

Subject card

Subject name and code	Diagnosis and Therapy in Surdo-Logopaedics, PG_00150685						
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	5		ECTS credits			3.0	
Learning profile	practical		Assessment form			exam	
Conducting unit	Institute of Logopaedics -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Maria Faściszewska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	20.0	0.0	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		53.0	75
Subject objectives	Acquisition by students of knowledge of surdologopedic diagnosis and various methods of surdologopedic therapy. To acquire students' knowledge of the methodology of therapeutic management with hearing impaired people of different ages. To sensitize students to the importance of cooperation with parents and other specialists in the process of diagnosis and implementation of therapeutic measures (audiologist, audiologist, psychologist, physiotherapist, etc.).						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	It undertakes cooperation in the process of diagnosis and implementation of surdologopedic therapy with audiologists, audiologists, audiologists, psychologists, educators, teachers, in order to provide holistic care and therapy to its hearing impaired patients.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[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.	Has in-depth and structured knowledge of the diagnosis and methodology of therapeutic management with hearing impaired people of different ages	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[LOGJ5_K06] Can independently and critically supplement knowledge and skills in medicine, social sciences and fields useful to speech therapists.	Is aware of the need for further education in surdologopaedics in the situation of taking up professional work in the health service (undertaking specialization studies in surdologopaedics in the future)	[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written
	[LOGJ5_U06] He has in-depth skills in identifying biomedical and psychological conditions of language problems and dysphagia in the patient, can analyze and interpret information gathered from medical and psychological sources and, using medical terminology, explain complex speech therapy problems.	Has the ability to interpret medical information and include it in a surdologopedic study. Is able to use professional speech and medical terminology in the field of surdologopedics.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[LOGJ5_U02] Independently plans and implements original and innovative linguistic and speech therapy projects, in accordance with the development trends of linguistics and speech therapy and related to the selected sphere of speech therapy activity.	Independently constructs surdologopedic therapy programs with hearing-impaired people of different ages.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[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.	Has a comprehensive and structured knowledge of the methodology of therapeutic management of hearing impaired people of different ages.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
Subject contents	1. Characteristics of speech states resulting from different types of hearing loss and differentiated conditions of communication development of children with hearing impairment.2. Characteristics of the stages of surdologopedic diagnosis (e.g., assessment of perception of spoken utterances, assessment of linguistic and communicative competence, assessment of articulatory skills, assessment of voice)3. Discussion of diagnostic tools in surdologopedic diagnosis.4. Methodology of therapeutic activities (surdologopedic) with hearing-impaired children according to the state of their speech and age.5. Methodology of therapeutic activities (surdologopedic) with adults (pre- and postlingual).6. Education of parents and kindergarten teachers in the development of speech and language of a child with hearing impairment.		
Prerequisites and co-requisites	does not apply		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	written exam	51.0%	80.0%
	Attendance	51.0%	20.0%
Recommended reading	Basic literature	1. Bienkowska K. I hear, I say, I am Program 60 steps for assessment and therapy of children with hearing impairment. Association of Parents and Friends of Children with Hearing Impairment, Krosno, 2011. 2. Cieszyńska J. From the word read to the word spoken, Cracow, 2001. 3. Gunia G. Speech therapy for children with hearing and speech disorders Krakow, 2006. 4. Krakowiak K. Gift of language. Handbook of methodology of language education of children and adolescents with hearing impairments. Lublin, 2012. 5. MuzykaFurtak E. (ed.) Surdologopedia. Theory and practice. Gdansk, 2015	
	Supplementary literature	1 Kurkowski Z.M Audiogenic determinants of language communication disorders. Lublin, 2013. 2. Sound Foundation for babies. Educational program for children with hearing impairment. Cochlear. Wroclaw, 2015. 3. Grabias S., Kurkowski M. Logopedia. Theory of speech disorders. UMCS Publishing House. Lublin, 2014. chapters on disorders of competence. 4. Lorenc A., Programming early stages of language development of children with hearing impairment [in:] Pluta-Wojciechowska D. (ed.), Diagnosis and therapy of phoneme realization disorders, Katowice, 2015, pp. 209-227. Translated with DeepL.com (free version)	
	eResources addresses		
Example issues/ example questions/ tasks being completed	1. The impact of hearing damage on the development of speech, voice, language, communication. 2. Surdologopedic diagnosis - discussion of the stages of diagnosis 3. Surdologopedic methods of shaping the language of children with hearing impairment. 4. Surdologopedic methods shaping the language of adults with hearing impairment. 5. Methodology of conducting surdologopedic diagnosis and therapy of the child in the period of speech formation		
Work placement	Not applicable		

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