

1.	Field of study	<b>Pedagogy: Pre-School Education and Early School Education</b>
2.	Faculty	Faculty of Fine Arts and Educational Science
3.	Academic year of entry	2025/2026 (winter term)
4.	Level of qualifications/degree	long-cycle studies
5.	Degree profile	general academic
6.	Mode of study	full-time

7.	<b>General information about the module</b>	
<b>Module name</b>		<b>Diagnosis and Speech Therapy</b>
Module code		PP-H-DTL
Number of the ECTS credits		3
Language of instruction		Polish
Purpose and description of the content of education		Moduł obejmuje treści zawierające wiedzę, umiejętności i kompetencje społeczne niezbędne nauczycielowi do realizacji zadań z zakresu diagnostyki, profilaktyki i elementów terapii logopedycznej dziecka przedszkolnego i wczesnoszkolnego. Celem modułu jest zatem uzyskanie takiego poziomu wiedzy merytorycznej i umiejętności z zakresu logopedii, które umożliwią skuteczną realizację zadań z zakresu diagnozy mowy, percepcji słuchowej, profilaktyki zaburzeń mowy, współpracy z rodzicami i innymi specjalistami, głównie z logopedą, psychologiem. Student zapoznaje się z problematyką metodyki postępowania logopedycznego w przypadku opóźnionego rozwoju mowy, dyslalii i innych zaburzeń, w którym uwzględniane są zasady praktyki logopedycznej opartej na dowodach/wynikach badań naukowych (evidence-based practice). Efekty uczenia się będą realizowane w ramach wykładów i ćwiczeń, z wykorzystaniem pracy własnej studentów.
List of modules that must be completed before starting this module (if necessary)		not applicable

8.	Learning outcomes of the module			
Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)	
PP-H-DTL_1	studentka/student zna i rozumie teorie, koncepcje rozwoju mowy dziecka, aspekty fonetyczno-fonologiczne, biologiczne, jak i psychologiczne oraz społeczne, a także modele rozpoznawania cechy rozwoju mowy, pozwalające na rozpoznawanie wad mowy u dzieci w wieku przedszkolnym i wczesnoszkolnym oraz zasady konstruowania narzędzi oceny rozwoju mowy (H.W1; H.W2), a także procesy komunikowania interpersonalnego i społecznego, ich prawidłowości i zakłóceń oraz techniki i metody usprawniania komunikacji z dzieckiem (A.3.W4)	PP_W_02	5	
		PP_W_13	5	
		PP_W_17	5	
		PP_W_18	5	
PP-H-DTL_2	studentka/student zna i rozumie dokonać obserwacji i interpretacji zjawisk językowych, przeanalizować ich powiązania z różnymi obszarami działalności pedagogicznej oraz formułować i rozwiązywać problemy związane z diagnozą i terapią prostych zaburzeń mowy, w tym projektować działania postdiagnostyczne (H.U1; H.U3; A2.U4)	PP_U_01	5	
		PP_U_02	5	
		PP_U_10	5	
PP-H-DTL_3	studentka/student przejawia gotowość do etycznego postępowania w procesie diagnozy i oceniania rezultatów procesu terapeutycznego i do ciągłego podnoszenia poziomu własnej wiedzy, umiejętności i kompetencji społecznych w procesie diagnozowania (H.K1; H.K2)	PP_K_01	5	

9. Methods of conducting classes		
Code	Category	Name (description)
a01	Lecture methods / expository methods	Formal lecture/ course-related lecture <i>a systematic course of study involving a synthetic presentation of an academic discipline; its implementation assumes a passive reception of the information provided</i>
a05	Lecture methods / expository methods	Explanation/clarification <i>explication involving the derivation of a predetermined theorem from other, already known ones, in the number of steps specified by the person teaching the course</i>
b02	Problem-solving methods	Lecture-discussion <i>transmission of content involving interaction with the lecture audience; discussion of lecture-related issues is one of its elements or constitutes its follow-up</i>
b04	Problem-solving methods	Activating method – discussion / debate <i>an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem</i>
b09	Problem-solving methods	Activating method – flipped classroom <i>anticipatory learning; work in class is based on previously studied material indicated by the person teaching the course; preparation outside the classroom serves the purpose of getting familiar with the issues whose knowledge is necessary for participating in the in-class discussion and the training in the related practical skills; the activity is based on the work of students under the guidance of the person teaching the course</i>
c01	Demonstration methods	Exhibition <i>preparing an object for public display and displaying it in order to elicit a specific reaction; creating a themed collection of specimens/objects/works to illustrate a specific issue</i>
c02	Demonstration methods	Video show <i>reproducing a film or video material in its entirety or in fragments in order to illustrate the content taught in class, to submit it to analysis and evaluation or to use it as an exercise in image perception; a film/video can be a work of art, an illustration (also technical illustration) of a content/phenomenon/object, a private record of an action, a media image, etc.</i>
c06	Demonstration methods	Demonstration-imitation <i>a presentation of a model way of performing specific activities accompanied by a commentary; it aims at triggering imitation activities in an individual or in a group of participants observing the activities of the person teaching the course until the right habit is formed through regular exercise; the demonstration-imitation method is combined with a physical practice of activities/behaviours</i>
c07	Demonstration methods	Screen presentation <i>a presentation of synthetic image content using computer graphics, e.g., a series of slides or other multimedia forms, usually accompanied by a commentary; typical components of a screen presentation include text organized into bulleted points, charts, images and animations, sometimes sound effects or music; a multimedia illustration of course content presented in the form of a projected image</i>
d04	Programmed learning methods	Reconstruction / reproduction <i>proceeding according to the indicated/displayed pattern/model; e.g., the reconstruction of a structure, model, image, etc.</i>
f02	Methods of self-learning	Individual work with a text <i>searching for and acquiring new information using textbooks and other written sources (including their digital versions); searching for texts, selecting fragments for analysis/interpretation, using other texts to solve a problem related to the studied</i>

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**10. Forms of teaching**

Code	Name	Number of hours	Assessment of the learning outcomes of the module	Learning outcomes of the module	Methods of conducting classes
PP-H-DTL_fs_1	lecture	15	course work	PP-H-DTL_1	a01, b02, c02, c07
PP-H-DTL_fs_2	practical classes	15	course work	PP-H-DTL_2, PP-H-DTL_3	a05, b04, b09, c01, c06, d04, f02

**11. The student's work, apart from participation in classes, includes in particular:**

Code	Category	Name (description)	Is it part of the BUNA?
a01	Preparation for classes	Search for materials and review activities necessary for class participation <i>reviewing literature, documentation, tools and materials as well as the specifics of the syllabus and the range of activities indicated in it as required for full participation in classes</i>	No
a02	Preparation for classes	Literature reading / analysis of source materials <i>reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class</i>	No
b01	Consulting the curriculum and the organization of classes	Getting acquainted with the syllabus content <i>reading through the syllabus and getting acquainted with its content</i>	No
b02	Consulting the curriculum and the organization of classes	Verification / adjustment / discussion of syllabus provisions <i>consulting the content of the syllabus, possibly in the presence of the year tutor or members of the class group, and, if necessary, reassessing the provisions concerning special conditions for class participation, e.g., space and time requirements, technical and other requirements, including conditions for participation in classes outside the walls of the university, classes organized in blocks, organized online, etc.</i>	Yes
b03	Consulting the curriculum and the organization of classes	Consulting the schedule <i>getting acquainted with the class schedule, possibly in the presence of the year tutor, in order to optimize participation in classes, including those supplementary to the core subjects listed in the pursued study programme</i>	Yes
c01	Preparation for verification of learning outcomes	Determining the stages of task implementation contributing to the verification of learning outcomes <i>devising a task implementation strategy embracing the division of content, the range of activities, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.</i>	Yes
c02	Preparation for verification of learning outcomes	Studying the literature used in and the materials produced in class <i>exploring the studied content, inquiring, considering, assimilating, interpreting it, or organizing knowledge obtained from the literature, documentation, instructions, scenarios, etc., used in class as well as from the notes or other materials/artifacts made in class</i>	No
c03	Preparation for verification of learning outcomes	Implementation of an individual or group assignment necessary for course/phase/ examination completion <i>a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory phase/element of the verification of the learning outcomes assigned to the course</i>	No
d01	Consulting the results of the verification of learning outcomes	Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes <i>reading through the academic teacher's comments, assessments and opinions on the implementation</i>	Yes

		<i>of the task aimed at checking the level of the achieved learning outcomes</i>	
d02	Consulting the results of the verification of learning outcomes	Development of a corrective action plan as well as supplementary/corrective tasks <i>reviewing and selecting tasks and activities enabling the elimination of errors indicated by the academic teacher, their verification or correction resulting in completing the task with at least the minimum passing grade</i>	Yes

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: <https://usosweb.us.edu.pl>.