



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170102 **Name:** Language Pathologies I

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: Impairments, disorders and speech and language intervention

Subject Matter: Language pathology **Type:** Compulsory

Field of knowledge: Speech and Language Therapy

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Impairments, disorders and speech and language intervention

Subject Matter	ECTS	Subject	ECTS	Year/semester
Language pathology	18,00	Language Pathologies I	6,00	1/1
		Language Pathologies II	6,00	1/2
		Learning difficulties	6,00	2/2

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To know descriptive models of human communication disorders.
- R2 To know the criteria and classification systems of human communication disorders specific to the discipline and auxiliary sciences.
- R3 To describe the communicative behavior of people with language, speech, voice, and nonverbal oral functions disorders using specialized terminology,
- R4 Describir las patologías de inicio en la infancia



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Analysis and synthesis			X	
CG2	Organize a work plan being able to carry it out within a specified period				X
CG3	Find, evaluate, organize and manage information systems				X
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction				X
CG5	Make decisions and being responsible for them			X	
SPECIFIC		Weighting			
		1	2	3	4
CE4	Understand and integrate the educational foundations of speech therapy: teaching and learning processes	X			
CE5	Understand and integrate the methodological foundations for research in Speech Therapy	X			
CE11	Know the classification, terminology and description of communication disorders, language, speech, and voice, in addition to hearing and nonverbal oral functions				X



CE12	To know, recognize and discriminate between the variety of alterations: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.				X
CE13	Knowing the general principles of speech therapy intervention		X		
CE14	Understand the functions of speech therapy intervention: prevention, education, retraining, rehabilitation and treatment			X	
CE15	Know and apply models and intervention techniques			X	
CE16	Knowing the different characteristics of speech therapy intervention in family, school, health and clinical care contexts			X	
CE17	To know and carry out speech and language intervention in specific disorders of language development: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.	X			
CE18	Know and perform speech therapy intervention in early childhood.	X			



CE19	Understand and implement Augmentative Communication Systems	x		
CE20	Understand and implement technical aids to communication	x		
CE21	Know how to design and write speech therapy reports		x	
CE22	Know how to design, develop and evaluate the performance of speech therapy	x		
CE23	Understand, apply and critically evaluate teaching techniques and teaching methodology, in addition to resources for teaching language	x		
CE24	To know the concept of speech therapy, its purpose and method; the profession of speech therapist; the history of speech therapy; the deontology and the relevant legislation for the professional practice.		x	
CE25	Understand the organization of educational, health and social institutions		x	
CE30	Knowing the performance and settings where practice is developed	x		
CE34	Design, implement and evaluate actions to prevent communication and language disorders	x		
CE37	Master the terminology that allows one to interact effectively with other professionals			x
CE42	Understand and appreciate the scientific underpinning in the professional development of speech therapy		x	
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary	x		
CE47	Know and be able to integrate the biological (anatomical and physiological), psychological (and evolutionary development processes), linguistic and pedagogical foundations of speech therapy intervention in communication, language, speech, hearing, speech and non-verbal oral functions	x		
CE48	Being familiar with communication disorders, language, speech, hearing, speech and nonverbal oral functions			x
CE50	Understand and critically evaluate the terminology and specific methodologies used in speech therapy research		x	
CE54	Manage communication technologies and information	x		



TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations		X		
CT2	Critically evaluate own job performance and that of other professionals to improve results	X			
CT3	Have the flexibility to work within teams integrated by other professionals belonging to the same field	X			
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations	X			
CT6	Adapt to new situations arising in their profession			X	
CT7	Having an open and flexible attitude to lifelong learning				X
CT8	Know and use of technical advances in the exercise of their profession				X

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	85,00%	Oral and/or written tests: exams, reports, resolution of internships.
	15,00%	Performance and/or presentation of theoretical and practical group activities.

Observations



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.
- M2 Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge.
- M3 Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.
- M6 Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes.</p> <p>M1</p>	R1, R2, R3, R4	40,00	1,60
<p>PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc.</p> <p>M1, M2, M3</p>	R1, R2, R3, R4	10,00	0,40
<p>LABORATORY PRACTICES: Laboratory activities for obtaining, analyzing and interpreting samples. Learning of measurement techniques by means of instruments. Learning of safety measures.</p> <p>M2</p>	R1	4,00	0,16
<p>TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process</p> <p>M1</p>	R1, R2, R3, R4	2,00	0,08
<p>SEMINARS. Monographic sessions with the participation of students, teachers and professionals. They focus on specific aspects related to the competencies of the module, subject or subject. They can be held in the classroom, in other academic environments or in other different ones.</p> <p>M1, M3</p>	R3, R4	2,00	0,08



EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included.

M1

R1, R2, R3, R4 2,00 0,08

TOTAL 60,00 2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes or small group tutorials. M1, M3	R1, R2, R3, R4	10,00	0,40
AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests. M1, M3	R1, R2, R3, R4	80,00	3,20
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block

Contents

Part 1:INTRODUCTION

Topic 1: Explanatory models for the classification of language disorders. Classification models of language pathologies. Medical model, behavioral models: linguistic model and psycholinguistic model. Model based on communication theory. Neuropsychological model. Topic 2: Basic concepts and terminology in Language Pathology. Basic dichotomies used in the classification of language disorders. Organic disorders versus functional disorders. Production disorders versus reception disorders. Speech disorders versus speech and language disorders. Language deviation versus language delay. Peripheral disorders versus central disorders. Evolutionary factor: disorders of language acquisition versus disorders after language acquisition. Scope of the disorder: reduced / broad; communicative / formal commitment; form, content and use. Topic 3: Semiology of language disorders. Semiology concept in language disorders. Communication deficit: primary and secondary deficit. Semiology in language disorders: gnostic deficit; linguistic comprehension difficulties (literal understanding versus pragmatic understanding of the speaker); grammatism; anomie and dysnomia. Prosody Disorders. Semiology of speech disorders. Praxic deficit. Phonological deficit. Fluency disorders. Topic 4: Classifications of language disorders. Classification based on the information processing model. Classification based on the neuro-psycho-linguistic model. Field of competence of speech therapy



Part 2: DEFICIT IN THE BASIC INSTRUMENTS FOR THE RECEPTION OF THE LANGUAGE

PART3: NON-SPECIFIC LANGUAGE DISORDERS

Part4: NON-SPECIFICS LANGUAGE DISORDERS

Unit 5: Phonetic disorders and phonological disorders. Concept. Differential criteria Simple dyslalia. Description and characteristics. Etiology. Scope of the disorder. Factors involved. Relationship with other disorders and learning difficulties. Dyslalia as a symptom or as a specific pathology. Other denominations. Phonological dyslalia. Description and characteristics. Etiology. Scope of the disorder. Factors involved. Relationship with other disorders and learning difficulties. Relationship with the learning of reading and writing. Topic 6: Specific language disorder Concept. Description and characteristics. Etiology. Historical evolution of the concept. The problem of the "discontinuity hypothesis": language delay versus dysphasia. Classification and subtypes. Factors involved. Relationship with other disorders and learning difficulties. Differential diagnosis.

Topic 7: Hearing loss Hearing loss and deafness: types and degrees. Congenital and acquired hearing loss Etiology. Medical diagnosis of deafness. Language acquisition in deaf children. The cognitive development of deaf children. Difficulties in school learning. Presbycusis.

Topic 8: Language delay and mental deficiency Language acquisition with mental deficiency. Syndromic differences and differential patterns of language pathology. Relationship with language acquisition and learning processes. Topic 9: Communication disorders associated with cerebral palsy Childhood cerebral palsy concept. Types. Linguistic levels affected. Relationship with language acquisition and learning processes. Topic 10: Communication disorders associated with generalized developmental disorders Autism and language acquisition. The specificity of the linguistic picture of autism. Pragmatic communication disorders in high-level autistics. Topic 11: Language delay associated with attention deficit Language acquisition with attention deficit. Linguistic levels affected. Relationship with learning processes.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Part 1:INTRODUCTION	10,00	20,00
Part 2: DEFICIT IN THE BASIC INSTRUMENTS FOR THE RECEPTION OF THE LANGUAGE	7,00	14,00
PART3: NON-SPECIFIC LANGUAGE DISORDERS	3,00	6,00
Part4: NON-SPECIFICS LANGUAGE DISORDERS	10,00	20,00



References

1. Aguilar-Mediavilla, E., & Igualada, A. (2019a). Dificultades del lenguaje en los trastornos del desarrollo (Vol II): Síndromes genéticos y del espectro autista. Editorial UOC.
2. Aguilar-Mediavilla, E., & Igualada, A. (2019b). Dificultades del lenguaje en los trastornos del desarrollo (Vol III): Factores de riesgo y dificultades comórbidas. Editorial UOC.
3. Crystal, D., & Varley, R. (2013). Introduction to language pathology. John Wiley & Sons.
4. Cummings, L. (2018). Speech and language therapy: A primer. Cambridge University Press.
5. Damico, J. S., & Ball, M. J. (2019). The SAGE Encyclopedia of Human Communication Sciences and Disorders. SAGE Publications.
6. Kent, R. D. (Ed.). (2004). The MIT encyclopedia of communication disorders. MIT Press.
7. Paul, R., & Simmons, E. S. (2021). Introduction to clinical methods in communication disorders.
8. Puyuelo, M., & Rondal, J.-A. (2003). Manual de desarrollo y alteraciones del lenguaje: Aspectos evolutivos y patología en el niño y el adulto. Masson.
9. Alcántud, F. (coord.). (2013). Trastornos del espectro autista. Detección, diagnóstico e intervención temprana. Madrid: Pirámide.
10. Bekley, S. y Bird, G. (2005). Habla, lenguaje y comunicación en alumnos con Síndrome de Down. Recursos para padres y profesores. Madrid: Cepe.
11. Miller, J.F., Leavitt, L.A. & Leddy, M. (2000). Síndrome de Down: comunicación, lenguaje, habla. Barcelona: Masson.
12. Rodríguez Santos, F. (2016). Guía de intervención logopédica en los Trastornos del Espectro del Autismo. Madrid: Síntesis.
13. Garayzábal, E., Lázaro, M., & Moraleda, E. (2018). Guía de intervención logopédica en el síndrome de Down. Madrid: Síntesis.
14. Estébanez, A. (2018). Guía de intervención logopédica en la parálisis cerebral. Madrid: Editorial Síntesis.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☐

Microsoft Teams

☐

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☐

Microsoft Teams

☐

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: