## 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:** Speech Therapy

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

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

| | | |
|---|---|---|
| 1171A | Ana Maria Pellicer Magraner **(Responsible Lecturer)** | anamaria.pellicer@ucv.es |

## 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 |
| Neuro-psycho-linguistic disorders | 18,00 | Speech and language intervention in aphasia and related disorders | 6,00 | 3/2 |
| | | Speech and language intervention in specific disorders of language development | 6,00 | 2/2 |
| | | Speech Therapy Intervention in Autism Spectrum Disorders and Intellectual Disability | 6,00 | 3/2 |

## 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 | |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 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. |
| | 10,00% | Attendance, participation, continued work. |
| | 10,00% | Performance and/or presentation of individual theoretical and practical activities. |
| | 10,00% | Performance and/or presentation of theoretical and practical group activities. |

**Observations**

Continuous assessment will be carried out through the completion of the practicals individually or in small groups and presentations on aspects related to the different contents of the subject .
The final exam will consist of a multiple-choice test and another part of short essay questions.
In order to pass the course, the student must pass the different assessment systems separately (attendance and active participation, practicals and exam).
Criteria for the awarding of honours: Evidence of levels of excellence in all competencies and learning outcomes. Best results from 9.5 in the final grade up to the limit for the awarding of the same.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.
Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## 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.<br>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.<br>M2 | R1, R2, R3 | 13,00 | 0,52 |
| TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process<br>M3, M6 | 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.<br>M1 | R1, R2, R3 | 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.<br>M2 | 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.<br>M3, M6 | R2, 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 |
| --- | --- |
| 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 |

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# References

Becker, N., Vasconcelos, M., Oliveira, V., Santos, F. C. D., Bizarro, L., Almeida, R. M. M. M. D., Salles, J. F. D., & Carvalho, M. R. S. (2017). Genetic and environmental risk factors for developmental dyslexia in children: Systematic review of the last decade. Developmental Neuropsychology, 42(7-8), 423-445.

Borras, S. & Rosell, V. (2005): Guide for the re-education of atypical swallowing and associated disorders. Nau Llibres

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

Fernández, A. (2008): Tratamiento de la tartamudez en niños. Masson

Fernandez, S. and López-Higes, R. (2005): Guía de intervención logopédica en las aphasias. 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.2020.105803Ribas, R M. & Fernández, P. (2002):Dyslexia, disortografia y disgrafia. Pirámide.

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Terradillos, E. & López, R. (2016). Guiá de intervención logopédica en las aphasias. Sintesis.Teruel, J. & Latorre, Á. (2014):Dificultades de aprendizaje. Intervention in dyslexia and dyscalculia.PirámideVila, J.M. (2009): Guía de intervención logopédica en la disfonía infantil.Síntesis.

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