



Information about the subject

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

Faculty: Faculty of Psychology

Code: 1840007 **Name:** Language Pathologies, Communication and Functions Associated with the Early Years of Child Development

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

Module: Speech Therapy in Early Intervention

Subject Matter: Speech Therapy in Early Care **Type:** Elective

Department:

Type of learning: Blended

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Speech Therapy in Early Intervention

Subject Matter	ECTS	Subject	ECTS	Year/semester
Speech Therapy in Early Care	18,00	Intervention in Communication Difficulties, Language and Functions Associated with Early Care I	6,00	1/1
		Intervention in Communication Difficulties, Language and Functions Associated with Early Care II	6,00	1/1
		Language Pathologies, Communication and Functions Associated with the Early Years of Child Development	6,00	1/1

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 the development of communication and language in the population usually attended in early care (ECC).
- R2 Know how to assess and intervene in communication difficulties, language and associated functions in the field of TA.
- R3 Advise and support the family in stimulating language and communication development in early childhood onset disorders.
- R4 Know how to cooperate with other professionals involved in the comprehensive care of the population served by TA.



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



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
E7	Students prove to be able to select or design treatments for human communication disorders based on scientific evidence and to argue the selection criteria based on variables focused on the individual or the environment.				X
E9	Analyse interdisciplinary information to integrate it into the framework of global treatments for people with communication disabilities.			X	
E11	Students prove to be able to argue and explain the selection of appropriate treatments for intervention in communication disorders in Early Care, as well as to determine the effectiveness of those treatments through objective methods in patients and populations and to present results with scientific reports.				X
E15	Students prove to be able to use scientific evidence to select the most appropriate communication systems and technical aids in each case, as well as to measure their effectiveness and communicate the results in scientific reports.		X		

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
R1, R2, R3, R4	10,00%	Attendance and participation of in-person formative activities
R1, R2, R3, R4	30,00%	Practical work assignments assessment
R1, R2, R3, R4	60,00%	Written exam

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, virtual learning tasks).

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
- 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, R3	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, R3	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. M3	R1, R2, R3	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, R3	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. M1, M2	R1, R2, R3	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, R3	1,50	0,06



TOTAL	30,00	1,20
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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, R3	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. M2	R1, R2, R3	24,00	0,96
TOTAL		120,00	4,80



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1.Bases of early childhood care. Models of early childhood care. Scientific evidence about intervention in language and communication in the first years of development.	-
2. Update of the foundations of neurodevelopment.	-
3. Evidence of treatments regarding semiology of communication disorders in hearing impairments.	-
4. Evidence of treatments regarding semiology of communication disorders in motor disabilities.	-
5. Evidence of treatments regarding the semiology of communication disorders in cognitive disabilities.	-



Temporary organization of learning:

Block of content	Number of sessions	Hours
1.Bases of early childhood care. Models of early childhood care. Scientific evidence about intervention in language and communication in the first years of development.	3,00	6,00
2. Update of the foundations of neurodevelopment.	3,00	6,00
3. Evidence of treatments regarding semiology of communication disorders in hearing impairments.	3,00	6,00
4. Evidence of treatments regarding semiology of communication disorders in motor disabilities.	3,00	6,00
5. Evidence of treatments regarding the semiology of communication disorders in cognitive disabilities.	3,00	6,00



References

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- Chen, D. (2008). Early intervention in action. Baltimore: Brookes Publishing.
- Cole, E. (2010). Children with hearing loss. San Diego: Plural Publishing.
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- Howlin, P. & Udwin, O. (Eds.). (2002). Outcomes in neurodevelopmental and genetic disorders. Cambridge: Cambridge University Press.
- Meisels, S.J. & Shonkoff, J.P. (eds.) (1990). Handbook of Early Childhood Intervention. New York: Cambridge University Press.
- Nittrouer, S. (2009). Early development of children with hearing loss. San Diego: Plural Publishing.
- Paul, R., Norbury, C., & Gosse, C. (2018). Language disorders from infancy through adolescence. St. Louis, Missouri: Elsevier.
- Puyuelo, M., Pío, P., Coronas, M., Latorre, C., & Fuentes, S. (2017). La parálisis cerebral. Diagnóstico e intervención logopédica. Madrid: EOS.
- Raver, S., Childress, D. (2015). Family-centered early intervention. Baltimore, USA: Paul H. Brookes Publish Co.
- Roberts, J., Chapman, R. & Warren, S. (2008). Speech and language development and intervention in Down Syndrome and Fragile X Syndrome. Baltimore: Brookes Publishing.
- Shprintzen, R.J. (1999). Syndrome identification for speech-language pathologists. New York: Singular Publishing.