



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1170103 **Name:** Language Pathologies II

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 2

**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 To design appropriate intervention plans for people with learning difficulties.



## 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):

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
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
	70,00%	Oral and/or written tests: exams, reports, resolution of internships.
	0,00%	Attendance, participation, continued work.
	20,00%	Performance and/or presentation of individual theoretical and practical activities.
	10,00%	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
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. M1	R1, R2, R3	40,00	1,60
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. M2	R1, R2, R3	13,00	0,52
TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process M3	R3	5,00	0,20
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	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
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. M6	R2, R4	90,00	3,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Unit 1: Dysphemia or Stuttering	Concept. Prevalence. Evolution. Factors involved. Differential diagnosis.
Unit 2: Dysglossia	Concept. Aetiology. Types of dysglossia. Description: implications for language, speech and voice. Relationship with other disorders and learning difficulties.
Unit 3: Voice disorders	Voice disorders: organic and functional dysphonia. Functional dysphonia in children. Laryngeal paralysis. Laryngectomies. Psychogenic dysphonias.
Unit 4: Aphasia and associated disorders	Concept. Aetiology of aphasia in adults and children. Semiology in aphasia. Classification of cortical and subcortical aphasia. Apraxia of speech. Acquired dyslexias and agraphia. Aphasia in children.
Unit 5: Dysarthria	Concept. Aetiology of dysarthria in adults and children. Semiology in dysarthria. Types of dysarthria. Differential diagnosis.
Unit 6: Written language disorders	Dyslexia, dysgraphia, dysorthography. Concept. Classification and subtypes. Factors involved.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1: Dysphemia or Stuttering	6,00	12,00
Unit 2: Dysglossia	5,00	10,00
Unit 3: Voice disorders	5,00	10,00
Unit 4: Aphasia and associated disorders	5,00	10,00
Unit 5: Dysarthria	4,00	8,00
Unit 6: Written language disorders	5,00	10,00



## References

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- Duffy, J. R. (2019): Motor Speech Disorders. Substrates, differential diagnosis, and management. Elsevier (4th ed.)
- Fernández, A. (2005): Guía de intervención logopédica en tartamudez infantil. Síntesis
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- Fernandez, S. and López-Higes, R. (2005): Guía de intervención logopédica en las afasias. Síntesis
- Hernández, A. (2004): Linguistic errors. Nau Llibres
- Hernández, C. & Rosell, V. (ed.)(2014): MetAphAs: protocol for exploring natural metalinguistic skills in aphasia. Nau Llibres
- Jiménez, J. E. (2012): Dyslexia in Spanish. Prevalence and cognitive, cultural, familial and biological indicators. Pirámide
- Junqué, C. et al. (2004): Neuropsychology of language: normal and pathological functioning. Masson.
- Le Huche, F. and Allali, A. (2004): The voice (4 vols.). Masson
- Melle, N. (2007): Guide to speech therapy intervention in dysarthria. Síntesis.
- Mersov, A., & De Nil, L. (2021). Effect of word phonetic properties on stuttering anticipation and speech production in adults who stutter. *Journal of Fluency Disorders*, 67, 105803. <https://doi.org/10.1016/j.jfludis.2020.105803>
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- Salgado, A. (2005): Manual práctico tartamudez. Síntesis
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- Teruel, J. & Latorre, Á. (2014):Dificultades de aprendizaje. Intervention in dyslexia and dyscalculia. Pirámide
- Vila, J.M. (2009): Guía de intervención logopédica en la disfonía infantil. Síntesis.
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## 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: