



## Information about the subject

**Degree:** Official Master's Degree in Specialised Speech and Language Therapy Intervention

**Faculty:** Faculty of Psychology

**Code:** 1840001 **Name:** Speech and Language Therapy Intervention in Acquired Brain Damage

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** Speech and Language Therapy in Acquired Brain Damage

**Subject Matter:** Speech Therapy Intervention in Acquired Brain Damage Clinic **Type:** Compulsory

**Department:**

**Type of learning:** Blended

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

### Lecturer/-s:

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## Module organization

### Speech and Language Therapy in Adquired Brain Damage

Subject Matter	ECTS	Subject	ECTS	Year/semester
Speech Therapy Intervention in Acquired Brain Damage Clinic	6,00	Speech and Language Therapy Intervention in Acquired Brain Damage	6,00	1/1

## Recommended knowledge

No prerequisites, except those set by the general regulations for access to official master's degree studies (general and specific for the Master itself)

## 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 Know how to assess, design and carry out speech therapy treatment in acquired brain damage.
- R2 Know how to write reports detailing the results of evaluation and follow-up in acquired brain damage.



## 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
CB6	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.		X		
CB7	Students are able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.		X		
CB8	Students are able to integrate knowledge and deal with the complexity of making judgements based on information which, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.			X	
CB9	Students know how to communicate their findings - and the ultimate knowledge and reasons behind them - to specialist and non-specialist audiences in a clear and unambiguous way.			X	
CB10	Possess the learning skills to enable them to continue studying in a largely self-directed or autonomous manner.		X		
GENERAL		Weighting			
		1	2	3	4
G1	Make decisions and take responsibilities.		X		
G2	Search, evaluate, organize and manage information systems.			X	
SPECIFIC		Weighting			
		1	2	3	4



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intervention in communication disorders as well as to measure their effectiveness in scientific reports					
to use scientific evidence to select the communication systems and technical aids in each case, to measure their effectiveness and communicate the results.					
	Weighting				
	1	2	3	4	
work within teams made up of other professionals in the field.		X			
plans by adequately managing time, resources available.			X		
appropriate form for the publication of scientific, technical or clinical results in the area of speech therapy			X		

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Weighting				
	1	2	3	4
work within teams made up of other professionals in the field.		X		
plans by adequately managing time, resources available.			X	
appropriate form for the publication of scientific, technical or clinical results in the area of speech therapy			X	



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2	10,00%	Attendance and participation of in-person formative activities
R1, R2	30,00%	Practical work assignments assessment
R1, R2	60,00%	Written exam

### Observations

## Learning activities

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

M1	Theoretical class
M2	Practical lesson
M3	Seminar
M4	Group work exhibition
M5	Tutorships



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORETICAL CLASS (face-to-face or online). Presentation of contents by the teacher. Analysis of competences. Explanation and instruction in the skills derived from the competences. M1	R1, R2	9,00	0,36
PRACTICAL CLASS IN PERSON. Group work sessions supervised by the teacher. Observation and participation in assessment sessions and speech therapy intervention in real contexts. Analysis and discussion of clinical cases. M2	R1, R2	9,00	0,36
SEMINARS (face-to-face or online). Monographic sessions with the participation of students, teachers and professionals, focusing on specific aspects related to the competences of the module. M1	R1, R2	3,00	0,12
EXHIBITION OF INDIVIDUAL OR GROUP WORK. Written, oral or multimedia presentations on the results of the theoretical and practical study of the contents. M4	R1, R2	3,00	0,12
TUTORIALS (face-to-face or online). Small group or personalised attention, for instruction and guidance by the teacher, with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, reports, etc. M5	R1, R2	4,50	0,18
EVALUATION TESTS. A set of oral and/or written tests used in the initial, formative or summative evaluation of the student. M1, M2	R1, R2	1,50	0,06



<b>TOTAL</b>		<b>30,00</b>	<b>1,20</b>
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## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
AUTONOMOUS WORK OF THE STUDENT. Student's personal study. Individual preparation of readings, essays, problem-solving, seminar material, assignments, reports, etc. to be presented or handed in at classes, to complete their training activity and to prepare their assessment tests. M1, M2	R1, R2	96,00	3,84
GROUP WORK WITHOUT TEACHER SUPERVISION. Group work on readings, essays, problem-solving, seminar material, assignments, reports, etc. to be presented in class, to complete their training activity and prepare their assessment tests. M1, M2	R1, R2	24,00	0,96
<b>TOTAL</b>		<b>120,00</b>	<b>4,80</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Unit 1	Introduction to Brain Injury. Basic Neuronanatomy. Prevalent etiologies.
Unit 2	Update on speech therapy treatment for neurological dysphagia
Unit 3	Update on speech therapy treatment for aphasic disorders
Unit 4	Update on speech therapy treatment for dysarthric disorders
Unit 5	Update on degenerative neurological pathology (dementias) in relation to semiology in communication, language and speech
Unit 6	Child brain damage





## Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1	2,00	4,00
Unit 2	3,00	6,00
Unit 3	3,00	6,00
Unit 4	3,00	6,00
Unit 5	2,00	4,00
Unit 6	2,00	4,00



## References

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2. Bhatnagar, S. C. (2013). Neuroscience for the study of communicative disorders. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
3. Chapey, R. (2008). Language intervention strategies in aphasia and related neurogenic communication disorders. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
4. Crossman, A.R. y Neary, D. (2007). Neuroanatomía. Texto y atlas en color. Barcelona: Masson.
5. Cuetos Vaga, F. (2012). Neurociencia del lenguaje. Madrid: Panamericana.
6. Daniels, S. K. y Huckabee, M.L. (2013). Dysphagia following stroke. United Kingdom, Plymouth: Plural Publishing.
7. Diéguez-Vide, F. y Peña-Casanova, J. (2012). Cerebro y lenguaje. Sintomatología Neurolingüística. Madrid: Panamericana.
8. Duffy, J. R. (2013). Motor Speech Disorders: substrates, differential diagnosis, and management. St. Louis: Elsevier Mosby.
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1. Esteban, R. y Molina, J. (2016). Trastornos de la deglución en Daño Cerebral Adquirido. Madrid: Letras de autor.
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11. McNeil, M.R. (2008). Clinical Management of Sensorimotor Speech Disorders. Second Edition, Thieme.
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16. Papathanasiou, I., Coppens, P. y Potagas, C. (2013). Aphasia and related neurogenic communication disorders. Burlington, MA: Jones & Bartlett Learning.

17. Yorkston, K. M. (2010). Management of motor speech disorders in children and adults. Austin, Tex.: 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:

☒ 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: