



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1170303 **Name:** Speech and language intervention in diglossias and dysarthrias

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 1

**Module:** Impairments, disorders and speech and language intervention

**Subject Matter:** Deficit in the basic tools for the reception and production of language **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

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 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.



## 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
CE16 Knowing the different characteristics of speech therapy intervention in family, school, health and clinical care contexts				X
CE21 Know how to design and write speech therapy reports				X
CE26 To acquire practical knowledge for speech-language evaluation.				X
CE34 Design, implement and evaluate actions to prevent communication and language disorders	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
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
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary				X
CE44	Explain and support the selected treatment				X
CE45	Promote communication skills in the general population	X			
CE47	Know and be able to integrate the biological (anatomical and physiological), psychological (and evolutionary development processes), linguistic and pedagogical foundations of speech therapy intervention in communication, language, speech, hearing, speech and non-verbal oral functions				X
CE48	Being familiar with communication disorders, language, speech, hearing, speech and nonverbal oral functions		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	
CE53	Have adequate speech production, structure of language and voice quality				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
	50,00%	Written exam
	40,00%	Practical work assignments assessment
	10,00%	Attendance and participation of in-person formative activities

### Observations

Para superar la asignatura el estudiante debe obtener necesariamente, al menos 5 puntos (sobre 10) en cada uno de los instrumentos de evaluación. Sin superar dichos umbrales las notas obtenidas no computarán para la evaluación final de la asignatura. Asimismo, dichos resultados se guardarán, únicamente, entre convocatorias de un mismo curso académico, pero nunca entre cursos, de acuerdo a la normativa de la UCV.

La modalidad de evaluación continua consistirá de una prueba escrita en la evaluación final de la asignatura.

**Para aprobar la asignatura el alumno debe superar por separado los diferentes sistemas de evaluación (asistencia mínima del 80% de las clases; participación activa 10,00%; prácticas 40,00%; y examen 50,00%).**

**CRITERIOS PARA LA CONCESIÓN DE MATRÍCULA DE HONOR:** La Matrícula de Honor se otorgará a los estudiantes que hayan obtenido una calificación igual o superior a 9,0. El número de distinciones concedidas no podrá superar el 5% de los alumnos matriculados en una materia en el correspondiente curso académico menos que la inscripción sea inferior a 20, en cuyo caso sólo una distinción puede ser concedida. (Real Decreto 1125/2003). Asimismo, se deberá evidenciar niveles de excelencia en todas las competencias y resultados de aprendizaje.



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	R1, R2, R3, R4	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, M8	R1, R3, R4	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M6, M7	R1, R2, R3, R4	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R4, R5	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. M5, M6, M7	R1, R2, R3, R4	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M1, M2, M3, M4, M5, M6, M7	R1, R2, R3, R4, R5	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## 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, R4	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, M8	R1, R2, R3, R4	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Content block I: DYSARTHRIA	Content block I: DYSARTHRIA 1. Dysarthria: Concept, etiology and classification. 2. Speech therapy evaluation of dysarthria. 3. Speech therapy intervention of dysarthria.
Content block II: DYSGLOSSIAS	Content block II: DYSGLOSSIAS 4. Dysglossias. Concept, etiology and classification. 5. Speech therapy intervention in dysglossias.
Content block III: CEREBRAL PALSY	Content block III: CEREBRAL PALSY 6. Cerebral palsy: Concept, etiology and classification. 7. Speech therapy intervention in cerebral palsy.
Content block IV: DYSPHAGIA	Content block IV: DYSPHAGIA 8. Definition, etiology and prevalence of oropharyngeal dysphagia. Structures involved in the swallowing act and swallowing physiology. 9. Swallowing disorders in the different phases. 10. Instrumental and speech therapy evaluation. 11. Speech therapy intervention in dysphagia



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Content block I: DYSARTHRIA	8,00	16,00
Content block II: DYSGLOSSIAS	8,00	16,00
Content block III: CEREBRAL PALSY	7,00	14,00
Content block IV: DYSPHAGIA	7,00	14,00



## References

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- Edwards, M (2012). Disorders of articulation: Aspects of Dysarthria and verbal dyspraxia. Vienna: Springer-verlag
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- Melle, N. (2008). Speech therapy intervention guide in dysarthria. Madrid: Editorial Synthesis.
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- Webb, W.G. & Adler, R.K. (2010). Neurology for the speech therapist. Barcelona: Elsevier Masson.
- Dysphagia:
- Garmendia Merino, G., Gómez Candela, C., & Ferrero López, M. I. (2007) Diagnosis and nutritional intervention in oropharyngeal dysphagia: practical aspects. Barcelona: Ed. Glosa.
- Bleeckx, D. (2004). Dysphagia Evaluation and reeducation of swallowing disorders. Aravaca (Madrid), McGraw-Hill / Interamericana de España, S. A.U.
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- Clavé, P., & Arreola, V. (2006). Volume-Viscosity Clinical Examination Method (MECV-V) for the detection of oropharyngeal dysphagia. Barcelona: Novartis Medical Nutrition.
- León, M. & Celaya, S. (2001). Manual of nutritional recommendations at hospital discharge.



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