



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1172015 **Name:** Methodologies of professional skills for communication I

Credits: 6,00 **ECTS Year:** 3, 4 **Semester:**

Module: Optatives

Subject Matter: Work techniques **Type:** Elective

Field of knowledge: Ciencias sociales

Department: Speech Therapy

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

117OP02 [Elisa Vicedo Verdú](#) (**Responsible Lecturer**)

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Module organization

Optatives

Subject Matter	ECTS	Subject	ECTS	Year/semester
Audiology	18,00	Audiological assessment	6,00	This elective is not offered in the academic year 24/25
		Introduction to Audiology	6,00	This elective is not offered in the academic year 24/25
		Medical Audiology	6,00	This elective is not offered in the academic year 24/25
Neuropsychology	18,00	-Biology of human behavior	6,00	This elective is not offered in the academic year 24/25
		Clinical Neuropsychology	6,00	This elective is not offered in the academic year 24/25
		Psychogerontology	6,00	This elective is not offered in the academic year 24/25
Clinical Linguistics	18,00	Acoustic Phonetics	6,00	This elective is not offered in the academic year 24/25
		Bilingualism and speech and language therapy	6,00	This elective is not offered in the academic year 24/25



Clinical Linguistics		Methods of language analysis applied to speech and language therapy	6,00	
Work techniques	18,00	Documentation in health sciences	6,00	This elective is not offered in the academic year 24/25
		Methodologies of professional skills for communication I	6,00	
		Methodologies of professional skills for communication II	6,00	
Educational processes and contexts	18,00	Design and assessment of educational action plans	6,00	This elective is not offered in the academic year 24/25
		Didactics and educational innovation	6,00	This elective is not offered in the academic year 24/25
		Educational fundamentals and school organisation	6,00	This elective is not offered in the academic year 24/25
		Teaching-Learning Processes in the Classroom: Techniques and Tools	6,00	This elective is not offered in the academic year 24/25
Sign Language	18,00	Communication systems for the deafblind	6,00	This elective is not offered in the academic year 24/25
		Spanish Sign Language I	6,00	This elective is not offered in the academic year 24/25



Sign Language		Spanish Sign Language II	6,00	This elective is not offered in the academic year 24/25
		Spanish Sign Language III	6,00	This elective is not offered in the academic year 24/25
Psychology	18,00	Clinical psychopathology and of health in children and adolescents	6,00	
		Psychopathology in adults	6,00	
		Psychopathology in children and adolescents	6,00	

Recommended knowledge

Not required.

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 Cite and describe different procedures and systems for recording information in speech therapy
- R2 Record speech therapy intervention sessions and document treatment appropriately
- R3 Write speech therapy reports for different purposes (evaluation, follow-up, referral...)



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):

GENERAL		Weighting			
		1	2	3	4
CG1	Analysis and synthesis			X	
CG2	Organize a work plan being able to carry it out within a specified period			X	
CG3	Find, evaluate, organize and manage information systems			X	
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction				X
CG5	Make decisions and being responsible for them			X	

SPECIFIC		Weighting			
		1	2	3	4
CE9	To write a logopedical evaluation report.				X
CE21	Know how to design and write speech therapy reports				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
CE44	Explain and support the selected treatment			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

CT4 Gain a commitment to ethics and deontology in their professional 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



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	40,00%	Written exam
	40,00%	Practical work assignments assessment
	20,00%	Attendance and participation of in-person formative activities

Observations

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:

- 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, M2	R1, R2, R3	6,00	0,24
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, M3	R1, R2, R3	30,00	1,20
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M1, M2	R3	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M2, M3, M4	R1, R2, R3	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. M1, M2, M3, M4	R1, R2, R3	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M1, M2	R1, R2, R3	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 M1, M2	R1, R2, R3	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 M2	R1, R2, R3	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
1. Main concepts related to obtaining and systematically recording information in Speech-Language Pathology	1.1. Importance and implications of data documentation and register in Speech Language Pathology 1.2. Nature of the data 1.3. Principles in data selecting and compilation: validity, reliability, efficiency, concreteness, measurability, frequency 1.4. Data compilation in structured situations 1.5. Data compilation in natural environments 1.6. Clinical decision making: response to treatment, criteria to determine progress, significant clinical change, comparison of control data to generalization data
2. Methods and systems employed to registering information	2.1. Quantitative methods 2.1.1. Event records 2.1.2. Length records 2.1.3. Intervals records 2.2. Qualitative records 2.2.1. Observational records 2.2.2. Video and audiorecording analysis
3. Technical aspects and uses of language in documentation writing	3.1. Linguistic characteristics of professional texts 3.2. Common errors in documentation writing
4. Writing diagnostic reports	4.1. Structure and contents of speech language diagnostic reports in child population 4.2. Structure and contents of speech language reports in adult population
5. Treatment documentation	5.1. Applying record systems to treatment documentation in clinical cases
6. Follow-up reports: documenting short and long-term progress	6.1. Analysis of follow-up reports in clinical cases



- 7. Referral reports
 - 7.1. Analysis of referral reports in clinical cases
- 8. Ethical issues in professional communication
 - 8.1. Informed consent, confidentiality and protection of data

Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Main concepts related to obtaining and systematically recording information in in Speech-Language Pathology	3,00	6,00
2. Methods and systems employed to registering information	5,00	10,00
3. Technical aspects and uses of language in documentation writing	3,00	6,00
4. Writing diagnostic reports	5,00	10,00
5. Treatment documentation	4,00	8,00
6. Follow-up reports: documenting short and long-term progress	5,00	10,00
7. Referral reports	3,00	6,00
8. Ethical issues in professional communication	2,00	4,00



References

- Burrus, E-, & Willis, L.B.. (2020). *Professional Communication in Speech-Language Pathology How to Write, Talk, and Act Like a Clinician A*. San Diego, Plural Publishing.
- Donaldson, N., McDermott, A., Hollands, K., Copley, J., & Davidson, B. (2004). Clinical reporting by occupational therapists and speech pathologists: Therapists' intentions and parental satisfaction. *Advances in Speech–Language Pathology*, 6, 1, 23 – 38.
- Goldfarb, R., & Serpanos, Y.C. (2020). *Professional writing in Speech-Language Pathology and Audiology*. San Diego, Plural Publishing.
- Mendizábal de la Cruz, N., Santiago, R.B., Jimeno, N., García Atarés, N., & Díaz-Empananza, M. E. (2013). *Guía práctica para la elaboración de informes logopédicos*. Madrid, Médica-Panamericana.
- Roth, F.P. & Worthington, C.K. (2005). *Treatment Resource Manual for Speech-Language Pathology*. Clifton Park, NY, Thomson Delmar Learning.
- Stein-Rubin, C. & Schaeffer, N. (2018). The basics of diagnostic report writing. En C. Stein Rubin & R. Fabus (2018). *Clinical assessment & Professional Report Writing in Speech-Language Pathology*. Stony Brook, New York, SLACK Inc.
- Sutherland, B. (2006). Clinical documentation in Speech-Language Pathology. Essential Information for successful Practice. *The ASHA Leader*.
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- Watts Pappas, N. (2010). Clinical report writing for paediatric clients: A tutorial. *ACQ'V*, 12, 2, 63-69.