



Information about the subject

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

Faculty: Faculty of Psychology

Code: 1840008 **Name:** Intervention in Communication Difficulties, Language and Functions

Associated with Early Care I

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:



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

Recommended knowledge

None



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

Observations

No existen

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, R4	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, R4	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	R4	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	R4	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, 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	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	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. M1	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
Topic 1	Intervention models in early attention
Topic 2	Early detection and prevention of language and communication disorders. Assessment process of language and communication in early attention: developmental scales, standardized tests, questionnaires, qualitative analysis of communicative interaction in natural environments.
Topic 3	Speech, language and communication assessment in motor developmental disorders (Child Cerebral Palsy). Scientific evidence in speech, language and communication treatment in child cerebral palsy.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Topic 1	2,00	4,00
Topic 2	8,00	16,00
Topic 3	5,00	10,00



References

- ASHA. (2008). Roles and Responsibilities of Speech-Language Pathologists in Early Intervention: Position Statement. Disponible en <http://www.asha.org/policy/PS2008-00291/>.
- ASHA (2008). Roles and Responsibilities of Speech-Language Pathologists in Early Intervention: Technical Report. Disponible en <http://www.asha.org/policy/TR2008-00290/>
- ASHA (2008). Roles and Responsibilities of Speech-Language Pathologists in Early Intervention: Guidelines. Disponible en <http://www.asha.org/policy/GL2008-00293/>
- ASHA (2008). Core Knowledge and Skills in Early Intervention Speech-Language Pathology Practice. Disponible en <http://www.asha.org/policy/KS2008-00292/>
- Escorcía Mora, C. & Rodríguez, L. (2019) *Prácticas de Atención Temprana Centradas en la Familia y en Entornos Naturales*. Editorial UNED. ISSN 978-84-362-7548-3
- Escorcía Mora, C.T., Rodríguez, L y García Sánchez, F.A. (2023) *Guía de intervención logopédica en Atención Temprana Centrada en la Familia*. Editorial Síntesis.
- Lewis, K. (2011). *Here's how to do early intervention for speech and language*. San Diego: Plural Publishing.
- McCauley, R.J. & Fey, M.E. (2006). *Treatment of language disorders in children*. Baltimore: Paul H. Brookes Publishing Co.
- Paul, R. & Norbury, C. (2001). *Language disorders from infancy through adolescence*. Missouri: Elsevier, Mosby.
- Weitzner, B. (2004). *Communication assessment and intervention with infants and toddlers*. Burlington: Butterworth-Heinemann.
- Pennington L, Goldbart J. & Marshall, J. (2011). Speech and language therapy to improve the communication skills of children with cerebral palsy. *Cochrane Database of Systematic Reviews* 2003, Issue 3. Art.No.: CD003466. DOI: 10.1002/14651858.CD003466.pub2.



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: