

Subject card

Subject name and code	Methodology and Didactics of Therapy of Articulation Disorders - exercises I, PG_00150650						
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 Optional subject group 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		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. Małgorzata Ročławska-Daniluk				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	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	30		2.0		18.0	50
Subject objectives	To familiarize students with in-depth problems of articulation disorders against the background of developmental norm.To present therapy methods, diagnosis procedures in accordance with the principles of good practice.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_K05] He is ready to build proper ties in the social environment and to initiate activities for the benefit of the social environment, prepared to responsibly perform the professional roles of a teacher and school speech therapist, including adherence to the principles of professional ethics and demanding this of others, as well as caring for the achievements and traditions of the profession.	He/she is prepared to initiate actions for the benefit of the environment, to fulfill professional roles responsibly, with due respect for the professional ethics of the speech therapist, to demand this also from other speech therapists and to care for the achievements and traditions of the speech therapy profession.	[SK5] implementation of a problem task
	[LOGJ5_K02] He is ready to fulfill his professional role responsibly and take care of his own and the patient's safety.	Is ready to perform professional roles in a responsible manner and with concern for own and patient safety.	[SK1] oral statement/conversation/discussion
	[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 an in-depth knowledge of therapy methodology, in terms of standards, procedures and good practice, including those undertaken as part of individual entrepreneurship.	[SW1] oral statement/conversation/discussion
	[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 and structured knowledge of the normal and abnormal development of a child's articulation and the factors that influence this development.	[SW1] oral statement/conversation/discussion
	[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.	Independently undertakes the planning and implementation of projects that are innovative and in line with the development trends in linguistics and speech therapy.	[SU5] 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.	Be able to make an independent diagnosis of articulation disorders, identify their etiology and program appropriate preventive measures.	[SU1] oral statement/conversation/discussion
	[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 an in-depth understanding of articulation disorders, their determinants, classification, diagnosis and therapy methods, including the relationship between bilingualism and articulation disorders.	[SW2] presentation/project/paper/report
	[LOGJ5_U05] Can independently program measures to prevent speech and language and voice disorders for people at risk of developing them.	Can independently plan activities aimed at the prevention of articulation disorders for persons at risk of such disorders.	[SU5] implementation of a problem task
Subject contents	Terminology of articulation disorders, with a particular deepening of the issue of dyslalia based on the analysis of the subject literature. Methodological issues - analysis of cases in terms of pathomechanisms of disorders, reference to principles of prevention of speech disorders.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	attendance in classes	80.0%	50.0%
	credit work	51.0%	50.0%

Recommended reading	Basic literature	Logopedia. Pytania i odpowiedzi, red. T. Gałkowski, G. Jastrzebowska, Opole 1999 lub późniejsze (rozdz.: Metodyka ogólna diagnozy i terapii logopedycznej; Diagnoza i terapia opóźnionego rozwoju mowy, Diagnoza i terapia zaburzeń artykulacji) • Logopedia, I. Styczek, Warszawa 1983 (rozdz.: Technika wymowy, Badanie mowy, Reedukacja mowy) • Rodak H. Terapia dziecka z wadą wymowy. Warszawa: Wydawnictwo Uniwersytetu Warszawskiego 2002 (całość) • Rocławski B., Słuch fonemowy i fonetyczny. Teoria i praktyka. Gdansk: Glottispol 2005 (całość) • Grabias S. (red.) Zaburzenia mowy. Mowa. Teoria, Praktyka, Lublin: Wydawnictwo UMCS, 2001. (rozdz. Objawowe i przyczynowe) klasyfikację zaburzeń mowy, s. 26-43) • Emiluta-Roży D. Całościowe badanie logopedyczne z materiałem obrazkowym, Wydawnictwo APS, Warszawa 2013.
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Supplementary literature	Banaszkiewicz A. (2019). Zaburzenia artykulacji a funkcje fizjologiczne układu stomatognatycznego u młodzieży szkolnej, w: Prace Językoznawcze, vol. 21, nr 1, ss. 5-21.(http://uwm.edu.pl/polonistyka/pracejezykoznawcze/eng/pliki/Prace_Jezykoznawcze_21-1-2019.pdf) • Banaszkiewicz A. (2018), Zaburzenie artykulacji jako przyczyna opóźnionego rozwoju mowy, [w:] Forum Logopedy nr 24, s. 19-22; • Banaszkiewicz A., Wywoływanie głoski r, [w:] Biuletyn Logopedyczny nr 2(17)2005, przedruk [w:] Czasopismo Internetowe LOGOPEDA nr 3, wyd. PZL, www.logopeda.org.pl; • Banaszkiewicz A., Wykorzystanie zmysłu dotyku w terapii zaburzenia słuchu fonematycznego w zakresie opozycji: głoski szczelinowe / zwarto- szczelinowe. Studium przypadku, [w:] Biuletyn Logopedyczny nr 1-2 (18/19) 2006; • Banaszkiewicz A., Walencik-Topiło A. (2016): Współpraca logopedy z rodzicami dzieci poddawanych terapii logopedycznej. [W:] Wczesna interwencja logopedyczna. Red. K. Kaczorowska-Bray, S. Milewski. Gdansk, s. 728741; • Binkunska E. (2016/2017): Artykulacja oraz cechy anatomiczne i fizjologiczne narządów mowy u dzieci pięcioletnich. Biuletyn Logopedyczny nr 12, s. 5573; • Czaplewska E. (2012): Diagnoza zaburzeń rozwoju artykulacji. [W:] Diagnoza logopedyczna. Podrecznik akademicki. Red. E. Czaplewska, S. Milewski. Sopot, s. 65120; • Demel G., Minimum logopedyczne nauczyciela przedszkola, Warszawa 1994; • Dilling-Ostrowska E., Zaburzenia mowy, w: Neurologia dziecięca, red. J. Czochanska, Warszawa 1990; • Jatkowska J. B-learning w diagnozie i terapii logopedycznej dzieci, Gdansk: Harmonia Universalis 2019; • Nartowska H., Opóźnienia i dysharmonie rozwoju dziecka, Warszawa 1989. • Pluta-Wojciechowska D. Zaburzenia czynności prymarnych i artykulacji. Podstawy postępowania logopedycznego, Wydawnictwo Ergo-Sum, Bytom, 2015.
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		• Pruszewicz A (red.) Foniatria kliniczna, Warszawa 1992. • • Ročławska-Daniluk M. Dwujezyczność i wychowanie dwujezyczne z perspektywy lingwistyki i logopedii. Wydawnictwo UG, Gdansk 2011 i nast. • • Sawa B., Dzieci z zaburzeniami mowy, Warszawa 1990. • • Skorek, E. M., Z logopedia na Ty. Podreczny słownik logopedyczny, Krakow 2000 i nast. • • Skorek, E. M., Reranie, Krakow 2001. • • Skorek, E. M., Samogłoski. Profilaktyka, diagnoza, korekcja nieprawidłowej artykulacji, Krakow 2000. • • Stecko E., Zaburzenia mowy u dzieci: Wczesne rozpoznawania i postępowanie logopedyczne, Warszawa 1994 i nast.; • • Surowaniec J., Logopedyczny słownik terminologii diagnostycznej, Krakow 1996; • • Szumska J. (red.) Zaburzenia mowy u dzieci, Warszawa 1992; • • Wierzchowska B. Wymowa polska, Warszawa: PZWS, 1965 i nast.; • • Logopedia - rocznik PTL; • • Biuletyn logopedyczny" - czasopismo PTL; • • Logopeda - czasopismo internetowe PZL.
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Example issues/ example questions/ tasks being completed	not specified	
Work placement	Not applicable	

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