



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170302 **Name:** Speech and language intervention in aphasia and related disorders

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: Impairments, disorders and speech and language intervention

Subject Matter: Neuro-psycho-linguistic disorders **Type:** Compulsory

Field of knowledge: Speech and Language Therapy

Department: Speech Therapy

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

Recommended knowledge

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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 explore, evaluate, and diagnose patients with specific instruments.
- R2 To understand the factors involved in patients' pathologies and the implications for the lives of the people who suffer from them.
- R3 To know how to choose and apply different models, methodologies, procedures, techniques, instruments and rehabilitation materials for the different types of pathology and patient profiles.
- R4 To know how to plan, elaborate and carry out the most suitable intervention programme for each patient based on their diagnosis and the information obtained during the exploration.
- R5 To acquire the technical and professional skills necessary to be able to apply speech therapies.
- R6 To know how to recognise the limits of their professional skills and how to integrate into multidisciplinary teams.



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
CE10 To carry out an evaluation after the intervention.		X		
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		
CE13 Knowing the general principles of speech therapy intervention		X		
CE14 Understand the functions of speech therapy intervention: prevention, education, retraining, rehabilitation and treatment			X	
CE15 Know and apply models and intervention techniques				X
CE16 Knowing the different characteristics of speech therapy intervention in family, school, health and clinical care contexts				X



CE17	To know and carry out speech and language intervention in specific disorders of language development: 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
CE21	Know how to design and write speech therapy reports			X	
CE22	Know how to design, develop and evaluate the performance of speech therapy				X
CE25	Understand the organization of educational, health and social institutions			X	
CE27	Perform strategic planning for speech therapy intervention			X	
CE35	Explore, evaluate, diagnose and issue forecasts on the evolution of communication and language disorders from a multidisciplinary perspective				X
CE36	To use the techniques and tools of exploration specific to the profession, and record, synthesize and interpret the data provided by integrating them into the set of information.				X
CE37	Master the terminology that allows one to interact effectively with other professionals				X
CE38	To design and carry out speech therapy treatments, both individual and collective, establishing objectives and stages, with the most effective and appropriate methods, techniques and resources, and taking into account the different evolutionary stages of the human being.				X



CE39	Select, implement and facilitate the learning of augmentative communication systems and the design and use of prostheses and the technical aids necessary adapted to the physical, psychological and social needs of patients	X			
CE40	Advise families and the social context of patients, encouraging their participation and collaboration in speech therapy treatment				X
CE41	Work in school environments, health care and part of a professional team. Advise on the development, implementation of care and education policies on issues related to speech therapy				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
CE44	Explain and support the selected treatment				X
CE49	Know and critically evaluate the techniques and tools for evaluation and diagnosis in speech therapy, as well as speech therapy intervention procedures				X
CE51	Communicate orally and in writing one's observations and conclusions to the patient, their families and other professionals involved in treatment, adapting to the sociolinguistic characteristics of the environment				X
CE52	Develop and prepare reports for examination, diagnosis, monitoring, termination and referral				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			
CT2	Critically evaluate own job performance and that of other professionals to improve results	X			
CT3	Have the flexibility to work within teams integrated by other professionals belonging to the same field			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, R6	60,00%	Written exam
R1, R2, R3, R5, R6	30,00%	Practical work assignments assessment
R1, R2, R3, R4	10,00%	Attendance and participation of in-person formative activities

Observations

ASSESSMENT ELEMENTS

1.Exam: Written test with mixed correction for the evaluation of theoretical content: multiple-choice and essay questions

2.Practice on Anomia Treatment: Individual work

3.Individual Work on Language Processing and Speech Therapy Intervention in Aphasias

4.Group Work: Self-study questionnaires on the programme

To pass the subject, students must pass each assessment element separately.

CRITERIA FOR AWARDING HONOURS

The Honours grade (MH) will be awarded, at the discretion of the teaching staff, to those students who demonstrate levels of excellence in all assessment elements and obtain outstanding grades. According to general regulations, only one honours grade can be awarded for every 20 students, not for fractions of 20, except in the case of groups of fewer than 20 students, where a single honours grade can be awarded.



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:

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|----|---------------------------------|
| 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	R1, R2, R3	28,00	1,12
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	R1, R2, R3, R4	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M5, M7	R1, R2, R3, R6	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3, M4	R3, R5, R6	2,00	0,08
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	R1, R2, R3, R6	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M1, M7	R1, R2, R3, R6	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	R1, R2, R3, R6	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 M5	R1, R2, R3, R6	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	<ol style="list-style-type: none"> 1. Introduction to aphasia intervention. 2. Rehabilitation methodologies 3. Intervention in verbal expression disorders 4. Intervention in verbal understanding disorders. 5. Rehabilitation of word retrieval disorders 6. Rehabilitation of sentence processing in aphasia. 7. Rehabilitation of discourse. 8. Specific intervention programs. 9. Rehabilitation of reading and writing disorders. 10. Clinical cases analysis.
Part 2	<ol style="list-style-type: none"> 11. Intervention in apraxia of speech. 12. Intervention in dementia. 13. Treatment of right hemisphere disorders 14. Intervention in communication disorders related with traumatic brain injury. 15. Clinical cases analysis.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Part 1	20,00	40,00
Part 2	10,00	20,00



References

Chapey, R. (ed.) (2008). *Language Intervention Strategies in Aphasia and Related Neurogenic Communication Disorders*. Baltimore, Lippincott Williams & Wilkin

Lapointe, L., (2018). *Aphasia and Related Neurogenic Language Disorders*. New York, Thieme Medical Publishers.

Papathanasiou, I., Coppens, P., & Potagas, C. (2022). *Aphasia and Related Neurogenic Communication Disorders*. Burlington, Jones & Bartlett Learning.

Coppens, P., & Patterson, J. L. (Eds.). (2018). *Aphasia rehabilitation: Clinical changes*. Burlington, MA, Jones & Bartlett Learning.

Terradillos, E. & Sánchez, R. (2016). *Guía de intervención logopédica en las afasias*. Madrid, Síntesis.

González Lázaro, P., & González Ortunño, B. (2012). *Afasia: de la teoría a la práctica*. Buenos Aires, Editorial Medica Panamericana.

Helm-Estabrooks, N., & Albert, M. (1994). *Manual de Terapia de la Afasia*. Madrid, Editorial Médica Panamericana.

Ardila, A. (2005). *Las afasias*. Universidad de Guadalajara, Centro Universitario de Ciencias Sociales y Humanidades. Retrieved from

http://www.jmunozzy.org/files/9/Logopedia/Afasia_TCV/documentos/BV_afasias.pdf

Junqué, C & Barroso Ribal, J. (2010). *Manual de Neuropsicología*. Madrid, Ed. Síntesis

Soro-Camats, Emili; Basil, Carmen (2003). *Sistemas de signos y ayudas técnicas para la comunicación aumentativa y la escritura*. Principios teóricos y aplicaciones. Barcelona, Masson