

Subject card

Subject name and code	Diagnosis and Therapy of Aphasia and Dysarthria, PG_00151596						
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	1		ECTS credits		5.0		
Learning profile	practical		Assessment form		exam		
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	30.0	0.0	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		93.0	125
Subject objectives	The aim of the course is to familiarize the student with the characteristics of aphasia and dysarthria in adult patients with various brain injuries and with basic principles of diagnosis and therapy of aphasia. The student should know the causes, typical course, axial and basic symptomstypes of aphasia to such an extent that it is possible to undertake therapy for a patient with aphasia.Organizes basic knowledge in the field of humanities, social and medical sciences relevant to the field of speech therapy, oriented towards practical application in the diagnosis and therapy of aphasia.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGMU2_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and to modify and supplement it.	Being aware of the dynamic development of knowledge in the areas discussed issues, does not remain with the knowledge acquired during studies, but is constantly searching, individually and in cooperation with others specialists, newer, more effective methods of diagnosing and treating disorders speech and language. Aware of the limitations of his own knowledge and professional competence, he knows when there is a need to deepen linguistic and neurological knowledge	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task
	[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.	Has knowledge of the diagnosis and therapy of aphasia and dysarthria, and learns specialist terminology in this area knows methods of assessing speech disorders in a patient with aphasia knows the characteristics of symptoms and causes of aphasic and dysarthric disorders	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
	[LOGMU2_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	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[LOGMU2_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 appropriate terminology.	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	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written [SU5] implementation of a problem task
	[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.	Independently designs and implements important, original projects clinical and scientific endeavors related to diagnosis and therapy aphasia. 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 [SU4] test/exam - oral or written
	[LOGMU2_W02] He knows and understands the main trends in the development of linguistics and speech therapy, as well as the theories explaining the complex relationship between them.	Knows and understands the main development trends in neurologopedics, in particular theories explaining the complex mechanisms of speech and language programming, also theories of the brain localization of speech	[SW1] oral statement/conversation/discussion

Subject contents	Theoretical introduction - terminology and historical outline of aphasia. Definitions and classifications of aphasia (including: the Boston classification system and classificationLuria). Dynamics of the course of aphasia - variability of the clinical picture. The concept of fluency in relation to aphasia. Screening tests, batteriesdiagnostics advantages and disadvantages. General principles of speech therapy for a patient with aphasia and dysarthria, including: the most common mistakes. Introductiontheoretical - terminology and classifications of dysarthria.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	activity during the classes	51.0%	25.0%
	exam grade	51.0%	75.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

Document generated electronically. Does not require a seal or signature.