



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1170202 **Name:** Learning difficulties

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

**Module:** Impairments, disorders and speech and language intervention

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

**Field of knowledge:** Speech and Language Therapy

**Department:** Occupational Sciences, Speech Therapy, Evolutionary and Educational Psychology

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

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

**Lecturer/-s:**

1172A

Maria Del Carmen Rico Prieto (**Responsible Lecturer**)

carmen.rico@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
Deficit in the basic tools for the reception and production of language	24,00	Speech and language intervention in diglossias and dysarthrias	6,00	3/1
		Speech and language intervention in hearing deficiencies	6,00	3/2
		Speech and language intervention in voice disorders	6,00	3/1
		Speech and language therapy in speech disorders and nonverbal oral functions	6,00	3/1
Neuro-psycho-linguistic disorders	18,00	Speech and language intervention in aphasia and related disorders	6,00	3/2
		Speech and language intervention in autism spectrum disorders and in mental deficiency	6,00	3/2



Neuro-psycho-linguistic disorders		Speech and language intervention in specific disorders of language development	6,00	2/2
Fluency Disorders	6,00	Speech and language intervention in dysphemia and other disorders with psychosocial implications	6,00	3/1
Alternative Communication	6,00	Alternative Communication	6,00	3/2

## Recommended knowledge

None

## 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 be able to describe the symptomatology that affects learning difficulties.
- R3 To apply appropriate assessment tools to learning difficulties.
- 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
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
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	



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
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	
CT7	Having an open and flexible attitude to lifelong learning			X	



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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	50,00%	Written exam
R1, R2, R3, R4	40,00%	Practical work assignments assessment
R1, R2, R3, R4	10,00%	Attendance and participation of in-person formative activities

### Observations

## 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, M5, M6	R1, R2, R3, R4	24,00	0,96
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	R3, R4	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M6	R1, R2, R3, R4	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R1, R2, R3, R4	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. M3	R1, R2, R3, R4	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M5, M7	R1, R2, R3, R4	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 M3, M6, M7	R1, R2, R3, R4	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 M3, M5, M7	R1, R2, R3, R4	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
DIDACTIC UNIT I: THEORETICAL APPROACH OF D. A. CONCEPT AND DIAGNOSTIC CRITERIA	<ul style="list-style-type: none"><li>·Introduction: Learning disabilities</li><li>·Historical Framework of learning difficulties.</li><li>·Basic Terminology</li><li>·Concept and diagnostic criteria</li></ul>
DIDACTIC UNIT II:: READING LEARNING DISABILITIES.	<ul style="list-style-type: none"><li>· PART I: Concept and diagnostic criteria</li><li>·PART II: Assessment and intervention</li></ul>
DIDACTIC UNIT III:: WRITING LEARNING DISABILITIES.THEME IV:	<ul style="list-style-type: none"><li>·PART I: Concept and diagnostic criteria. Dysorthographic Disorders, Dysgraphic Disorders and writing expression disabilities.</li><li>·PART II: Assessment and intervention</li></ul>
DIDACTIC UNIT IV: READING COMPREHENSION DISABILITIES	<p>PART I: Concept and diagnostic criteria</p> <p>PART II: Assessment and intervention</p>
DIDACTIC UNIT V: LEARNING DISABILITIES IN MATHEMATICS THEME	Learning disabilities in mathematics. Concept and diagnostic criteria



## Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I: THEORETICAL APPROACH OF D. A. CONCEPT AND DIAGNOSTIC CRITERIA	4,00	8,00
DIDACTIC UNIT II:: READING LEARNING DISABILITIES.	10,00	20,00
DIDACTIC UNIT III:: WRITING LEARNING DISABILITIES.THEME IV:	10,00	20,00
DIDACTIC UNIT IV: READING COMPREHENSION DISABILITIES	4,00	8,00
DIDACTIC UNIT V: LEARNING DISABILITIES IN MATHEMATICS THEME	2,00	4,00



## References

### BASIC REFERENCES

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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
- Blackboard Collaborate Ultra
- 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
- Blackboard Collaborate Ultra
- Kaltura

Explanation about the practical sessions:

En cualquier caso se podrá contar con cualquiera de los recursos de la plataforma de teleformación "Campus UCV.net"



## 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: