



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1170101 **Name:** -Scientific English

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

**Module:** Practicum, professional skills and final degree project

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

**Field of knowledge:** Language

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:**

**Lecturer/-s:**



## Module organization

### Practicum, professional skills and final degree project

Subject Matter	ECTS	Subject	ECTS	Year/semester
Practicum	36,00	Practicum I: Speech and language therapy Intervention	6,00	3/2
		Practicum II: Professional skills and job readiness	6,00	
		Practicum III: Preprofessional external practice	24,00	
Language	6,00	-Scientific English	6,00	1/2
Final Degree Project	12,00	Bachelor's Thesis	12,00	

## Recommended knowledge

It is recommendable for the student to have a B1/B2 level.

## 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 be able to use English as a vehicle language to address issues related to language disorders (level B1/B2)
- R2 To understand oral and written speech in English related to issues of language disorders , especially scientific literature.
- R3 To communicate information and ideas on specific issues related to Speech Therapy orally, making minimal mistakes that do not prevent the receiver from understanding the general meaning of the speech.



## 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):

BASIC		Weighting			
		1	2	3	4
CB1	Students must show that they have and understand knowledge in a field of study that is based on general secondary education on a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge belonging to the vanguard of their field of study	X			
CB2	Students can apply their knowledge to their work or vocation in a professional manner and possess the skills typically demonstrated through devising and sustaining arguments and solving problems within their field of study		X		

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		



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	50,00%	Written exam
R1, R2, R3	30,00%	Practical work assignments assessment
R1, R2, R3	20,00%	Attendance and participation of in-person formative activities

### Observations

The final written exam is worth 60% of the final mark. To average the rest of the marks during the course, the student must pass the final written exam.

The final oral exam is worth 10% and may consist of questions about the topics studied, a brief presentation of a recent study or case study.

Follow-up activities, either written or oral, correspond to 30% of the subject.

## Learning activities

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

M1	On-Campus Class
M2	Practical Class
M3	Seminar
M4	Laboratory



M5	Individual Work
M6	Group Work
M7	Work Exhibition
M8	Clinical Case Analysis
M9	Prácticas en clínicas y centros



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1	R2	6,00	0,24
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M1, M2, M5, M6, M7	R1, R2, R3	30,00	1,20
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M7	R1, R3	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R1, R2, R3	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M1	R1	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M5, M6, M7	R1, R2, R3	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## 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 submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M6, M7	R1, R2, R3	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M5, M7	R1, R2, R3	54,00	2,16
<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 - Aphasia	1. Basic concepts: Speech and Language and articulators; Speech and Language Disorders: 2. Aphasia. Definition, Characteristics, Diagnosis and Treatment
UNIT 2- Stuttering	Stuttering Definition, Characteristics, Diagnosis and Treatment
UNIT 3- Voice Disorders	Voice Disorders Definition, Characteristics, Diagnosis and Treatment
UNIT 4- Hearing Impairment	Hearing Impairment Definition, Characteristics, Diagnosis and Treatment
UNIT 5- Late Talkers	LLE introduction Late Talkers vs Late Bloomers Diagnosis and Treatment
UNIT 6- Bilingualism	Theoretical framework, specialized literature, text analysis: scientific and case studies. Listening comprehension and reading comprehension exercises.





## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1 - Aphasia	5,00	10,00
UNIT 2- Stuttering	5,00	10,00
UNIT 3- Voice Disorders	5,00	10,00
UNIT 4- Hearing Impairment	5,00	10,00
UNIT 5- Late Talkers	5,00	10,00
UNIT 6- Bilingualism	5,00	10,00



## References

### Student's dossier:

- Dossier will be provided by the teacher.

### General English:

- Murphy, R. (2019): English Grammar in Use. Fifth Edition. With Answers. Cambridge University Press. Reino Unido. ISBN: 978-1-108-45765-1
- Online Dictionary: [www.wordreference.com](http://www.wordreference.com)

### Specific English:

- Anderson, C. (2005): Speech and Language therapy: issues in professional practice. Whurr Publishers. London. ISBN: 1-86156-461-9
- Anderson, K. (2004): Study Speaking: a course in spoken English for academic purposes. Cambridge University Press. Reino Unido. ISBN: 0-521-53396-1
- Blattes, S. (2013): Minimum Competence in Scientific English. EDP Sciences. France. ISBN: 978-2-7598-0808-3
- Day, R.A & Gastel, B. (2016): How to write and publish a scientific paper. 8th Edition. Greenwood. EEUU. ISBN (paperback): 978-1-4408-4280-1
- Day, R.A. (2011): Scientific English: a guide for scientists and other professionals. Greenwood. Santa Barbara, California. ISBN: 978-0-313-39194-1
- De Chazal, E. (2014): English For Academic Purposes. Oxford University Press.
- Hilgard, E.R. (1975): Introduction to Psychology. Oxford. EEUU.
- Nicol, A.A.M. (2010): Presenting your Findings: a practical guide for creating tables. American Psychological Association. Washington, DC.
- Reed, K.L. (2001): Quick Reference to Occupational Therapy. Pro-Ed. EEUU. ISBN: 0-944480-80-2
- Short, J. (2012): English for Psychology in Higher Education Studies. Course Book. Garnet Education. ISBN: ISBN-10: 1859644465 ISBN-13: 978-1859644461
- Tang, R. (2012): Academic Writing in a Second or Foreign Language. Bloomsbury Publishing.
- Turabian, K.L. (2018): A Manual for Writers of Research Papers, These ad Dissertations. Ninth Edition. The University of Chicago Press. ISBN-13: 978-0-226-43057-7 (paper). DOI: <https://doi.org/10.7208/chicago/9780226430607.001.0001>

### JOURNALS

#### For Speech Therapy

- American Journal of Speech-Language Pathology: A Journal of Clinical Practice. Editorial: American Speech-Language-hearing Association. EEUU
- Journal of Speech, language and hearing research. Editorial: American Speech-Language-hearing Association. Barcelona.

#### For Occupational Therapy

- Australian Occupational Therapy Journal. Editorial: Wiley-Blackwell. Sydney (Australia).



- Canadian Journal of Occupational Therapy. Editorial: Canadian Association of Occupational Therapists. Ottawa (Canada).
- The British Journal of Occupational Therapy. Editorial: The College of Occupational Therapists. London.

## REFERENCE WEB SITES

- Psychology: [www.apa.org](http://www.apa.org)
- Occupational Therapy: [www.aota.org](http://www.aota.org)
- Speech Therapy: [www.asha.org](http://www.asha.org)

## APA Style

- <https://normasapa.com/>
- <https://apastyle.apa.org/manual/index>



## 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: