



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1170308 **Name:** Speech and language therapy in speech disorders and nonverbal oral functions

**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:** Personality, Assessment and Therapeutic Intervention

**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           |



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|                                   |      |  |      |     |
|-----------------------------------|------|--|------|-----|
| 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 |

## 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 know how to choose and apply different models, methodologies, procedures, techniques, instruments and rehabilitation materials for the different types of pathology and patient profiles.
- R3 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.
- R4 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 |   |



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|                    |   |                  |   |   |   |
|--------------------|---|------------------|---|---|---|
| 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 |   |   |
| 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                |   |   |   |
| <b>TRANSVERSAL</b> |   | <b>Weighting</b> |   |   |   |
|                    |   | 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

·Note: In order to pass the subject the student must pass both the theoretical and the practical content separately.

·MENTION OF DISTINCTION: The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.5. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).



## 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<br>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<br>M2 | R1, R2, R3, R4    | 12,00        | 0,48        |
| GROUP WORK EXHIBITION. Application of multidisciplinary knowledge<br>M7  | R1, R2, R3, R4    | 6,00         | 0,24        |
| SEMINAR. Supervised monographic sessions with shared participation<br>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.<br>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<br>M5, M6, 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<br>M6                           | 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<br>M5 | 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   |
|--------------------------------|--|
| Part 1: Speech Sound Disorders | Chapter 1. Psicolinguistic framework of speech processing.<br>Chapter 2. Concept of Speech Sound Disorders and semiology.<br>Chapter 3. Speech perception programs.<br>Chapter 4. Programs for improvement of phonologic development.<br>Chapter 5. Programs for improvement of speech output.<br>Chapter 6. Verbal dyspraxia<br>Chapter 7. Practice. Design intervention programs based on data from the evaluation of patients with phonological disorders and speech. |
| Part 2: Oral Motor Disorders   | Chapter 8. Introduction<br>Chapter 9. Orofacial system<br>Chapter 10. Orofacial system disorders<br>Chapter 11. Logopedic evaluation<br>Chapter 12. Myofunctional therapy<br>Chapter 13. Specific disorders: atypical swallowing, tubaric dysfunction.   |

### Temporary organization of learning:

| Block of content               | Number of sessions | Hours |
|--------------------------------|--------------------|-------|
| Part 1: Speech Sound Disorders | 15,00              | 30,00 |
| Part 2: Oral Motor Disorders   | 15,00              | 30,00 |



## References

### PART 1

- 1.Allen, M. M. (2013). Intervention efficacy and intensity for children with speechsound disorder .  
Journal of Speech, Language, and Hearing Research, 56, 865-877.
- 2.Alvarez, A. & Graciano, C. (2009). El enfoque fonológico en las alteraciones del habla infantil. Buenos Aires: Dunken.
- 3.Borrego'n, S. (2010). Los trastornos de la articulacio'n. Exploracio'n, prevencio'n,diagno'stico y tratamiento. Madrid: Cepe.
- 4.Bowen, C. (2015). Children's speech sound disorders (2nd ed.). Oxford, UK:Wiley Blackwell.
- 5.Cervera J.F. & Ygual A. (2003). La intervencio'n logope'dica en los trastornos fonolo'gicos desde el paradigma psicolingu'istico del procesamiento de habla. Rev Neurol 36 (Sup 1): S39-S53.
- 6.Dodd, Barbara (2005). Differential diagnosis and treatment of children with speech disorder , second edition. London: Whurr Publishers
- 7.Miccio, A. W. (2005). A treatment program for enhancing stimulability. In A. G. Kamhi & K. E. Pollock (Eds.), Phonological Disorders in Children (pp.163-173). Baltimore, MD: Paul H. Brookes Publishing Co.
- 8.Miccio, A. W. & Williams, A. L. (2010). Stimulability intervention. In A. L. Williams, S. McLeod, & McCauley, R. J. (Eds.), Interventions for speech sound disorders in children (pp. 179-202). Baltimore, MD: Paul H. Brookes Publishing Co.
- 9.Rvachew, S., & Brosseau-Lapre, F. (2010). Speech perception intervention. In S. McLeod, L. Williams, & R. McCauley (Ed.), Treatment of speech sound disorders in children . Baltimore, MD: Brookes.
- 10.Rvachew, S., & Brosseau-Lapre', F. (2012). An input-focused intervention for children with developmental phonological disorders. Perspectives on Language Learning and Education, 19, 31-35.
- 11.Villegas Lirola, F. (2004). Manual de logopedia. Evaluacio'n e intervencio'n de las dificultades fonolo'gicas. Madrid: Pira'mide.
- 12.Williams, A.L., McLeod, S., McCauley, R. (Eds) (2010). Interventions for Speech Sound Disorders in children. Baltimore, USA: Paul H. Brookes Publish Co.
- 13.Ygual-Ferna'ndez, A., Cervera-Me'rida, J., & Rosso, P. (2008). Utilidad del ana'lisis fonolo'gico en la terapia del lenguaje. Revista de Neurologia, 46 Suppl 1S97-S100
- 14.Rvachew, S. & Brosseau-Lapre', F. (2012). Developmental phonological disorders. Foundations of clinical practice. Abingdon UK: Plural publishing.

### PART 2

- 1.Bartuilli, M., Cabrera, P.J. & Periñan, M.C. (2007). Guía técnica de intervencio'n logope'dica. Terapia miofuncional. Madrid: Síntesis.
- 2.Bigenzahn, W. (2004). Disfunciones orofaciales en la infancia. Diagnóstico, terapia miofuncional y logopedia. Barcelona: Ars Médica.



3.Zambrana, N. & Dalva, L. (1998). Logopedia y ortopedia maxilar en la rehabilitación orofacial. Tratamiento precoz y preventivo. Terapia miofuncional. Barcelona: Masson.

4.Segovia, M.L. (1988). Interrelaciones entre la odontoestomatología y la fonoaudiología. La deglución atípica. 2ª Edición. Buenos Aires: Panamericana.

5.Queiroz Marchesan, I. (2002). Fundamentos de fonoaudiología. Aspectos clínicos de la motricidad oral. Buenos Aires: Panamericana.

6.Le Méteyer, M. (1995). Reeducción cerebromotriz del niño pequeño. Educación terapéutica. Barcelona: Masson-Aspace Navarra.

7.Borrás, S. & Rosell, V. (2006). Guía para la reeducación de la deglución atípica y trastornos asociados. Valencia: Nau Llibres.

8.Grande, D. & Donato, G. (2008). Terapia miofuncional. Diagnóstico y tratamiento. Guía práctica. Barcelona: Ediciones Lebon.

9.Peralta, M. E. (2001). Reeducción de la deglución atípica funcional en niños con respiración oral. Barcelona: Isep Textos.

10.Planas, P. (2008). Rehabilitación Neuro-Oclusal (RNO). 2ª Edición. Caracas: Amolca.

11.Padrós Serrat, E. (2006). Bases diagnósticas, terapéuticas y posturales del funcionalismo craneofacial (Tomos I y II). Madrid: Ripano.

12.Habbaby, A.N. (2000). Enfoque Integral del niño con fisura labiopalatina. Buenos Aires: Panamericana.

13.Paterson-Falzone, S. J., Hardin-Jones, M. A. & Karnell, M. P. (2010) Cleft palate speech (Fourth Edition). St. Louis, Missouri: Mosby Elsevier.



## 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:



## 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: