



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1172015 **Name:** Methodologies of professional skills for communication I

**Credits:** 6,00 **ECTS Year:** 3, 4 **Semester:**

**Module:** Optatives

**Subject Matter:** Work techniques **Type:** Elective

**Field of knowledge:** Ciencias sociales

**Department:** -

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

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

**Lecturer/-s:**

117OP02 Elisa Vicedo Verdú (**Responsible Lecturer**)

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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 |   |

## Recommended knowledge

Not required.

## 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 Cite and describe different procedures and systems for recording information in speech therapy
- R2 Record speech therapy intervention sessions and document treatment appropriately
- R3 Write speech therapy reports for different purposes (evaluation, follow-up, referral...)



## 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):

| 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 |
| CG5      | Make decisions and being responsible for them  |           |   | X |   |
| SPECIFIC |  | Weighting |   |   |   |
|          |  | 1         | 2 | 3 | 4 |
| CE9      | To write a logopedical evaluation report.  |           |   |   | X |
| CE21     | Know how to design and write speech therapy reports  |           |   |   | 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 |
| CE44     | Explain and support the selected treatment   |           |   | 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

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

CT6 Adapt to new situations arising in their profession

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

40,00%

Written exam

40,00%

Practical work assignments assessment

20,00%

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<br>M1, M2  | R1, R2, R3        | 6,00         | 0,24        |
| 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, M3 | R1, R2, R3        | 30,00        | 1,20        |
| GROUP WORK EXHIBITION. Application of multidisciplinary knowledge<br>M1, M2  | R3                | 6,00         | 0,24        |
| SEMINAR. Supervised monographic sessions with shared participation<br>M2, M3, M4   | R1, R2, R3        | 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>M1, M2, M3, M4   | R1, R2, R3        | 9,00         | 0,36        |
| ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student<br>M1, M2  | R1, R2, R3        | 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>M1, M2                       | R1, R2, R3        | 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>M2 | R1, R2, R3        | 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  |
|--|---|
| 1. Main concepts related to obtaining and systematically recording information in in Speech-Language Pathology | <ul style="list-style-type: none"><li>1.1. Importance and implications of data documentation and register in Speech Language Pathology</li><li>1.2. Nature of the data</li><li>1.3. Principles in data selecting and compilation: validity, reliability, efficiency, concreteness, measurability, frequency</li><li>1.4. Data compilation in structured situations</li><li>1.5. Data compilation in natural environments</li><li>1.6. Clinical decision making: response to treatment, criteria to determine progress, significative clinical change, comparison of control data to generalization data</li></ul> |
| 2. Methods and systems employed to registering information   | <ul style="list-style-type: none"><li>2.1. Quantitative methods<ul style="list-style-type: none"><li>2.1.1. Event records</li><li>2.1.2. Length records</li><li>2.1.3. Intervals records</li></ul></li><li>2.2. Qualitative records<ul style="list-style-type: none"><li>2.2.1. Observational records</li><li>2.2.2. Video and audiorecording analysis</li></ul></li></ul>  |
| 3. Technical aspects and uses of language in documentation writing   | <ul style="list-style-type: none"><li>3.1. Linguistic characteristics of professional texts</li><li>3.2. Common errors in documentation writing</li></ul>   |
| 4. Writing diagnostic reports  | <ul style="list-style-type: none"><li>4.1. Structure and contents of speech language diagnostic reports in child population</li><li>4.2. Structure and contents of speech language reports in adult population</li></ul>  |
| 5. Treatment documentation   | <ul style="list-style-type: none"><li>5.1. Applying record systems to treatment documentation in clinical cases</li></ul>   |
| 6. Follow-up reports: documenting short and long-term progress   | <ul style="list-style-type: none"><li>6.1. Analysis of follow-up reports in clinical cases</li></ul>  |



## 7. Referral reports

### 7.1. Analysis of referral reports in clinical cases

## 8. Ethical issues in professional communication

### 8.1. Informed consent, confidentiality and protection of data

## Temporary organization of learning:

| Block of content   | Number of sessions | Hours |
|--|--------------------|-------|
| 1. Main concepts related to obtaining and systematically recording information in in Speech-Language Pathology | 3,00               | 6,00  |
| 2. Methods and systems employed to registering information   | 5,00               | 10,00 |
| 3. Technical aspects and uses of language in documentation writing   | 3,00               | 6,00  |
| 4. Writing diagnostic reports  | 5,00               | 10,00 |
| 5. Treatment documentation   | 4,00               | 8,00  |
| 6. Follow-up reports: documenting short and long-term progress   | 5,00               | 10,00 |
| 7. Referral reports  | 3,00               | 6,00  |
| 8. Ethical issues in professional communication  | 2,00               | 4,00  |



## References

- Burrus, E-, & Willis, L.B.. (2020). *Professional Communication in Speech-Language Pathology How to Write, Talk, and Act Like a Clinician A*. San Diego, Plural Publishing.
- Donaldson, N., McDermott, A., Hollands, K., Copley, J., & Davidson, B. (2004). Clinical reporting by occupational therapists and speech pathologists: Therapists' intentions and parental satisfaction. *Advances in Speech–Language Pathology*, 6, 1, 23 – 38.
- Goldfarb, R., & Serpanos, Y.C. (2020). *Professional writing in Speech-Language Pathology and Audiology*. San Diego, Plural Publishing.
- Mendizábal de la Cruz, N., Santiago, R.B., Jimeno, N., García Atarés, N., & Díaz-Emparanza, M. E. (2013). *Guía práctica para la elaboración de informes logopédicos*. Madrid, Médica-Panamericana.
- Roth, F.P. & Worthington, C.K. (2005). *Treatment Resource Manual for Speech-Language Pathology*. Clifton Park, NY, Thomson Delmar Learning.
- Stein-Rubin, C. & Schaeffer, N. (2018). The basics of diagnostic report writing. En C. Stein Rubin & R. Fabus (2018). *Clinical assessment & Professional Report Writing in Speech-Language Pathology*. Stony Brook, New York, SLACK Inc.
- Sutherland, B. (2006). Clinical documentation in Speech-Language Pathology. Essential Information for successful Practice. *The ASHA Leader*.  
<https://doi.org/10.1044/leader.FTR3.11122006.8>
- Watts Pappas, N. (2010). Clinical report writing for paediatric clients: A tutorial. *ACQ'V*, 12, 2, 63-69.



## 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: