Universidad
**Católica de
Valencia**
San Vicente Mártir

Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1172014 **Name:** Methods of language analysis applied to speech and language therapy

Credits: 6,00 **ECTS Year:** 2 **Semester:**

Module: Optatives

Subject Matter: Clinical Linguistics **Type:** Elective

Field of knowledge: Linguistics

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Optatives

Subject Matter	ECTS	Subject	ECTS	Year/semester
Audiology	18,00	Audiological assessment	6,00	This elective is not offered in the academic year 23/24
		Introduction to Audiology	6,00	This elective is not offered in the academic year 23/24
		Medical Audiology	6,00	This elective is not offered in the academic year 23/24
Neuropsychology	18,00	-Biology of human behavior	6,00	This elective is not offered in the academic year 23/24
		Clinical Neuropsychology	6,00	This elective is not offered in the academic year 23/24
		Psychogerontology	6,00	This elective is not offered in the academic year 23/24
Clinical Linguistics	18,00	Acoustic Phonetics	6,00	This elective is not offered in the academic year 23/24
		Bilingualism and speech and language therapy	6,00	This elective is not offered in the academic year 23/24

Clinical Linguistics		Methods of language analysis applied to speech and language therapy	6,00	
Work techniques	18,00	Documentation in health sciences	6,00	This elective is not offered in the academic year 23/24
		Methodologies of professional skills for communication I	6,00	
		Methodologies of professional skills for communication II	6,00	
Educational processes and contexts	18,00	Design and assessment of educational action plans	6,00	This elective is not offered in the academic year 23/24
		Didactics and educational innovation	6,00	This elective is not offered in the academic year 23/24
		Educational fundamentals and school organisation	6,00	This elective is not offered in the academic year 23/24
		Teaching-Learning Processes in the Classroom: Techniques and Tools	6,00	This elective is not offered in the academic year 23/24
Sign Language	18,00	Communication systems for the deafblind	6,00	This elective is not offered in the academic year 23/24
		Spanish Sign Language I	6,00	0/1

Sign Language		Spanish Sign Language II	6,00	This elective is not offered in the academic year 23/24
		Spanish Sign Language III	6,00	This elective is not offered in the academic year 23/24
Psychology	18,00	Clinical psychopathology and of health in children and adolescents	6,00	
		Psychopathology in adults	6,00	
		Psychopathology in children and adolescents	6,00	

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   Be able to use fundamental concepts of acoustics related to analysis of speech and voice

R2   Knowing how to analyze the segmental and suprasegmental elements of speech

R3   Be able to use basic hardware and software used in the acoustic analysis of speech

R4   Knowing how to apply different procedures to obtain language samples and carry out their transcription

R5   Knowing how to analyze language samples from different dimensions

R6   Knowing how to interpret data obtained in a linguistic analysis

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
CE3	Understand and integrate the linguistic foundations of Speech: Phonetics and phonology, morphosyntax, semantics, pragmatics, and sociolinguistics				x
CE26	To acquire practical knowledge for speech-language evaluation.				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	
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	

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations		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
R2, R4, R5, R6	50,00%	Written exam
R2, R4, R5, R6	40,00%	Practical work assignments assessment
R2, R4, R5, R6	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	R2, R4, R5, R6	18,00	0,72
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	R2, R4, R5, R6	18,00	0,72
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M6	R2, R4, R5, R6	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3, M4	R2, R4, R5, R6	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. M3, M4	R2, R4, R5, R6	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M8	R2, R4, R5, R6	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 M2, M3, M4	R2, R4, R5, R6	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 M1, M2	R2, R4, R5, R6	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
Analysis of speech samples focused on phonological disorders	Speech sampling procedure, registration, transcription and analysis. Obtaining parameters. Integration of complementary clinical measures in decision-making for speech therapy intervention in children with language development disorders.
Analysis of conversational, narrative and expository discourse in language disorders	Speech sample elicitation procedures. Use of transcription systems. Introduction to the SALT system. Analysis of conversational, narrative and expository discourse in language disorders
Acoustic analysis of language sounds	Acoustic properties of vowels sounds Acoustic properties of plosives sounds Acoustic properties of fricatives sounds Analysis with Praat

Temporary organization of learning:

Block of content	Number of sessions	Hours
Analysis of speech samples focused on phonological disorders	10,00	20,00
Analysis of conversational, narrative and expository discourse in language disorders	10,00	20,00
Acoustic analysis of language sounds	10,00	20,00

References

Bosch Galcerán, Laura (2004). Evaluación fonológica del habla infantil, Barcelona: Masson.

Gutiérrez-Clellen, V., & Simon-Cerejido, G. (2009). Using Language Sampling in Clinical Assessments with Bilingual Children: Challenges and Future Directions. Seminars in Speech and Language,30(4), 234–245.

Heilmann, J., Nockerts, A., & Miller, J. (2010). Language sampling: does the lenght of the transcript matter? Language, Speech, and Hearing Services in Schools, 41(4), 393-404.

Hualde, José Ignacio (2014). Los sonidos del español. Cambridge, Cambridge University Press

Kapantzoglou,M., Fergadiotis, G., & Restrepo, M.A. (2017). Language Sample Analysis and Elicitation Technique Effects in Bilingual Children With and Without Language Impairment. Journal of Speech, Language, and Hearing Research, 1–13.

Martínez Celdrán, E. & Fernández Planas, A. M. (2013). Manual de fonética española: articulaciones y sonidos del español (2.a ed.). Barcelona, Ariel.

Mediavilla, E. & Raventós, M. (2003). A-RE-HA Análisis del retraso del habla: protocolos para el análisis de la fonética y la fonología infantil. Barcelona: Edicions Universitat de Barcelona.

Miller, J.F., Andriacchi, K., & Nockerts, A. (2015). Assessing language production using SALT. A Clinician's Guide to Language Sample Analysis. SALT Software, LLC.

Nippold, M. (2014). Language sampling with adolescents. San Diego, Plural Publishing.

Owens, R.G. (2010). Language Disorders: A Functional Approach to Assessment and Intervention. New York, Pearson.

Pavelko, S., & Owens, R. (2017). Sampling utterances and gramatical analysis revised (SUGAR): New normative values for language sample analysis measures. Language, Speech and Hearing Services in Schools, 48(3), 197-215.

Shipley, K. G., & McAfee, J. G. (2016). Assessment in speech-language pathology: A resource manual (5th edition). Boston, MA, USA: Cengage Learning.

Timler, G. (2018). Using language sample analysis to assess pragmatic skills in school-age children and adolescents. Perspectives of the ASHA Special Interest Groups, 3(1), 23.

Watson, M. (2003). Phonological analysis practice: an electronic workbook. Austin, Texas: Pro-Ed.

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:

| X | Microsoft Teams |

| X | 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:

X	Microsoft Teams
X	Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

X	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: