

Subject card

Subject name and code	Diagnosis and Therapy of Communication Disorders in the Intellectually Disabled - exercises, PG_00151609						
Field of study	Logopedics						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Subject group related to practical vocational preparation		
Mode of study	part-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish		
Semester of study	2		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. Katarzyna Kaczorowska-Bray				
	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		2.0		33.0	50
Subject objectives	The purpose of the exercises is to familiarize students with the specifics of working with a patient with intellectual disabilities of various degrees and methods that support the work of a speech therapist, including methods that stimulate speech and psychomotor development of the child. The student learns the principles of selection of methods and techniques, appropriate to the needs of a person with intellectual disabilities. He becomes familiar with preventive measures aimed at preventing the aggravation of communication problems.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGMU2_K02] He is ready to fulfill his professional role responsibly and take care of his own and the patient's safety.	Is ready to responsibly fulfill the tasks assigned to a speech therapist working with patients with health and developmental problems. is aware of the need to take care of his/her own and the patient's safety.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK8] observation of student's independent or team work
	[LOGMU2_W05] He has the knowledge to independently diagnose speech and feeding disorders in children with complex neurological disorders and genetic defects.	Has in-depth knowledge of the diagnosis of speech disorders and digestive problems of children with neurological and genetic intellectual disabilities.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[LOGMU2_W06] Has a structured and in-depth knowledge to program speech therapy for children with coupled developmental problems of complex etiology.	He has an in-depth understanding of the problems of communication disability therapy programming for people with multiple disabilities.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[LOGMU2_U06] He has in-depth skills in identifying the biomedical and psychological determinants of language problems and dysphagia in the patient, and can analyze and interpret information gathered from medical and psychological sources.	Knows how to identify the etiology of communication problems and eating disorders in people with intellectual disabilities, using the patient's medical and psychological records.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[LOGMU2_U04] Can independently diagnose speech development disorders, language problems, speech disorders and intake difficulties, identify their etiology and program speech therapy according to the disorder, including in the case of complex medical disorders, including neurological disorders.	Can independently diagnose speech therapy problems and their conditions, as well as program therapy in the case of people with intellectual disabilities. Can assess the usefulness of a variety of methods to support speech therapy and select useful ones in the context of disorders diagnosed in the child.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[LOGMU2_W07] He has an 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.	He knows and understands to an advanced degree the problems of communication disorders and digestive problems, as well as the specifics of their diagnosis and therapy in a group of adults with intellectual disabilities.	[SW2] presentation/project/paper/report [SW5] implementation of a problem task
Subject contents	Methods of speech therapy work with the intellectually disabled child (taking into account the specificity of the therapy of the child with profound disabilities). Methods supporting speech therapy (Hanen method, educational kinesiology according to P. Dennison; "Activity programs" and "Touch and communication" by M. and Ch. Knill); polysensory stimulation and "Morning circle" or sensory stimulation according to the seasons in working with people with severe and profound NI; speech therapy massage and other forms of massage used by speech therapists). Working with adults with ID - opportunities to improve their communication skills.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Development and presentation of the issue indicated by the instructor of exercises.	51.0%	70.0%
	Active attendance at exercises	75.0%	30.0%
Recommended reading	Basic literature	Bleszynski, J. J., Kaczorowska-Bray, K. (eds) (2012). Diagnosis and speech therapy of people with intellectual disabilities. Theoretical determinants of the problem. Gdańsk: Harmonia Universalis. Kaczorowska-Bray, K. (2017). Language competence and proficiency of children with severe, moderate and mild intellectual disabilities. Gdańsk: Scientific Publishing House of the University of Gdańsk. Milewski, S., Kuczkowski, J., Kaczorowska-Bray, K. (ed.) (2014). Biomedical bases of speech therapy. Gdańsk: Harmonia Universalis.	

	Supplementary literature	Bleszynski, J. (2013). Intellectual disability. Speech-language-communication. Does an intelligence quotient explain everything? Gdańsk: Harmonia Universalis. Bleszynski, J. J. (2012). Diagnosis of speech development of people with intellectual disabilities. In E. Czaplewska, S. Milewski (eds.), Diagnoza logopedyczna. An academic handbook (pp. 177-222). Sopot: Gdańskie Wydawnictwo Psychologiczne.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Etiology of intellectual disability of deeper and light degree. Communicative functioning of people with intellectual disabilities of a given degree. Disorders accompanying intellectual disability.	
Work placement	Not applicable	

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