



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292046 **Name:** -Speech and Voice Disorders

Credits: 6,00 **ECTS** **Year:** The course is not offered this academic year **Semester:**

Module: OPTIONAL ITINERARY 5: DIAGNOSIS AND TREATMENT OF LANGUAGE DISORDERS

Subject Matter: DIAGNOSIS AND TREATMENT OF LANGUAGE DISORDERS **Type:** Elective

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught:

Lecturer/-s:



Module organization

OPTIONAL ITINERARY 5: DIAGNOSIS AND TREATMENT OF LANGUAGE

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|--|--------|--|------|--|
| DIAGNOSIS AND TREATMENT OF LANGUAGE DISORDERS | 114,00 | Acquisition and Development of Language | 6,00 | This elective is not offered in the academic year 23/24 |
| | | -Affective Linkages in the Life Cycle | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Anthropology of the Person and Health | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Assessment of Language, Speech and Voice | 6,00 | |
| | | Basic Social and Emotional Skills for Professional Practice of Psychology | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Development of Cognitive Skills | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Education for Interculturality | 6,00 | This elective is not offered in the academic year 23/24 |
| | | Educational Intervention for Students with Special Educational Needs | 6,00 | This elective is not offered in the academic year 23/24 |



DIAGNOSIS AND TREATMENT OF LANGUAGE DISORDERS

| | | |
|--|------|---|
| History and Philosophy of the Family | 6,00 | This elective is not offered in the academic year 23/24 |
| -Language and Hearing Disorders | 6,00 | This elective is not offered in the academic year 23/24 |
| Linguistic Analysis of Language Disorders | 6,00 | This elective is not offered in the academic year 23/24 |
| Preventive Intervention and Early Stimulation | 6,00 | This elective is not offered in the academic year 23/24 |
| -Psychology of Religion | 6,00 | This elective is not offered in the academic year 23/24 |
| Psychology, and Information and Communication Technologies (ITC) | 6,00 | This elective is not offered in the academic year 23/24 |
| -Qualitative Research Methodology | 6,00 | This elective is not offered in the academic year 23/24 |
| Scientific English II | 6,00 | This elective is not offered in the academic year 23/24 |
| -Speech and Voice Disorders | 6,00 | This elective is not offered in the academic year 23/24 |



DIAGNOSIS AND
TREATMENT OF
LANGUAGE
DISORDERS

Strategies and Tools for
Effective Learning

6,00

This elective is not
offered in the
academic year
23/24

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 Knowing the concepts, theories and models of psychology in the area of language disorders.
- R2 Being able to design psychological intervention plans that are adequate for language disorders.
- R3 Knowing and acquiring the necessary skills for the correct management of the therapeutic relationship.



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 |
| CE4 | Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes . | | | X | |
| CE5 | Identifying differences, problems and needs. | | | X | |
| CE6 | Diagnosing following professional principles. | | | X | |
| CE8 | Identifying group and inter-group problems and needs. | | X | | |
| CE15 | Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support). | | X | | |
| CE16 | Choosing adequate psychological intervention techniques. | | | X | |
| CE23 | Analyzing and collecting important data for intervention assessments. | | | | X |
| CE25 | To be able to measure and to collect relevant data for the evaluation of the interventions | | | X | |
| CE27 | Knowing and adapting to the psychology code of ethics. | X | | | |
| CE28 | To know the functions, characteristics and limitations of the different theoretical models of Psychology. | X | | | |
| TRANSVERSAL | | Weighting | | | |
| | | 1 | 2 | 3 | 4 |
| CT2 | Capacity to organize and plan. | | | X | |
| CT3 | Mastering Spanish oral and written communication. | | | | X |



| | | | | |
|------|--|---|---|---|
| CT7 | Problem solving. | x | | |
| CT9 | Capacity to work in team. | | | x |
| CT12 | Interpersonal skills. | x | | |
| CT13 | Understanding multicultural and diverse environment. | x | | |
| CT16 | Capacity to develop and update competences, skills and knowledge following professional standards. | | | x |
| CT25 | Self-criticism ability: being able to critically assess one's performance. | | | x |
| CT36 | Being able to collect information using different kinds of sources. | | x | |
| CT37 | Being able to collect information from other people. | | | x |



Assessment system for the acquisition of competencies and grading system

In-class teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| | 60,00% | Oral and/or written tests employed in initial, training and/or summative student assessment. |
| | 20,00% | Presentation of practical activities. |
| | 10,00% | Oral presentation of assignments. |
| | 10,00% | Group assignments. |

Observations

Online teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| | 70,00% | Final evaluation consisting of essay questions and hypothetical scenarios. |
| | 5,00% | Submitted tasks |
| | 5,00% | Periodical assessment through questionnaires |
| | 20,00% | Attendance and participation in synchronic communication activities. |

Observations



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.



- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

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 | 40,00 | 1,60 |
| 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 | 14,00 | 0,56 |
| 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, M6 | R1, R2, R3 | 4,00 | 0,16 |
| ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M1 | R1, R2 | 2,00 | 0,08 |
| 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 | R1, R2, R3 | 10,00 | 0,40 |
| 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. M3 | R1, R2, R3 | 80,00 | 3,20 |
| TOTAL | | 90,00 | 3,60 |

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|-------------------|--------------|-------------|
| Virtual session (distance learning) M11, M13 | R1, R2, R3 | 40,00 | 1,60 |
| Virtual practical session (distance learning) M17, M19 | R2, R3 | 14,00 | 0,56 |
| In-person or virtual assessment (distance learning) M11, M12 | R1, R2, R3 | 2,00 | 0,08 |
| Individual tutoring sessions (distance learning) M18 | R1, R2, R3 | 4,00 | 0,16 |
| TOTAL | | 60,00 | 2,40 |



ASYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|-------------------|--------------|-------------|
| Individual work activities (distance learning) M15 | R1, R2, R3 | 80,00 | 3,20 |
| Teamwork (distance learning) M17 | R1, R2, R3 | 10,00 | 0,40 |
| TOTAL | | 90,00 | 3,60 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|---------------------|--|
| Part 1:INTRODUCTION | <p>Topic 1: Explanatory models for the classification of language disorders Classification models of language pathologies. Medical model, behavioral models: linguistic model and psycholinguistic model. Model based on communication theory. Neuropsychological model. Topic 2: Basic concepts and terminology in Language Pathology Basic dichotomies used in the classification of language disorders. Organic disorders versus functional disorders. Production disorders versus reception disorders. Speech disorders versus speech and language disorders. Language deviation versus language delay. Peripheral disorders versus central disorders. Evolutionary factor: disorders of language acquisition versus disorders after language acquisition. Scope of the disorder: reduced / broad; communicative / formal commitment; form, content and use. Topic 3: Semiology of language disorders Semiology concept in language disorders. Communication deficit: primary and secondary deficit. Semiology in language disorders: gnostic deficit; linguistic comprehension difficulties (literal understanding versus pragmatic understanding of the speaker); grammatism; anomie and dysnomia. Prosody Disorders. Semiology of speech disorders. Praxic deficit. Phonological deficit. Fluidity disorders. Topic 4: Classifications of language disorders Classification based on the information processing model. Classification based on the neuro-psycho-linguistic model. Field of competence of speech therapy</p> |



Part 2: DEFICIT IN THE BASIC INSTRUMENTS FOR THE RECEPTION OF THE LANGUAGE

PART3: NON-SPECIFIC LANGUAGE DISORDERS

Part4: NON-SPECIFICS LANGUAGE DISORDERS

Unit 5: Phonetic disorders and phonological disorders. Concept. Differential criteria Simple dyslalia. Description and characteristics. Etiology. Scope of the disorder. Factors involved. Relationship with other disorders and learning difficulties. Dyslalia as a symptom or as a specific pathology. Other denominations. Phonological dyslalia. Description and characteristics. Etiology. Scope of the disorder. Factors involved. Relationship with other disorders and learning difficulties. Relationship with the learning of reading and writing. Topic 6: Specific language disorder Concept. Description and characteristics. Etiology. Historical evolution of the concept. The problem of the "discontinuity hypothesis": language delay versus dysphasia. Classification and subtypes. Factors involved. Relationship with other disorders and learning difficulties. Differential diagnosis

Topic 7: Hearing loss Hearing loss and deafness: types and degrees. Congenital and acquired hearing loss Etiology. Medical diagnosis of deafness. Language acquisition in deaf children. The cognitive development of deaf children. Difficulties in school learning. Presbycusis

Topic 8: Language delay and mental deficiency Language acquisition with mental deficiency. Syndromic differences and differential patterns of language pathology. Relationship with language acquisition and learning processes. Topic 9: Communication disorders associated with cerebral palsy Childhood cerebral palsy concept. Types. Linguistic levels affected. Relationship with language acquisition and learning processes. Topic 10: Communication disorders associated with generalized developmental disorders Autism and language acquisition. The specificity of the linguistic picture of autism. Pragmatic communication disorders in high-level autistics. Topic 11: Language delay associated with attention deficit Language acquisition with attention deficit. Linguistic levels affected. Relationship with learning processes



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|--|--------------------|-------|
| Part 1:INTRODUCTION | 10,00 | 20,00 |
| Part 2: DEFICIT IN THE BASIC INSTRUMENTS FOR THE RECEPTION OF THE LANGUAGE | 7,00 | 14,00 |
| PART3: NON-SPECIFIC LANGUAGE DISORDERS | 3,00 | 6,00 |
| Part4: NON-SPECIFICS LANGUAGE DISORDERS | 10,00 | 20,00 |



References

1. Aguilar-Mediavilla, E., & Igualada, A. (2019a). Dificultades del lenguaje en los trastornos del desarrollo (Vol II): Síndromes genéticos y del espectro autista. Editorial UOC.
2. Aguilar-Mediavilla, E., & Igualada, A. (2019b). Dificultades del lenguaje en los trastornos del desarrollo (Vol III): Factores de riesgo y dificultades comórbidas. Editorial UOC.
3. Crystal, D., & Varley, R. (2013). Introduction to language pathology. John Wiley & Sons.
4. Cummings, L. (2018). Speech and language therapy: A primer. Cambridge University Press.
5. Damico, J. S., & Ball, M. J. (2019). The SAGE Encyclopedia of Human Communication Sciences and Disorders. SAGE Publications.
6. Kent, R. D. (Ed.). (2004). The MIT encyclopedia of communication disorders. MIT Press.
7. Paul, R., & Simmons, E. S. (2021). Introduction to clinical methods in communication disorders.
8. Puyuelo, M., & Rondal, J.-A. (2003). Manual de desarrollo y alteraciones del lenguaje: Aspectos evolutivos y patología en el niño y el adulto. Masson.
9. Alcántud, F. (coord.). (2013). Trastornos del espectro autista. Detección, diagnóstico e intervención temprana. Madrid: Pirámide.
10. Bekley, S. y Bird, G. (2005). Habla, lenguaje y comunicación en alumnos con Síndrome de Down. Recursos para padres y profesores. Madrid: Cepe.
11. Miller, J.F., Leavitt, L.A. & Leddy, M. (2000). Síndrome de Down: comunicación, lenguaje, habla. Barcelona: Masson.
12. Rodríguez Santos, F. (2016). Guía de intervención logopédica en los Trastornos del Espectro del Autismo. Madrid: Síntesis.
13. Garayzábal, E., Lázaro, M., & Moraleda, E. (2018). Guía de intervención logopédica en el síndrome de Down. Madrid: Síntesis.
14. Estébanez, A. (2018). Guía de intervención logopédica en la parálisis cerebral. Madrid: Editorial Síntesis.



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:



ONLINE 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: