



Information about the subject

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

Faculty: Faculty of Psychology

Code: 1840005 **Name:** Clinicum

Credits: 12,00 **ECTS Year:** 1 **Semester:** 2

Module: Clinicum, professional skills and final master project

Subject Matter: Clinic **Type:** Internship

Department:

Type of learning: Blended

Languages in which it is taught: Spanish

Lecturer/-s:

LOGOP Maria Celia Gomez Uribes (**Responsible Lecturer**)

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Module organization

Clinicum, professional skills and final master project

Subject Matter	ECTS	Subject	ECTS	Year/semester
Clinic	12,00	Clinicum	12,00	1/2
End of Master's work	6,00	Master's Thesis	6,00	1/2

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 Apply the most appropriate assessment procedures and speech therapy intervention techniques according to the pathology and difficulty profile of the patient.
- R2 Design treatment and rehabilitation plans for language, speech and voice disorders.
- R3 Assume, under supervision, assessment and speech therapy intervention tasks, taking into account the limits of their actions and professional ethics and deontology.
- R4 Cooperate with other professionals involved in the treatment of patients with voice, communication and language disorders.



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
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
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
E6	Have a critical attitude and apply scientific methodology for the selection, development, and implementation of instruments and methods for the exploration, evaluation, and diagnosis of human communication disorders.				X



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TRANSVERSAL		Weighting			
		1	2	3	4
T3	Have the flexibility to work within teams made up of other professionals from the same field.		X		
T4	Plan and execute action plans by adequately managing time, material and professional resources available.			X	
T5	Know and use the appropriate form for the publication of scientific, clinical, or research papers in the area of speech therapy knowledge.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Presentation before the Committee and public exposition of the trainee's report
	30,00%	Qualifications given by supervising teachers and external tutors

Observations

CRITERIA TO AWARD THE MENTION OF DISTINCTION:

Better results from 9.5 in the final grade, and show levels of excellence in practical activities, as well as in attendance and active participation in class.

According to the general normative, only one Distinction may be granted to a student in a course of 20 students, not on the grounds of a fraction of 20, unless the number of students enrolled is under 20 in which case only one Distinction may be granted.

OTHER RELEVANT ASPECTS ABOUT ASSESSMENT:

In order to pass the course, the student must pass the different evaluation systems separately (attendance and active participation, group work and written tests).

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 Theoretical class

M2 Practical lesson

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	6,00	0,24
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	200,00	8,00
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, R3	6,00	0,24
EVALUATION TESTS. A set of oral and/or written tests used in the initial, formative or summative evaluation of the student. M2	R1, R2, R3	3,00	0,12
TOTAL		215,00	8,60



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
	R1, R2, R3	85,00	3,40
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. M2			
TOTAL		85,00	3,40

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Planning of one or more speech-language therapy programmes.	-
2. Communication of the results through reports or scientific communications.	-



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Planning of one or more speech-language therapy programmes.	20,00	40,00
2. Communication of the results through reports or scientific communications.	8,00	16,00

References

1. Atienza, F. (1993). El estudio experimental del caso único. Valencia: NAU Llibres.
2. Dollaghan, C. (2007). The handbook for evidence-based practice in communication disorders. New York, Brookes Publishing Co.
3. Dwight, D. (2005). Here's how to do therapy hands-on core skills in speech-language pathology. San Diego, Plural Publishing.
4. Galve Manzano, J. L. (2008). Evaluación e intervención psicopedagógica en contextos educativos: estudio de casos. problemática asociada con dificultades de aprendizaje. Madrid: Eos.
5. Guinchat, C., & Menou, M. (1992). Introducción general a las ciencias y técnicas de la información y documentación. Madrid: CINDOC.
6. Hall, N. (2018). Clinical observation in communication sciences and disorders. San Diego: Plural Publishing.
7. Hedge, M. & Davis, D. (2005). Clinical Methods and Practicum in Speech Language Pathology. Delmer Cengage Learning.
8. Kamhi, a. (2007). Clinical decision making in developmental language disorders. New York, Brookes Publishing Co.
9. Mendizábal de la Cruz, N. (2013). Guía práctica para la elaboración de informes logopédicos. Buenos Aires: Editorial Medica Panamericana.
10. Paul, R. & Casella, D. (Ed.). (2007). Introduction to clinical methods in communication disorders. New York, Brookes Publishing Co.
11. Roth, F. & Worthington, C. (2011). Treatment Resource Manual for SpeechLanguage Pathology. Delmer Cengage Learning.
12. Stake, R. E. (1998). Investigación con estudio de casos. Madrid: Morata.
13. Wassermann, S. (1994). El estudio de casos como método de enseñanza. Buenos Aires: Amorrortu.