

Subject card

Subject name and code	Preventive Speech Therapy (Auditory exercises), PG_00210260						
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 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	4		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 Ewa Binkuńska				
	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		1.0		9.0	25
Subject objectives	The student knows the concept of primary, secondary and tertiary speech therapy prevention; should identify the causes of speech disorders, should be able to assess their actual scale and impact on the development of speech disorders, should know and list methods of preventing them in relation to individual speech therapy specializations, such as voice disorders in people working with voice and working in noise, speech therapy disorders, disorders related to speech disfluencies, neurological speech therapy, early speech therapy intervention and speech development.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_W03] The student knows and understands the complex principles of speech-language pathology prevention and the stimulation of normal speech and language development, as well as an in-depth understanding of the theoretical foundations of intervention strategies for individuals and social groups to the extent necessary for the speech-language pathology program, including in difficult and ambiguous cases. Possesses in-depth knowledge of linguistics and speech-language pathology, enabling them to independently design programs aimed at preventing speech disorders in individuals at risk of developing them.	Knows the field of influence in the field of primary and secondary prevention tertiary in the field of communication 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.	Is able to cooperate with specialists in various fields in the field of speech therapy prevention and plan and implement various activities in this area educational and therapeutic.	[SU2] presentation/project/paper/report
	[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.	Can provide detailed instructions to people working with voice and with speech disorders of various nature.	[SU3] text preparation/written work
	[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).	Identifies and describes the causes and methods of preventing speech disorders.	[SW3] text preparation/written work
	[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.	Is able to appropriately determine priorities for the implementation of tasks specified by himself or others. He treats both the child he works with and his caregivers with respect and respect. Is able to properly formulate and communicate speech therapy opinions and diagnoses to the child's environment in the part regarding the causes of disorders.	[SK2] presentation/project/paper/report
Subject contents	Issues of exercises: Types of preventive activities in group and individual therapy. Watching over the baby's release. Speech therapy prevention for newborns and infants. Prevention in speech development in children at risk (those with a history of pregnancy and childbirth, premature babies, genetically affected). Stimulation of speech development in educational children (including orthophonic and vocabulary exercises). Prevention of mental disorders.		
Prerequisites and co-requisites	No entry requirements.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	presentation	51.0%	30.0%
	essey	51.0%	50.0%
	presence	51.0%	20.0%

Recommended reading	Basic literature	Banaszkiewicz A., Walencik-Topilko A. (2014). Model of cooperation between the speech therapist and the patient's environment - theoretical assumptions and practical solutions. In: D. Baczała, J. Błęszyński (ed.), Speech therapy, Toruń: Ed. Scientific Nicolaus Copernicus University, pp. 85-96. Błachnio K., System of modern speech therapy prevention, "Logopedia" 1995, vol. 22, 21-31. Błachnio, Speech therapy vademecum, Ed. UAM, Poznań 2003, 185-195. Demel G., Speech defects. prevention and correction, PZWL, Warsaw 1979. Pruszewicz A., Clinical phoniatry. PZWL, Warsaw 1992 Śliwińska-Kowalska M., Voice as a work tool, Institute of Occupational Medicine, Łódź. Walencik-Topilko A., Banaszkiewicz A. (2016), Speech therapy prevention. In: K. Kaczorowska-Bray, S. Milewski (eds.), Early intervention speech therapy, Gdańsk: Harmonia Universalis, pp. 712-727. Walencik-Topilko A., Banaszkiewicz A., Kołodziej G. P. (2018). Respiratory prophylaxis for seniors - discussion, survey diagnostic, practical recommendations, [in:] Gerontologopedia, (ed.) W. Tłokiński, S. Milewski, K. Kaczorowska-Bray. Gdańsk: Harmonia Universalis, pp. 307-334. Węsierska K. (ed.), Speech therapy prevention in educational practice, Vol. 1, University of Silesia, Katowice 2014. Węsierska K., Natalia Moćko (ed.), Speech therapy prevention in educational practice, T., University of Silesia, Katowice 2014.
	Supplementary literature	Speech therapy care from conception, scientific ed. B. Roślowski, Gdańsk 1998. Sawa B., Children with speech disorders, Warsaw 1990. Tarasiewicz B., I speak and sing consciously, Universitas, Kraków 2003. Pruszewicz A., Outline of clinical audiology, Ed. AM, Poznań 1994.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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