej				
	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	Introducing students to the rules of speech therapy classes and education of basic skills in the field of methodology diagnosis and design of therapeutic programs.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_U05] Can independently program measures to prevent speech and language and voice disorders for people at risk of developing them.	Has the ability to independently program preventive measures regarding speech and language disorders for people who are at risk of developing them	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[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, analyze causes and course linguistic and communication processes and phenomena. Is able to justify his views taking into account knowledge and professional literature. Can formulate conclusions and create a summary of using appropriate speech therapy terminology	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[LOGJ5_U02] Independently plans and implements original and innovative linguistic and speech therapy projects, in accordance with the development trends of linguistics and speech therapy and related to the selected sphere of speech therapy activity.	Has the ability to plan and implement traditional and innovative solutions speech therapy projects. Is able to act in accordance with the trends in the development of speech therapy.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[LOGJ5_W16] He has in-depth knowledge of the methodology of performing tasks, methodological assumptions and ethical norms of designing and conducting scientific research, procedures and good practices used in institutions related to the selected sphere of linguistic and speech therapy activities, including those created as part of individual entrepreneurship.	Has in-depth knowledge of the methodology, standards, procedures and good practices used in institutions related to speech therapy.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[LOGJ5_W25] He has an in-depth understanding of language and speech disorders, their determinants, classification, diagnosis and therapy methods, as well as the relationship between bilingualism and speech disorders.	Has knowledge of language and speech disorders, their determinants, classification, diagnosis and therapy methods. He also knows the relationship between bilingualism and speech disorders.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[LOGJ5_W03] He knows the principles of speech therapy prevention and stimulation of normal speech and language development, as well as the theoretical basis of intervention activities for individuals and social groups in the scope necessary for the direction of speech therapy. He has knowledge of linguistics and speech therapy that allows him to independently program activities aimed at preventing speech disorders in individuals at risk of developing them.	Has knowledge of the principles of speech therapy prevention and activation of proper speech and language development. It also has theoretical foundations for intervention activities in the field of speech therapy programming and preventive actions	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[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 knowledge about linguistic functioning and its changes occurring during a person's life. He also knows methods of diagnosing needs and has knowledge in assessing the quality of speech therapy services provided	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[LOGJ5_W01] Has a structured, in-depth and extended knowledge and knows at an extended level the terminology of linguistics and speech therapy (including selected terminology in a foreign modern language).	Has structured, in-depth and extended knowledge and knows the level of extended terminology in the field of linguistics and speech therapy	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[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.	Has the ability to independently diagnose speech development disorders, language problems, reading and writing disorders and difficulties in food intake. Is able to indicate the etiology of disorders and program preventive measures and speech therapy appropriate to a given disorder, also in the case of neurological disorders	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[LOGJ5_K08] He effectively organizes his work in the field of linguistics and speech therapy and critically evaluates the degree of progress.	Has the competence to organize his work in the area of speech therapy and critically assesses the degree of its advancementservices patients from different age groups	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
Subject contents	Methodology, didactics, therapeutic classes, correction and compensation basic terms.School assignments as difficult situations: reactions that occur when solving tasks that are too difficult.Rules of conducting therapeutic classes. The zone of immediate development and corrective classes.Classes with children, individual and group organisational issues.Logopedic diagnosis rules of procedure. Scheme of speech therapy examination.Logopedic therapy basic principles. Methods used in speech therapy. Stages of correction of speech defects. Rules for writing a draftspeech therapy.Rules for arranging the program of therapeutic activities.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	performing practical work commissioned by the manager	51.0%	50.0%
	partial assessments of assignments during the semester	51.0%	50.0%
Recommended reading	Basic literature	Banaszkiewicz A., Walencik-Topiłko A. (2014). Zasady doboru materiału lingwistycznego do terapii zaburzeń artykulacji teorii i praktyka. Forum Logopedyczne, 22/2014, s. 61-69.Czaplewska E., Milewski S., (2012) Diagnoza logopedyczna. Sopot: GWP.Jastrzębowska G. Pelc-Pękala O., Metodyka ogólna diagnozy i terapii logopedycznej. W: Gałkowski T., Jastrzębowska G. (2003) Logopedia.Pytania i odpowiedzi. Opole: Wyd. UO, 309-345.Gałkowski T., Szelaż E., Jastrzębowska G. (2005) Podstawy neurologopedii. Podręcznik akademicki, Opole: Wyd. UO, s. 303 - 327.Czaja B. (2001) Zarys terapii dziecka. Bydgoszcz: Wyd. Ak. Bydgoskiej	
	Supplementary literature	Gruszczyk-Kolczyńska E. (2007) Dzieci ze specyficznymi trudnościami w uczeniu się matematyki. Przyczyny diagnoza, zajęcia korekcyjnowyrównawcze.Warszawa: Wydawnictwa Szkolne i Pedagogiczne.Banaszkiewicz A., Walencik-Topiłko A., Model współpracy logopedy z otoczeniem pacjenta założenia teoretyczne i rozwiązania praktyczne.[w:] Terapia logopedyczna, red. D. Baczała, J. Błęszyński, Wyd. Naukowe UMK, Toruń 2014, s. 85-96Gunia G., Lechta V. (2011) Wprowadzenie do logopedii. Kraków: Impuls.Banaszkiewicz A. (2018), Scenariusz zajęć 2. dla dziecka z rozszczepem podniebienia, [w:] Forum Logopedy nr 27, s. 30-31.Banaszkiewicz A. (2019). Metody wywoływania głosek, w: Forum Logopedy, nr 34, 2019, ss. 41-47.	

	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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