Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170311 **Name:** Speech Therapy Intervention in Stuttering

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

Module: Impairments, disorders and speech and language intervention

Subject Matter: Fluency Disorders **Type:** Compulsory

Field of knowledge: Speech anad language Therapy

Department:

Psychology

Type of learning: Classroom-based learning

Languages in which it is taught:

Lecturer/-s:

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 languange	24,00	Speech and language intervention in hearing deficiencies	6,00	3/1
		Speech and language intervention in voice disorders	6,00	3/1
		Speech Therapy Intervention in Speech Disorders	6,00	3/1
		Speech Therapy Intervention in Swallowing Disorders and Orofacial Alterations	6,00	3/2
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

Neuro-psycho-linguistic disorders		Speech Therapy Intervention in Autism Spectrum Disorders and Intellectual Disability	6,00	3/2
Fluency Disorders	6,00	Speech Therapy Intervention in Stuttering	6,00	3/1
Alternative Communication	6,00	Alternative Communication	6,00	3/1

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 the main intervention models in the area of verbal fluency.

R2

To describe the nuclear and accompanying symptomatology of disorders affecting verbal fluency for the development of a differential diagnosis.

R3   To design intervention plans based on the cases of patients studied, adjusting to the deontological obligations of the profession.

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):

BASIC		Weighting			
		1	**2**	**3**	**4**
CB1	Students must show that they have and understand knowledge in a field of study that is based on general secondary education on a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge belonging to the vanguard of their field of study	x			
CB2	Students can apply their knowledge to their work or vocation in a professional manner and possess the skills typically demonstrated through devising and sustaining arguments and solving problems within their field of study			x	
CB3	Students have the ability to gather and interpret relevant data usually within their field of study to inform judgments that include reflection on relevant social, scientific or ethical			x	
CB4	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist				x
CB5	Capacity to develop those learning skills needed to undertake further studies with a high degree of autonomy		x		

GENERAL		Weighting			
		1	**2**	**3**	**4**
CG1	Analysis and synthesis			x	
CG2	Organize a work plan being able to carry it out within a specified period		x		
CG3	Find, evaluate, organize and manage information systems			x	
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction			x	

		1	2	3	4
CG5	Make decisions and being responsible for them				x

SPECIFIC		Weighting			
		1	2	3	4
CE7	To know and apply evaluation models, techniques and instruments				x
CE8	To evaluate language alterations in specific language developmental disorders: 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		
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
CE13	Knowing the general principles of speech therapy intervention	x
CE14	Understand the functions of speech therapy intervention: prevention, education, retraining, rehabilitation and treatment	x
CE15	Know and apply models and intervention techniques	x
CE16	Knowing the different characteristics of speech therapy intervention in family, school, health and clinical care contexts	x
CE17	To know and carry out speech and language intervention in specific disorders of language development: 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
CE21	Know how to design and write speech therapy reports	x

Code	Competency			
CE22	Know how to design, develop and evaluate the performance of speech therapy			x
CE27	Perform strategic planning for speech therapy intervention			x
CE32	Using information technology and communication	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		
CE38	To design and carry out speech therapy treatments, both individual and collective, establishing objectives and stages, with the most effective and appropriate methods, techniques and resources, and taking into account the different evolutionary stages of the human being.			x
CE40	Advise families and the social context of patients, encouraging their participation and collaboration in speech therapy treatment			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		
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		
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
	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

Note 1. It will be necessary to pass each of the evaluation blocks (rating from 5 based on 10) to be able to average all of them. If one of the blocks is suspended, the subject will be suspended.

Note 2. There are two types of assessment: ordinary (40% minimum attendance) and only (alternative). The only assessment is an exceptional assessment for those students who, for justified reasons, cannot meet the minimum attendance criteria. The student must request this option in writing to the subject instructor. Communicating this situation does not imply a change in the assessment. Acceptance of the single assessment must be approved and communicated in writing by the instructor. If such communication is not received, it will be understood that the ordinary assessment criteria established in the teaching guide have been accepted, and subsequent modifications will not be accepted.

Note 3. The regular assessment will consist of a written theoretical test and a practical section to be conducted in the classroom and submitted exclusively through the platform (unless otherwise indicated) within the established timeframe and date. Their submission and participatory attendance during the synchronous sessions will be assessed. Those who do not pass the practical section in the first sitting must take a practical exam in the second sitting, which will be weighted at the same percentage as the total of the practical sections (40%).

Note 4. The only assessment will consist of a theoretical and practical exam of the subject, both in the first and second sittings. The weighting of the theoretical section will be 60% and the practical section 40%.

Note 5. The partial grades achieved will be valid for one academic year, being necessary to obtain new grades in successive calls or subsequent academic years.

Note 6. Failure to comply with the rules and deadlines established for carrying out academic activities will invalidate the grade.

Note 7. The criteria for granting Honor Certificates   are subject to demonstrating levels of excellence in all competencies and learning outcomes.

Note 8. Regarding the use of artificial intelligence, the following citation and attribution criteria must be taken into consideration:

    - Any use of AI tools must be explicitly declared in the submitted document (for example, in a footnote or an appendix).

    - The name of the tool, the purpose of its use, and the part of the work in which it was used must be indicated.

    - Responsible use of AI will be assessed as part of the criteria for originality and academic honesty.

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.

M4   Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.

M5   Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.

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. M1	R1, R2, R3	24,00	0,96
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. M2	R2, R3	12,00	0,48
LABORATORY PRACTICES: Laboratory activities for obtaining, analyzing and interpreting samples. Learning of measurement techniques by means of instruments. Learning of safety measures. M2	R2, R3	6,00	0,24
SEMINARS. Monographic sessions with the participation of students, teachers and professionals. They focus on specific aspects related to the competencies of the module, subject or subject. They can be held in the classroom, in other academic environments or in other different ones. M1	R1, R2, R3	6,00	0,24
TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process M6	R1, R2, R3	3,00	0,12

	LEARNING OUTCOMES	HOURS	ECTS
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. M1	R1, R2, R3	9,00	0,36
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. M2	R1, R2, R3	30,00	1,20
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. M3	R2, R3	60,00	2,40
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Didactic Unit I	Definition, classification and symptoms associated with verbal fluency disorders.
Didactic Unit II	Evaluation process
Didactic Unit III	Intervention strategies and programs designing from a psychosocial. models, protocols, methods and strategies.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Didactic Unit I	7,00	14,00
Didactic Unit II	12,00	24,00
Didactic Unit III	11,00	22,00

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