



Pomeranian Medical University in Szczecin

SYLLABUS of the MODULE (SUBJECT) General Information

Module title: Logopaedics in Medicine	
Module type	Obligatory/Facultative (wybrać)
Faculty PMU	Faculty of Medicine and Dentistry
Major	Medicine
Level of study	long-cycle (S2J)
Mode of study	stationary
Year of studies, semester	V
ECTS credits (incl. semester breakdown)	1 pt.
Type/s of training	lectures (15h) /seminars (32h)/ practical/ (wybrać)
Form of assessment*	<input checked="" type="checkbox"/> graded assessment: <ul style="list-style-type: none"> <input type="checkbox"/> descriptive <input checked="" type="checkbox"/> test <input type="checkbox"/> practical <input type="checkbox"/> oral <input type="checkbox"/> non-graded assessment <ul style="list-style-type: none"> <input type="checkbox"/> final examination <ul style="list-style-type: none"> <input type="checkbox"/> descriptive <input type="checkbox"/> test <input type="checkbox"/> practical <input type="checkbox"/> oral
Head of the Department/ Clinic, Unit	Tytuł/stopień dr hab. n.med. Marta Masztalewicz
Tutor responsible for the module	Tytuł/stopień/adres e-mail/numer telefonu dr hab. n.med. i n. zdr. Wioletta Pawlukowska wioletta.pawlukowska@pum.edu.pl
Department's/ Clinic's/ Unit's website	Klinika Neurologii PUM
Language	English

* replace into where applicable

Detailed information

Module objectives		The aim of the course is to familiarise students with basic speech therapy and neurology with particular emphasis on development and communication disorders in pre- and post-linguistic period and adult life as well as oropharyngeal dysphagia
Prerequisite /essential requirements	Knowledge	<p><i>knows the anatomical basis of the structure and functioning of the articulatory organs</i></p> <p><i>knows the structure and functioning of the central and peripheral nervous system responsible for communication and dysphagia</i></p> <p><i>knows basic communication and speech disorders in pre- and post-linguistic age</i></p> <p><i>knows the causes of pharyngeal dysphagia</i></p> <p><i>knows the basic concepts of speech therapy and neurology</i></p>
	Skills	<p><i>Can carry out a basic speech therapy examination</i></p> <p><i>Is able to diagnose per-lingual communication and speech disorders and oropharyngeal dysphagia</i></p> <p><i>Is able to apply the knowledge of speech therapy in medical practice</i></p>
	Competences	<p><i>Uses objective sources of information</i></p> <p><i>Promote pro-health behaviour</i></p> <p><i>Implements the principles of professional camaraderie and cooperation in a team of professionals, including representatives of other health professions , as well as in a multicultural and multinational environment</i></p>

Description of the learning outcomes for the subject /module

No. of learning outcome	Student, who has passed the (subject) knows /is able to /can:	SYMBOL (referring the standards)	Method of verification of learning outcomes*
W01	the structure of the human body in a topographical approach (upper and lower limbs, thorax, abdomen, pelvis, back, neck, head) and functional approach (skeletal and articular system, muscular system, circulatory system, respiratory system, digestive system, urinary system, sexual systems, nervous system and	A.W2	O

	sensory organs, common coat);		
W02	the relationship between factors that disrupt the equilibrium state of biological processes and physiological and pathophysiological changes;	B.W25.	O
W03	key therapeutic developments, in particular the potential of cell, gene and targeted therapies for specific diseases;	C.W42	O
W04	social attitudes towards the meaning of health, illness, disability and old age, the social consequences of illness and disability, and socio-cultural barriers, as well as health-related quality of life concepts	D.W4.	PS, SP
W05	The importance of verbal and non-verbal communication in the process of communicating with the patient and the concept of trust in interaction with the patient;	D.W6.	PS
W06	principles of nutrition for healthy and sick children, including natural feeding, immunization and child health surveillance	E.W2.	O, PS
U01	explain the anatomical basis of the physical examination;	A.U3	SP
U02	use databases, including the Internet, and search for the information required using the tools available	B.U10	O
U03	take into account in the therapeutic process the subjective needs and expectations of the patient resulting from socio-cultural circumstances	D.U1.	O
U04	plan diagnostic, therapeutic and preventive procedures;	E.U16	O
U05	make a functional assessment of a patient with a disability;	E.U22.	O
K01	is willing to be guided by the welfare of the patient	K.2	O
K02	is ready to recognise and acknowledge his/her own limitations and carry out a self-assessment of his/her deficits and learning needs	K.5	O
K03	is willing to promote health-promoting behaviour	K.6	O

Table presenting LEARNING OUTCOMES in relation to the form of classes

No. of learning outcome	Learning outcomes	Type of training					
		Seminar	Practical	Clinical classes	Simulations	E-learning	Other...

W01	the structure of the human body in a						X
W02	the relationship between factors that disrupt the						X
W03	key therapeutic developments, in particular the						X
W04	social attitudes towards the meaning of health,						X
W05	The importance of verbal and non-verbal						X
W06	principles of nutrition for healthy and sick						X
U01	explain the anatomical basis of the physical						X
U02							X
U03	take into account in the therapeutic process the						X
U04	plan diagnostic, therapeutic and preventive						X
U05	make a functional assessment of a patient with a						X
K01	is willing to be guided by the welfare of the						X
K02	is ready to recognise and acknowledge his/her						X
K03	is willing to promote behaviour						X

Table presenting TEACHING PROGRAMME			
No. of a teaching programme	Teaching programme	No. of hours	References to learning outcomes
Winter semester			
Lectures			
TK01	Development of articulatory organs and higher brain functions responsible for communication during the prenatal period	3	A.W2 , B.W25. ,A.U3 , K.5
TK02	Development of articulatory organs and higher brain functions responsible for communication in the prelingual period	3	D.W6. , C.W42 , B.U10 , K.6
TK03	Communication development in the prelingual and postlingual periods	3	D.W4. , E.U16 , K.2
TK04	Etiology, types of speech and communication disorders in children	3	C.W42 , B.U10 , K.6
TK05	Oropharyngeal dysphagia type disorder	3	E.W2. ,E.U16 , K.2
Seminars			
TK01			
TK02			
Practical classes			
Simulation			
E-learning			
Summer semester			
Lectures			
TK01			
TK02			
Seminars			
TK01			
TK02			

Practical classes			
Simulation			
E-learning			

Booklist
Obligatory literature:
1. http://samples.jblearning.com/9780763776480/76480_CH01_SEC.pdf
2. Communication Disorders, Cummings L., Cambridge University Press 2013
Supplementary literature:
1. S Fucile; E G Gisel; C Lau, Effect of an oral stimulation program on sucking skill maturation of preterm infant, Developmental Medicine and Child Neurology, 2005; 47;3
2. Nyqvist K.H., Sjöden P.O., Ewald U., The development of preterm infants' breastfeeding behavior, Early Hum Dev 1999 Jul;55(3):247-64. doi: 10.1016/s0378-3782(99)00025-0.
3. Miller A.j., Oral and pharyngeal reflexes in the mammalian nervous system: their diverse range in complexity and the pivotal role of the tongue, Crit Rev Oral Biol Med 2002;13(5):409-25. doi: 10.1177/154411130201300505.
4. Breastfeeding Management for the Clinical , edt. Walker M., Learning Company 2014
5. https://www.sagepub.com/sites/default/files/upm-assets/81537_book_item_81537.pdf
6. Pawlukowska W., Gołąb-Janowska M., Safranow K., Rotter I. Amernik K., Honczarenko K., Nowacki P., Articulation disorders and duration, severity and l-dopa dosage in idiopathic Parkinson's disease. Neurol Neurochir Pol 2015;49(5):302-6. doi: 10.1016/j.pjnns.2015.07.002. Epub 2015 Jul 30.

Student's workload	
Form of student's activity (in-class participation; activeness, produce a report, etc.)	Student's workload [h]
	Tutor
Contact hours with the tutor	15
Time spent on preparation to seminars/ practical classes	
Time spent on reading recommended literature	2
Time spent on writing report/making project	
Time spent on preparing to colloquium/ entry test	2
Time spent on preparing to exam	
Other	

Student's workload in total	
ECTS credits for the subject (in total)	19
Remarks	

* Selected examples of methods of assessment:

EP – written examination

EU – oral examination

ET – test examination

EPR – practical examination

K – colloquium

R – report

S – practical skills assessment

RZC – practical classes report, incl. discussion on results

O – student's active participation and attitude assessment

SL – lab report

SP – case study

PS - assessment of student's ability to work independently

W – entry test

PM – multimedial presentation

other...