



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 24/25
		-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 24/25
		Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 24/25
		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 24/25
		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 24/25
		Education for Interculturality	6,00	This elective is not offered in the academic year 24/25
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 24/25



DIAGNOSIS AND TREATMENT OF LANGUAGE DISORDERS

History and Philosophy of the Family	6,00	This elective is not offered in the academic year 24/25
-Language and Hearing Disorders	6,00	This elective is not offered in the academic year 24/25
Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 24/25
Preventive Intervention and Early Stimulation	6,00	
-Psychology of Religion	6,00	This elective is not offered in the academic year 24/25
Psychology, and Information and Communication Technologies (ITC)	6,00	This elective is not offered in the academic year 24/25
-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 24/25
Scientific English II	6,00	This elective is not offered in the academic year 24/25
-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 24/25
Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 24/25



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



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 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.