

Subject card

Subject name and code	Auditive-verbal method, PG_00150695						
Field of study	Logopedics						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2028/2029		
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	3		Language of instruction		Polish		
Semester of study	6		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 Barbara Kamińska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	10.0	0.0	0.0	0.0	10
	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	10		1.0		14.0	25
Subject objectives	Getting acquainted with the assumptions of the auditory-verbal method, which allows children with hearing impairments to develop language and communication skills, as well as the principles of improving individual auditory functions based on early auditory education. Discussion of several selected original programs in the field of the auditory-verbal method belonging to: Petar Guberina, Susanna Schmid-Giovannini, Anthony van Uden and Warren Estabrooks.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_W27] He knows and understands to an in-depth degree the processes of interpersonal and social communication and alternative communication; he has an in-depth knowledge of the development of communicative competence, especially linguistic competence and proficiency, in the norm and pathology, and ways to stimulate it, including in a group of people for whom Polish is a foreign language.	Knows the possibilities and limitations of developing language and communication competences and skills in patients with hearing disorders, as well as methods of stimulating them, including the auditory-verbal method.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[LOGJ5_U11] He is able to cooperate in teamwork with representatives of various sciences: physicians, psychologists, educators, teachers, in order to provide holistic care and therapy to his patients, using equipment and apparatus, as well as diagnostic and therapeutic methods used in social sciences and medical disciplines relevant to the field of Logopedics.	clear 258 / 5 000 Wyniki tłumaczenia Tłumaczenie Is able to determine the most appropriate methods of speech therapy for a patient with hearing damage (including the use of the auditory-verbal method), communicating for this purpose with other specialists (including audiologists, educators working with children with hearing impairments).	[SU1] oral statement/conversation/ discussion
	[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 use methods to improve auditory functions (including the auditory-verbal method) in speech therapy work with a child with a hearing impairment.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report
	[LOGJ5_K06] Can independently and critically supplement knowledge and skills in medicine, social sciences and fields useful to speech therapists.	Understands the need to constantly verify and supplement his own knowledge in the field of methods of working with patients with hearing impairment.	[SK1] oral statement/conversation/ discussion [SK2] 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.	Understands the essence of speech development and disorders caused by hearing disorders.	[SW2] presentation/project/paper/ report
Subject contents	Analysis of the assumptions and strategies of the auditory-verbal method and the principles of its use in order to build the linguistic, communicative and cultural competences of deaf children. Selected original programs in the field of the auditory-verbal method, such as: the verbal method of Petar Guberina, the oral method of Susanna Schmid-Giovannini, the mother method of Anthony van Uden, the method of Warren Estabrooks. Principles of preparing listening and language exercises based on the strategies of the auditory-verbal method for specific groups of patients with hearing impairment.		
Prerequisites and co-requisites	No entry requirements.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active presence in classes	80.0%	25.0%
	preparing a presentation on a given topic	70.0%	75.0%

Recommended reading	Basic literature	Csányi Y., 1994, Auditory and verbal education of children with hearing impairment. Warsaw.Lorenc A., 2015, Verbo-tonal method [in:] Muzyka-Furtak E. (ed.), Surdologopedia. Theory and practice, Gdańsk: Harmonia Universalis, pp. 298311.Lorenc A., Kurkowski Z.M., 2015, Auditive-verbal method [in:] Muzyka-Furtak E. (ed.), Surdologopedia. theory and practice, Gdańsk: Harmonia Universalis, pp. 249268.
	Supplementary literature	Kurkowski Z.M., 1996, Speech of six-year-old children with hearing damage. Lublin.Kosmalowa J (Ed.), 2001, Letters on raising a child with a hearing impairment. A guide for parents of preschool children. Warsaw.Letters about raising a child with a hearing impairment. A guide for parents of the youngest children. 1985. Warsaw.Löwe A., 1999, Every child can learn to hear and speak. Poznań.Löwe A., 1990, Selected writings. Warsaw-Szczecin.
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Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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