



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1170403 **Name:** Practicum II: Professional skills and job readiness

**Credits:** 6,00 **ECTS** **Year:** 4 **Semester:**

**Module:** Practicum, professional skills and final degree project

**Subject Matter:** Practicum **Type:** Internship

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

**Department:** Speech Therapy

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

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

**Lecturer/-s:**

1174A      Miriam Zarzo Benlloch (Responsible Lecturer)

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## Module organization

### Practicum, professional skills and final degree project

Subject Matter	ECTS	Subject	ECTS	Year/semester
Practicum	36,00	Practicum I: Speech and language therapy Intervention	6,00	3/2
		Practicum II: Professional skills and job readiness	6,00	
		Practicum III: Preprofessional external practice	24,00	
Language	6,00	-Scientific English	6,00	1/2
Final Degree Project	12,00	Bachelor's Thesis	12,00	

## Prerequisites

Completion of 75% of the credits corresponding to the first three degree courses (approved minimum 150 ECTS)



## 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 relate the theoretical contents of the discipline with the clinical activity.
- R2 To know the processes and the personal responsibilities for the exercise of the pre-professional practices.
- R3 To recognize which technical, professional, and therapeutic skills are necessary for the practice of speech-language pathology.
- R4 To know the legal and deontological norms in the exercise of the professional activity and in the pre-professional practices.



## 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
SPECIFIC	Weighting			
	1	2	3	4
CE25 Understand the organization of educational, health and social institutions				X
CE29 To acquire practical training in individual, group, cooperative and mediation facilitator contexts				X
CE30 Knowing the performance and settings where practice is developed				X
CE32 Using information technology and communication				X
TRANSVERSAL	Weighting			
	1	2	3	4



CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations	X
CT3	Have the flexibility to work within teams integrated by other professionals belonging to the same field	X
CT4	Gain a commitment to ethics and deontology in their professional 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	100,00%	Qualifications given by supervising teachers and external tutors

### Observations

This course is not eligible for the single assessment system.

### ASSESSMENT TOOLS AND THEIR PARTIAL PERCENTAGES

- ASSIGNMENTS SUBMITTED: 80%
- ATTENDANCE WITH ACTIVE PARTICIPATION: 20%

\*\*ALL PARTS MUST BE PASSED FOR A POSITIVE ASSESSMENT

### Honours:

The Honours grade will be reserved for those students who demonstrate a level of excellence in all the competencies and learning outcomes established for the course.

### Criteria for citation and attribution in the use of artificial intelligence tools:

- Any use of artificial intelligence tools must be explicitly stated in the document submitted, either in a footnote or in an appendix.
- The name of the tool used, the purpose of its use (e.g. grammatical review, organisation of ideas, writing example) and where it was used in the work must be indicated.
- The responsible use of AI will form part of the assessment criteria linked to the originality and academic honesty of the work.



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	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
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M7	R1	12,00	0,48
SEMINAR. Supervised monographic sessions with shared participation M3	R1, R2, R3, R4	36,00	1,44
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. M1, M5, M6	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	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 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
<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	The practice of speech therapy
Part 2	Professional and student code of ethics in practice
Part 4	Types of centers
Part 5	SLP functions
Part 6	Associations profession

### Temporary organization of learning:

Block of content	Number of sessions	Hours
Part 1	6,00	12,00
Part 2	6,00	12,00
Part 4	6,00	12,00
Part 5	6,00	12,00
Part 6	6,00	12,00



## References

Virtual repository of the subject course.

Cervera-Mérida, J.F., Calabuig-Sanfeliu, B., y Ygual-Fernández, A. (2023). *Competencias y habilidades profesionales del logopeda*. Editorial Síntesis.

Monfort, M., y Juárez-Monfort, I. (2020). *Ser logopeda*. Editorial Entha.

Consejo General de Colegios de Logopetas. (s. f.). *Perfil profesional del logopeda*.

Recuperado el 1 de julio de 2025, de

<https://www.consejologopetas.es/perfil-profesional-del-logopeda>

Colegio Oficial de Logopetas de la Comunidad Valenciana. (s. f.). *Código Deontológico del Logopeda*. Recuperado el 1 de julio de 2025, de

<https://colegilogopetas-cv.org/colegio/codigo-deontologico>