



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1170303 **Name:** Speech and language intervention in diglossias and dysarthrias

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 1

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

**Subject Matter:** Deficit in the basic tools for the reception and production of language **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
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 explore, evaluate, and diagnose patients with specific instruments
- R2 To understand the factors involved in patients' pathologies and the implications for the lives of the people who suffer from them.
- R3 To know how to choose and apply different models, methodologies, procedures, techniques, instruments and rehabilitation materials for the different types of pathology and patient profiles.
- R4 To know how to plan, elaborate and carry out the most suitable intervention programme for each patient based on their diagnosis and the information obtained during the exploration.
- R5 To acquire the technical and professional skills necessary to be able to apply speech therapies.



## 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
CE10 To carry out an evaluation after the intervention.			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
CE16 Knowing the different characteristics of speech therapy intervention in family, school, health and clinical care contexts				X
CE21 Know how to design and write speech therapy reports				X
CE26 To acquire practical knowledge for speech-language evaluation.				X
CE34 Design, implement and evaluate actions to prevent communication and language disorders	X			



CE35	Explore, evaluate, diagnose and issue forecasts on the evolution of communication and language disorders from a multidisciplinary perspective			X	
CE36	To use the techniques and tools of exploration specific to the profession, and record, synthesize and interpret the data provided by integrating them into the set of information.			X	
CE37	Master the terminology that allows one to interact effectively with other professionals				X
CE41	Work in school environments, health care and part of a professional team. Advise on the development, implementation of care and education policies on issues related to speech therapy			X	
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary				X
CE44	Explain and support the selected treatment				X
CE45	Promote communication skills in the general population	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		
CE49	Know and critically evaluate the techniques and tools for evaluation and diagnosis in speech therapy, as well as speech therapy intervention procedures				X
CE51	Communicate orally and in writing one's observations and conclusions to the patient, their families and other professionals involved in treatment, adapting to the sociolinguistic characteristics of the environment				X
CE52	Develop and prepare reports for examination, diagnosis, monitoring, termination and referral			X	
CE53	Have adequate speech production, structure of language and voice quality				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
	50,00%	Written exam
	40,00%	Practical work assignments assessment
	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	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 M2, M8	R1, R3, R4	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M6, M7	R1, R2, R3, R4	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R4, R5	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. M5, M6, M7	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 M1, M2, M3, M4, M5, M6, M7	R1, R2, R3, R4, R5	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, 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 M5, M8	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
Content block I: DYSARTHRIA	Content block I: DYSARTHRIA 1. Dysarthria: Concept, etiology and classification. 2. Speech therapy evaluation of dysarthria. 3. Speech therapy intervention of dysarthria.
Content block II: DYSGLOSSIAS	Content block II: DYSGLOSSIAS 4. Dysglossias. Concept, etiology and classification. 5. Speech therapy intervention in dysglossias.
Content block III: CEREBRAL PALSY	Content block III: CEREBRAL PALSY 6. Cerebral palsy: Concept, etiology and classification. 7. Speech therapy intervention in cerebral palsy.
Content block IV: DYSPHAGIA	Content block IV: DYSPHAGIA 8. Definition, etiology and prevalence of oropharyngeal dysphagia. Structures involved in the swallowing act and swallowing physiology. 9. Swallowing disorders in the different phases. 10. Instrumental and speech therapy evaluation. 11. Speech therapy intervention in dysphagia



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Content block I: DYSARTHRIA	8,00	16,00
Content block II: DYSGLOSSIAS	8,00	16,00
Content block III: CEREBRAL PALSY	7,00	14,00
Content block IV: DYSPHAGIA	7,00	14,00



## References

- Bartuilli, M., Cabrera, P.J. & Perrián, M.C. (2007). Speech therapy technical guide. Myofunctional therapy. Madrid: Synthesis.
- Bermúdez de Alvear, R. (2003). Clinical examination of disorders of voice, speech and hearing. Assistance guidelines and protocols. Malaga: Aljibe Editions.
- Edwards, M (2012). Disorders of articulation: Aspects of Dysarthria and verbal dyspraxia. Vienna: Springer-verlag
- Escorcía, C & Rodríguez, L. (2019). Early Childhood practices family-centered and Natural Environments. Madrid: Editorial UNED.
- Duffy, J. R. (2005). Motor speech disorders. Substrates, Differential Diagnosis and Management. Saint Louis: Elsevier Mosby.
- Habbaby, A.N. (2000). Comprehensive Approach of the child with cleft lip and palate. Buenos Aires: Panamericana.
- Howard, S., Lohmander, A (2011). Cleft Palate Speech: Assessment and Intervention. Oxford: Wiley Blackwell
- Melle, N. (2008). Speech therapy intervention guide in dysarthria. Madrid: Editorial Synthesis.
- Paterson-Falzone, S. J., Hardin-Jones, M. A. & Karnell, M. P. (2010) Cleft palate speech (Fourth Edition). St. Louis, Missouri: Mosby Elsevier.
- Peña-Casanova, J. (2002). Speech therapy manual. Barcelona: Masson, S.A.
- Perelló, J. (2001). Speech disorders. Barcelona: Masson
- Prater, R.J. & Swift, R.W. (1986). Voice therapy manual. Barcelona: Salvat.
- Puyuelo, M. (2001). Speech therapy in cerebral palsy. Diagnosis and treatment. Barcelona: Masson
- Susanibar, F., Marchesan, I., Parra, D. & Dioses, A. (2014). Treaty of Evaluation of Orofacial Motricity and related areas. Madrid: Editorial Eos Instituto De Orientación Psicológica Asociados.
- Webb, W.G. & Adler, R.K. (2010). Neurology for the speech therapist. Barcelona: Elsevier Masson.
- Dysphagia:
- Garmendia Merino, G., Gómez Candela, C., & Ferrero López, M. I. (2007) Diagnosis and nutritional intervention in oropharyngeal dysphagia: practical aspects. Barcelona: Ed. Glosa.
- Bleeckx, D. (2004). Dysphagia Evaluation and reeducation of swallowing disorders. Aravaca (Madrid), McGraw-Hill / Interamericana de España, S. A.U.
- Bernabeu, M. (2002). Neurogenic dysphagia: evaluation and treatment. Badalona: Fundació Institut Guttmann.
- Jaume, G. & Tomás, M. (2007). Management of dysphagia and aspiration. Barcelona: Salvat.
- Del Burgo, G. (2004). Rehabilitation of swallowing problems in patients with sudden brain damage. Madrid: Editorial EOS.
- Clavé, P., & Arreola, V. (2006). Volume-Viscosity Clinical Examination Method (MECV-V) for the detection of oropharyngeal dysphagia. Barcelona: Novartis Medical Nutrition.
- León, M. & Celaya, S. (2001). Manual of nutritional recommendations at hospital discharge.



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Logemann, J. A. (1998). Evaluation and treatment of swallowing disorders (2nd ed). Austin, Texas: Pro-ed.

Logemann, J. A. (1993). Manual for the videofluorographic study of swallowing (2nd ed). Austin, Texas: Pro-ed.

Langmore, S. E. (2001). Endoscopic evaluation and treatment of swallowing disorders. New York: Thieme.

Aviv, J. E. & Murry, T. (2005). FEESST. Flexible endoscopic of swallowing with sensory testing. San Diego, Oxford: Plural Publishing

Leonard, R. & Kendall, K. (2008). Dysphagia assessment and treatment planning (2nd Ed). San Diego: Plural Publishing.



## 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
Prueba escrita	50%	Bajar a 30%	Blackboard Collaborate Ultra
Análisis de caso	20%	Subir a 30%	Blackboard Collaborate Ultra
Actividades prácticas	20%	Subir a 30%	Blackboard Collaborate Ultra

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

#### Comments to the Assessment System: