

Subject card

Subject name and code	Methods of Diagnosis and Therapy of Speech Fluency Disorders - exercises, PG_00150680						
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 Optional subject group 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	5		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 Maria Faściszewska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	20.0	0.0	0.0	0.0	20
	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	20		2.0		28.0	50
Subject objectives	The student graduate acquires knowledge oriented to practical application in the diagnosis and therapy of stuttering. He/she is able to formulate and solve problems in the field of prevention, diagnosis and speech therapy of people with speech fluency disorders, select methods and tools for diagnosis and therapy. Can interact in a therapeutic team (e.g., speech therapist, teacher, parent, psychologist, educator, etc.).						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_K01] He is ready to critically evaluate his linguistic (including speech therapy) knowledge and modify and supplement it, as well as improve his professional skills; he is ready to formulate moral problems and ethical dilemmas related to his own and others' therapeutic work.	He/She is ready to critically evaluate his existing knowledge of speech fluency disorders and to modify and supplement it.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK6] demonstration of practical skills
	[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).	Has a structured knowledge of the terminology related to the diagnosis and therapy of stuttering. Knows the basic specialized terminology in this field in English.	[SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
	[LOGJ5_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 the appropriate terminology of linguistics, sociolinguistics and ethnolinguistics and medical sciences relevant to speech therapy.	He/She has the ability to interpret, analyze factors affecting the maintenance and severity of stuttering in children and adults who stutter, and formulate diagnostic and therapeutic conclusions.	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[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.	Able to independently determine risk factors for the persistence of stuttering and consult with parents of a child with stuttering.	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[LOGJ5_W06] Has a structured and in-depth knowledge to program speech therapy for children with coupled developmental problems of complex etiology (cognitive deficits, sensory deficits and neurological damage).	Has the knowledge to program therapy for children and adolescents with stuttering in the fluency shaping therapy and speech modification approach.	[SW2] presentation/project/paper/report
Subject contents	1. Identification and critical analysis of risk factors for stuttering persistence. Practical exercises using stuttering risk assessment questionnaires. 2. Consultation and counseling - providing feedback to parents and teachers. 3. Diagnosis process and diagnostic tools used in the diagnosis of stuttering in children, adolescents and adults. 4. Planning and programming of therapeutic activities in the indirect intervention stream using the Palin PCI program as an example. 5. Planning and programming of therapeutic activities in the direct intervention stream (Fluency Shaping Therapy, Modification Therapy)		
Prerequisites and co-requisites	not applicable		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	completion of the credit work agreed with the instructor	51.0%	60.0%
	attendance	51.0%	10.0%
	Active participation in the exercises	51.0%	30.0%

Recommended reading	Basic literature	1. Dialogue without barriers - comprehensive speech therapy intervention in stuttering, edited by K. Wesierska, H. Sonsterud, (2021). https://www.logolab.edu.pl/dialog-bez-barrier-kompleksowa-interwencja-w-jakaniu-wydanie-polskie-rozszerzone/?fbclid=IwAR1HsEao4sh0bMvjphUMGLvQ2B0EsT99MilyV3YpnFrHM 2. Jankowska-Szafarska L. (2017). The idea of yak modification: speech fluent enough. Phases of classical MiDVAS therapy according to van Riper in relation to psychotherapy and own experience, In: L. Jankowska-Szafarska, B. Suligowska, R. Kara, K. Kupiec (eds.), <i>Zycie z zacciem. Integral guide to yakkling</i>, Educational Publishing House, Krakow, p.135-154. 3. Kelman E., Nicholas A. (2012). Practical intervention in early childhood stuttering. Parent-child interaction approach Palin PCI, Gdansk. 4. Dell C. W. (2008). Therapy of stuttering in children of younger school age. A handbook for speech therapists. Krakow: Impuls. 5. Checiek M., Bijak E., Kamińska D. (2014). Stuttering. Effective techniques of fluent speaking TPM and TDSM in the Modified Program of Psychophysiological Therapy of Stutterers, Gdansk: Harmonia.
	Supplementary literature	1. Chmela K. A., Reardon N, Scott L. (2014) A. How to effectively work on attitudes and emotions in stuttering therapy, Katowice: Logopedic Center. 2. Scott L. (2012). How to talk about stuttering in school. A handbook for teachers and speech therapists, Katowice. 3. Faściszewska M. (2019). Diagnosing persistent stuttering using the ICF classification, <i>Forum Logopedy</i>, 31, pp. 4-9. 4. Węsierska K. Jeziorczak B. (2014). Diagnosis of stuttering of preschool children. Katowice
	eResources addresses	
Example issues/ example questions/ tasks being completed	1. Case study - discussion of risk factors for the persistence of stuttering. 2. Completion of a selected questionnaire for diagnosis of stuttering - quantitative and qualitative analysis based on the recording. 3. Planning and programming of therapeutic activities in the Fluency Shaping Therapy. 4. Planning and programming of therapeutic activities in the Modification Approach. 5. Therapeutic techniques application in the more fluent stuttering stream. 6. Therapeutic techniques application in the stuttering modification stream. 7. Implementation of preventive measures in preschool and school institutions.	
Work placement	Not applicable	

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