



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170102 **Name:** Language Pathologies I

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

Module: Impairments, disorders and speech and language intervention

Subject Matter: Language pathology **Type:** Compulsory

Field of knowledge: Speech and Language Therapy

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Impairments, disorders and speech and language intervention

Subject Matter	ECTS	Subject	ECTS	Year/semester
Language pathology	18,00	Language Pathologies I	6,00	1/1
		Language Pathologies II	6,00	1/2
		Learning difficulties	6,00	2/2
Deficit in the basic tools for the reception and production of language	24,00	Speech and language intervention in diglossias and dysarthrias	6,00	3/1
		Speech and language intervention in hearing deficiencies	6,00	3/2
		Speech and language intervention in voice disorders	6,00	3/1
		Speech and language therapy in speech disorders and nonverbal oral functions	6,00	3/1
Neuro-psycho-linguistic disorders	18,00	Speech and language intervention in aphasia and related disorders	6,00	3/2
		Speech and language intervention in autism spectrum disorders and in mental deficiency	6,00	3/2



Neuro-psycho-linguistic disorders		Speech and language intervention in specific disorders of language development	6,00	2/2
Fluency Disorders	6,00	Speech and language intervention in dysphemia and other disorders with psychosocial implications	6,00	3/1
Alternative Communication	6,00	Alternative Communication	6,00	3/2

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 To know descriptive models of human communication disorders.
- R2 To know the criteria and classification systems of human communication disorders specific to the discipline and auxiliary sciences.
- R3 To describe the communicative behavior of people with language, speech, voice, and nonverbal oral functions disorders using specialized terminology,
- R4 To identify the signs and symptoms of the pathologies in professional reports or descriptions and in language or speech samples.
- R5 To know the characteristics, measures or basic tools that allow to establish basic criteria of differential diagnosis of the treated pathologies.



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):

SPECIFIC	Weighting			
	1	2	3	4
CE11 Know the classification, terminology and description of communication disorders, language, speech, and voice, in addition to hearing and nonverbal oral functions				X
CE12 To know, recognize and discriminate between the variety of alterations: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.				X
CE24 To know the concept of speech therapy, its purpose and method; the profession of speech therapist; the history of speech therapy; the deontology and the relevant legislation for the professional practice.		X		
CE25 Understand the organization of educational, health and social institutions		X		
CE34 Design, implement and evaluate actions to prevent communication and language disorders	X			
CE37 Master the terminology that allows one to interact effectively with other professionals			X	
CE42 Understand and appreciate the scientific underpinning in the professional development of speech therapy			X	



CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary		X		
CE48	Being familiar with communication disorders, language, speech, hearing, speech and nonverbal oral functions				X
CE50	Understand and critically evaluate the terminology and specific methodologies used in speech therapy research			X	
CE54	Manage communication technologies and information	X			

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations		X		
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations				X
CT6	Adapt to new situations arising in their profession			X	
CT7	Having an open and flexible attitude to lifelong learning				X
CT8	Know and use of technical advances in the exercise of their profession				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	Written exam
R1, R2, R3, R4	30,00%	Practical work assignments assessment
R1, R2, R3, R4	10,00%	Attendance and participation of in-person formative activities

Observations

Observations THE GRANTING OF HONOR REGISTRATION COULD BE EFFECTIVE UNDER ATTITUDINAL CONSIDERATION AND MONITORING OF EXCELLENCE BY THE TEACHER EVALUATOR FROM 9.5 (INCLUSIVE) IN THE FINAL GLOBAL NOTE AND IN THE NUMBER THAT ALLOWS THE CLASS GRADE NORMATIVE

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 On-Campus Class



- M2 Practical Class
- M3 Seminar
- M4 Laboratory
- M5 Individual Work
- M6 Group Work
- M7 Work Exhibition
- M8 Clinical Case Analysis
- M9 Prácticas en clínicas y centros



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1, M5	R1, R2, R3	24,00	0,96
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M2, M5, M6	R4, R5	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M6, M7	R3, R4, R5	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R1, R2, R3, R4	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M3, M5	R1, R2, R3, R4, R5	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M5, M6, M7	R1, R2, R3, R4, R5	3,00	0,12
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M6, M7	R3, R4, R5	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M3, M5	R1, R2, R3, R4, R5	54,00	2,16
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block

Contents

Part 1:INTRODUCTION

Topic 1: Explanatory models for the classification of language disorders Classification models of language pathologies. Medical model, behavioral models: linguistic model and psycholinguistic model. Model based on communication theory. Neuropsychological model. Topic 2: Basic concepts and terminology in Language Pathology Basic dichotomies used in the classification of language disorders. Organic disorders versus functional disorders. Production disorders versus reception disorders. Speech disorders versus speech and language disorders. Language deviation versus language delay. Peripheral disorders versus central disorders. Evolutionary factor: disorders of language acquisition versus disorders after language acquisition. Scope of the disorder: reduced / broad; communicative / formal commitment; form, content and use. Topic 3: Semiology of language disorders Semiology concept in language disorders. Communication deficit: primary and secondary deficit. Semiology in language disorders: gnostic deficit; linguistic comprehension difficulties (literal understanding versus pragmatic understanding of the speaker); grammatism; anomie and dysnomia. Prosody Disorders. Semiology of speech disorders. Praxic deficit. Phonological deficit. Fluidity disorders. Topic 4: Classifications of language disorders Classification based on the information processing model. Classification based on the neuro-psycho-linguistic model. Field of competence of speech therapy



Part 2: DEFICIT IN THE BASIC INSTRUMENTS FOR THE RECEPTION OF THE LANGUAGE

Unit 5: Phonetic disorders and phonological disorders. Concept. Differential criteria Simple dyslalia. Description and characteristics. Etiology. Scope of the disorder. Factors involved. Relationship with other disorders and learning difficulties. Dyslalia as a symptom or as a specific pathology. Other denominations. Phonological dyslalia. Description and characteristics. Etiology. Scope of the disorder. Factors involved. Relationship with other disorders and learning difficulties. Relationship with the learning of reading and writing. Topic 6: Specific language disorder Concept. Description and characteristics. Etiology. Historical evolution of the concept. The problem of the "discontinuity hypothesis": language delay versus dysphasia. Classification and subtypes. Factors involved. Relationship with other disorders and learning difficulties. Differential diagnosis.

PART3: NON-SPECIFIC LANGUAGE DISORDERS

Topic 7: Hearing loss Hearing loss and deafness: types and degrees. Congenital and acquired hearing loss Etiology. Medical diagnosis of deafness. Language acquisition in deaf children. The cognitive development of deaf children. Difficulties in school learning. Presbycusis.

Part4: NON-SPECIFICS LANGUAGE DISORDERS

Topic 8: Language delay and mental deficiency Language acquisition with mental deficiency. Syndromic differences and differential patterns of language pathology. Relationship with language acquisition and learning processes. Topic 9: Communication disorders associated with cerebral palsy Childhood cerebral palsy concept. Types. Linguistic levels affected. Relationship with language acquisition and learning processes. Topic 10: Communication disorders associated with generalized developmental disorders Autism and language acquisition. The specificity of the linguistic picture of autism. Pragmatic communication disorders in high-level autistics. Topic 11: Language delay associated with attention deficit Language acquisition with attention deficit. Linguistic levels affected. Relationship with learning processes.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Part 1:INTRODUCTION	10,00	20,00
Part 2: DEFICIT IN THE BASIC INSTRUMENTS FOR THE RECEPTION OF THE LANGUAGE	7,00	14,00
PART3: NON-SPECIFIC LANGUAGE DISORDERS	3,00	6,00
Part4: NON-SPECIFICS LANGUAGE DISORDERS	10,00	20,00



References

Aguilar-Mediavilla, E., & Igualada, A. (2019a). Dificultades del lenguaje en los trastornos del desarrollo (Vol II): Síndromes genéticos y del espectro autista. Editorial UOC.

Aguilar-Mediavilla, E., & Igualada, A. (2019b). Dificultades del lenguaje en los trastornos del desarrollo (Vol III): Factores de riesgo y dificultades comórbidas. Editorial UOC.

Crystal, D., & Varley, R. (2013). Introduction to language pathology. John Wiley & Sons.

Cummings, L. (2018). Speech and language therapy: A primer. Cambridge University Press.

Damico, J. S., & Ball, M. J. (2019). The SAGE Encyclopedia of Human Communication Sciences and Disorders. SAGE Publications.

Kent, R. D. (Ed.). (2004). The MIT encyclopedia of communication disorders. MIT Press.

Paul, R., & Simmons, E. S. (2021). Introduction to clinical methods in communication disorders.

Puyuelo, M., & Rondal, J.-A. (2003). Manual de desarrollo y alteraciones del lenguaje: Aspectos evolutivos y patología en el niño y el adulto. Masson.

Alcantud, F. (coord.). (2013). Trastornos del espectro autista. Detección, diagnóstico e intervención temprana. Madrid: Pirámide.

Bekley, S. y Bird, G. (2005). Habla, lenguaje y comunicación en alumnos con Síndrome de Down. Recursos para padres y profesores. Madrid: Cepe.

Miller, J.F., Leavitt, L.A. & Leddy, M. (2000). Síndrome de Down: comunicación, lenguaje, habla. Barcelona: Masson.

Rodríguez Santos, F. (2016). Guía de intervención logopédica en los Trastornos del Espectro del Autismo. Madrid: Síntesis.

Garayzábal, E., Lázaro, M., & Moraleda, E. (2018). Guía de intervención logopédica en el síndrome de Down. Madrid: Síntesis.

Estebanez, A. (2018). Guía de intervención logopédica en la parálisis cerebral. Madrid: Editorial Síntesis.



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:

En cualquier caso se podrá completar la actividad mediante los recursos de la plataforma de teleformación "Campus UCV.net"



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: