



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**)

mc.gomez@ucv.es

Miriam Zarzo Benlloch

miriam.zarzo@ucv.es

Nerea Gascon Herranz

nerea.gascon@ucv.es



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

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 Speech Language 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.



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: