



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: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1173A Miriam Zarzo Benlloch (**Responsible Lecturer**)

miriam.zarzo@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

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	



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			

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
	60,00%	Written exam
	30,00%	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 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	R1, R2, R3, R4	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M7	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. 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 M5, M6, M7	R1, R2, R3, R4	3,00	0,12
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 submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform 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 M5	R1, R2, R3, R4	54,00	2,16
TOTAL		90,00	3,60



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. Chapter 2. Concept of Speech Sound Disorders and semiology. Chapter 3. Speech perception programs. Chapter 4. Programs for improvement of phonologic development. Chapter 5. Programs for improvement of speech output. Chapter 6. Verbal dyspraxia 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 Chapter 9. Orofacial system Chapter 10. Orofacial system disorders Chapter 11. Logopedic evaluation Chapter 12. Myofunctional therapy 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

PARTE 1

1. Allen, M. M. (2013). Intervention efficacy and intensity for children with speech sound disorder. *Journal of Speech, Language, & Hearing Research*, 56, 865-877.
2. Álvarez, A., & Graciano, C. (2009). *El enfoque fonológico en las alteraciones del habla infantil*. Dunken.
3. Borregón, S. (2010). *Los trastornos de la articulación. Exploración, prevención, diagnóstico y tratamiento*. Cepe.
4. Susanibar, F., Dioses, A., Marchesan, I., Guzmán, M., Leal, G., Guitar, B., Junqueira Bohnen, A. (2016). *Trastornos del Habla. De los fundamentos a la evaluación*. EOS.
5. Bowen, C. (2015). *Children's speech sound disorders (2nd ed.)*. Wiley Blackwell.
6. Cervera J.F., & Ygual A. (2003). La intervención logopédica en los trastornos fonológicos desde el paradigma psicolingüístico del procesamiento de habla. *Revista de Neurología*, 36(Sup 1), S39-S53.
7. Dodd, B. (2005). *Differential diagnosis and treatment of children with speech disorder (2nd ed.)*. Whurr Publishers.
8. 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). Paul H. Brookes Publishing Co.
9. 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). Brookes Publishing Co.
10. Rvachew, S., & Brosseau-Lapré, F. (2010). Speech perception intervention. In S. McLeod, L. Williams, & R. McCauley (Ed.), *Treatment of speech sound disorders in children*. Brookes.
11. Rvachew, S., & Brosseau-Lapré, F. (2012). An input-focused intervention for children with developmental phonological disorders. *Perspectives on Language Learning and Education*, 19, 31-35.
12. Villegas-Lirola, F. (2004). *Manual de logopedia. Evaluación e intervención de las dificultades fonológicas*. Pirámide.
13. Williams, A.L., McLeod, S., & McCauley, R. (Eds) (2010). *Interventions for Speech Sound Disorders in children*. Brookes Publish Co.
14. Ygual-Fernández, A., Cervera-Mérida, J., & Rosso, P. (2008). Utilidad del análisis fonológico en la terapia del lenguaje. *Revista de Neurología*, 46(Sup 1), S97-S100.
15. Rvachew, S., & Brosseau-Lapré, F. (2012). *Developmental phonological disorders. Foundations of clinical practice*. Plural publishing.

PARTE 2

1. Bartuilli, M., Cabrera, P.J., & Periñán, M. C. (2007). *Guía técnica de intervención logopédica. Terapia miofuncional*. Síntesis.



2. Grande, D., & Donato, G. (2008). *Terapia miofuncional. Diagnóstico y tratamiento. Guía práctica*. Ediciones Lebón.
3. Bigenzahn, W. (2004). *Disfunciones orofaciales en la infancia. Diagnóstico, terapia miofuncional y logopedia*. Ars Médica.
4. Queiroz-Marchesan, I. (2002). *Fundamentos de fonoaudiología. Aspectos clínicos de la motricidad oral*. Panamericana.
5. Borrás, S., & Rosell, V. (2006). *Guía para la reeducación de la deglución atípica y trastornos asociados*. Nau Llibres.
6. Peralta, M. E. (2001). *Reeducación de la deglución atípica funcional en niños con respiración oral*. Isep Textos.
7. Planas, P. (2008). *Rehabilitación Neuro-Oclusal (RNO)*. 2ª Edición. Amolca.
8. Padrós-Serrat, E. (2006). *Bases diagnósticas, terapéuticas y posturales del funcionalismo craneofacial (Tomos I y II)*. Ripano.
9. Habbaby, A. N. (2000). *Enfoque Integral del niño con fisura labiopalatina*. Panamericana.
10. Paterson-Falzone, S. J., Hardin-Jones, M. A., & Karnell, M. P. (2010). *Cleft palate speech (Fourth Edition)*. Mosby Elsevier.
11. Susanibar, F., Marchesan, I., Parra, D., & Dioses, A. (2014). *Tratado de evaluación de motricidad orofacial*. EOS.
12. Susanibar, F. Parra, D., & Dioses, A. (2013). *Motricidad orofacial. Fundamentos basados en evidencias*. EOS.
13. Zambrana, N., & Dalva, L. (1998). *Logopedia y ortopedia maxilar en la rehabilitación orofacial. Tratamiento precoz y preventivo. Terapia miofuncional*. Masson.
14. Segovia, M. L. (1988). *Interrelaciones entre la odontoestomatología y la fonoaudiología. La deglución atípica (2ª Edición)*. Panamericana.
15. Le Méteyer, M. (1995). *Reeducación cerebromotriz del niño pequeño. Educación terapéutica*. Masson-Aspace Navarra.



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: