



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292047 **Name:** -Language and Hearing Disorders

Credits: 6,00 **ECTS Year:** 0 **Semester:** 1

Module: OPTIONAL

Subject Matter: Speech therapy psychology **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: Personality Psychology, Treatments, and Methodology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

OPTIONAL

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|-------------------|-------|--|------|---|
| Health psychology | 84,00 | -Clinical Neuropsychology | 6,00 | 0, 4/1 |
| | | -Disorders of Eating Behavior | 6,00 | 4/1 |
| | | -Health Psychology | 6,00 | 3, 4/1 |
| | | -Legal Psychology | 6,00 | 0, 4/1 |
| | | -Main Models of Intervention in Psychotherapy | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Mediation and familiar orientation | 6,00 | 3/1 |
| | | -New Directions in Psychotherapy | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Prevention and Treatment of Addictive Behavior | 6,00 | 0, 2, 3/1 |
| | | -Psychogerontology | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of the Chronic Disease and of Rehabilitation | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology, Grieving and Palliative Care | 6,00 | 4/1 |



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|------------------------|-------|---|------|---|
| Health psychology | | -Psychopharmacology | 6,00 | 4/1 |
| | | Sleeping disorders | 6,00 | 4/1 |
| | | -Therapy Techniques and Behavior Modification | 6,00 | This elective is not offered in the academic year 24/25 |
| Transversal psychology | 42,00 | Anthropology of the Person and Health | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Basic Social and Emotional Skills for Professional Practice of Psychology | 6,00 | This elective is not offered in the academic year 24/25 |
| | | History and Philosophy of the Family | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of Religion | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Psychology, and Information and Communication Technologies | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Qualitative Research Methodology | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Scientific English II | 6,00 | This elective is not offered in the academic year 24/25 |



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|--|-------|--|------|--|
| Educational psychology | 48,00 | -Affective Linkages in the Life Cycle | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Development of Cognitive Skills | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Education for Interculturality | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Educational Intervention for Students with Special Educational Needs | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Occupational Guidance | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Preventive Intervention and Early Stimulation | 6,00 | 2/1 |
| | | -School Psychology | 6,00 | 2, 3/1 |
| | | Strategies and Tools for Effective Learning | 6,00 | This elective is not offered in the academic year 24/25 |
| Psychology of work and human resources | 42,00 | -Cooperative Work in Interdisciplinary Teams | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Intervention Techniques in Human Resources | 6,00 | This elective is not offered in the academic year 24/25 |



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|--|-------|--|------|--|
| Psychology of work and human resources | | Interview and Psychological Counselling | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Management of the Work Climate in Organisations | 6,00 | 3/1 |
| | | Mediation and Intervention in Family Businesses | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Negotiation and Conflict Resolution | 6,00 | 0, 4/1 |
| | | -Psychology of Communication | 6,00 | 2/1 |
| Community psychology and social intervention | 54,00 | Family and Aid to Dependency | 6,00 | 2/1 |
| | | Intervention and Organisation of Socio-cultural Events | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of Conflict and Violence | 6,00 | 2/1 |
| | | -Psychology of Criminality | 6,00 | 3/1 |
| | | -Psychology of Physical Activity and Sport | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of Social Intervention | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Psychology of the Media | 6,00 | This elective is not offered in the academic year 24/25 |



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|--|-------|--|------|---|
| Community psychology and social intervention | | Psychosocial Intervention in Disasters and Emergencies | 6,00 | 3/1 |
| | | -Social Support Theory and Strategies | 6,00 | This elective is not offered in the academic year 24/25 |
| Speech therapy psychology | 30,00 | Acquisition and Development of Language | 6,00 | This elective is not offered in the academic year 24/25 |
| | | Assessment of Language, Speech and Voice | 6,00 | 0/1 |
| | | -Language and Hearing Disorders | 6,00 | 0/1 |
| | | Linguistic Analysis of Language Disorders | 6,00 | This elective is not offered in the academic year 24/25 |
| | | -Speech and Voice Disorders | 6,00 | This elective is not offered in the academic year 24/25 |

Recommended knowledge

Not required.

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.



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 Knowing the concepts, theories and main models of Psychology in the disorders of language field.
- R2 Being able to design psychological intervention plans that are adequate to the different disorders of language.
- R3 Knowing and acquiring the necessary skills for the correct management of the therapeutic relationship.



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 | The ability to work in interdisciplinary teams. | | | X | |
| CG2 | The ability to develop and constantly update one's competencies, skills and knowledge according to the profession's standards. | | | | X |
| CG3 | Showing interest in the quality of one's performance and being able to develop systems to ensure one's service quality. | | | X | |
| CG4 | Being able to evaluate one's personal performance and knowing one's competencies and limitations. | | | X | |

| SPECIFIC | | Weighting | | | |
|----------|---|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CE5 | Identifying differences, problems and needs. | | | | X |
| CE6 | Diagnosing following professional principles. | | | | X |
| CE11 | Analyzing the context in which personal behaviors, group and organizational processes take place. | | | | X |
| CE15 | Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support). | | | | X |
| CE16 | Choosing adequate psychological intervention techniques. | | | | X |
| CE17 | Mastering strategies and techniques to get addressees involved. | | | | X |
| CE18 | Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation... | | | | X |
| CE21 | Planning programmes and intervention assessment. | | | | X |



| TRANSVERSAL | Weighting | | | |
|--|-----------|---|---|---|
| | 1 | 2 | 3 | 4 |
| CT1 Capacity to analyze and synthesize. | | | X | |
| CT2 Capacity to organize and plan. | | | X | |
| CT3 Mastering Spanish oral and written communication. | | X | | |
| CT6 Capacity to manage information (capacity to look for and analyze information coming from different types of sources) | | | X | |
| CT7 Problem solving. | | | X | |
| CT9 Capacity to work in team. | X | | | |
| CT10 Capacity to work in interdisciplinary teams. | X | | | |
| CT14 Critical capacity. | | X | | |
| CT15 Ethics. | | | X | |
| CT16 Capacity to develop and update competences, skills and knowledge following professional standards. | | | X | |
| CT18 Capacity to produce new ideas (creativity). | | X | | |
| CT24 Taking responsibility | | | X | |
| CT26 Assessing our behavior and knowing our competences and limits. | | | X | |
| CT27 Capacity to express feelings. | | X | | |
| CT29 Interpreting other's intentions. | | | X | |
| CT30 Social commitment. | | | X | |
| CT37 Being able to collect information from other people. | | | X | |



Assessment system for the acquisition of competencies and grading system

In-class teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R2, R3 | 60,00% | Oral and/or written tests employed in initial, training and/or summative student assessment. |
| R1, R2, R3 | 20,00% | Presentation of practical activities. |
| R1, R2, R3 | 10,00% | Oral presentation of assignments. |
| R1, R2, R3 | 10,00% | Group assignments. |

Observations

Criterio de evaluación

Para aprobar la asignatura el alumno debe superar por separado los diferentes sistemas de evaluación (asistencia y participación activa, prácticas y examen)

Criterio de asistencia

Para poder aprobar la asignatura es obligatoria la asistencia al 80% de las sesiones presenciales

Criterio de concesión de las Matrículas de Honor

Evidenciar niveles de excelencia en todas las competencias y resultados de aprendizaje

Online teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R2, R3 | 70,00% | Final evaluation consisting of essay questions and hypothetical scenarios. |
| R1, R2, R3 | 5,00% | Submitted tasks |
| R1, R2, R3 | 5,00% | Periodical assessment through questionnaires |
| R1, R2, R3 | 20,00% | Attendance and participation in synchronic communication activities. |

Observations

Evaluation criteria



In order to pass the course the student must pass the different evaluation systems separately (attendance and active participation, practicals and exam).

Attendance criteria

In order to pass the course, it is mandatory to attend 80% of the classroom sessions.

Criteria for the awarding of Honors Grades

Evidence of excellence in all competencies and learning outcomes.

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 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.



- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

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, M3, M4, M6, M7, M8, M9 | R1, R2, R3 | 35,00 | 1,40 |
| 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. M1, M2, M3, M4, M6, M7, M8, M9 | R1, R2, R3 | 20,00 | 0,80 |
| GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M1, M2, M3, M4, M6, M7, M8, M9 | R1, R2, R3 | 5,00 | 0,20 |
| 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, M3, M4, M6, M7, M8, M9 | R1, R2, R3 | 70,00 | 2,80 |
| 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. M1, M2, M3, M4, M6, M7, M8, M9 | R1, R2, R3 | 20,00 | 0,80 |
| TOTAL | | 90,00 | 3,60 |

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|---|-------------------|--------------|-------------|
| Virtual session (distance learning) M11 | R1, R2, R3 | 35,00 | 1,40 |
| Virtual practical session (distance learning) M12, M13 | R1, R2, R3 | 25,00 | 1,00 |
| TOTAL | | 60,00 | 2,40 |



ASYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|--------------|-------------|
| Individual work activities (distance learning) M15, M19 | R1, R2, R3 | 20,00 | 0,80 |
| Teamwork (distance learning) M17, M19 | R1, R2, R3 | 70,00 | 2,80 |
| TOTAL | | 90,00 | 3,60 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block

Contents





DIDACTIC UNITS

UNIT 1 - Language acquisition and development: Introduction and basic concepts. Developmental psychobiology of communication and language. Social and cognitive bases of language. The acquisition of phonological and phonetic skills. The initial lexicon and its evolution. Morphosyntax. The development of pragmatics.

UNIT 2- Language and hearing disorders: Explanatory models for the classification of language disorders. Basic concepts and terminology in Speech-Language Pathology. Semiology of language disorders. Classifications of language disorders. Aphasia and associated disorders. Phonetic disorders and phonological disorders. Concept. Differential criteria. Simple language delay. Specific Language Disorder or Dysphasia. Dyslexia and dysgraphia. Hearing loss. Dysarthria. Dysglossia. Voice alterations. Dysphemia or stuttering Language delay associated with mental deficiency. Alterations of communion.

UNIT 3 - Speech and voice disorders: Psycholinguistic model of speech processing. Concept of phonological difficulties. Speech-language intervention programs to improve perceptual speech processing Speech-language intervention programs to improve phonological development. Speech therapy intervention programs to improve speech production. Speech therapy intervention in the language development of dysglottic children. Treatment of voice and resonance disorders associated with dysglossia. Treatment of speech difficulties in dysglossia. Voice disorders: clinical pictures. Evaluation of the patient with voice disorder. Speech therapy intervention in dysphonia with laryngeal hyperfunction. Speech therapy intervention in laryngeal paralysis. Pediatric dysphonia. Vocal moulting disorders. Psychogenic dysphonias. Partial and total laryngectomy. Other types of voice difficulties.

UNIT 4 - Evaluation of language, speech and voice: General aspects about language evaluation. Evaluation of language development. Speech assessment and diagnosis. Voice assessment. The assessment and diagnosis of language in adults.

UNIT 5 - Linguistic analysis of language disorders: Fundamentals of linguistics in speech therapy. General assumptions. The objective of linguistics. Levels of linguistic analysis. Cognitive and behavioral approach to language disorders.



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|------------------|--------------------|-------|
| DIDACTIC UNITS | 30,00 | 60,00 |

References

- Becker, N., Vasconcelos, M., Oliveira, V., Santos, F. C. D., Bizarro, L., Almeida, R. M. M. D., Salles, J. F. D., & Carvalho, M. R. S. (2017). Genetic and environmental risk factors for developmental dyslexia in children: Systematic review of the last decade. *Developmental Neuropsychology*, 42(7-8), 423-445.
- Duffy, J. R. (2019): *Motor Speech Disorders. Substrates, differential diagnosis, and management.* Elsevier (4a ed.)
- Fernández, A. (2005): *Guía de intervención logopédica en tartamudez infantil.*
- Síntesis Fernández, A. (2008): *Tratamiento de la tartamudez en niños.*
- Masson Fernandez, S. y López-Higes, R. (2005): *Guía de intervención logopédica en las afasias.*
- Síntesis Hernández, A. (2004): *Los errores lingüísticos.* Nau Llibres
- Hernández, C. & Rosell, V. (ed.)(2014): *MetAphAs: protocolo de exploración de habilidades metalingüísticas naturales en la afasia.* Nau Llibres
- Jiménez, J. E. (2012): *Dislexia en español. Prevalencia e indicadores cognitivos, culturales, familiares y biológicos.* Pirámide
- Junqué, C. et al. (2004): *Neuropsicología del lenguaje: funcionamiento normal y patológico.* Masson.
- Le Huche, F. y Allali, A. (2004): *La voz (4 vols.).* Masson Melle, N. (2007): *Guía de intervención logopédica en la disartria.*
- Síntesis Mersov, A., & De Nil, L. (2021). Effect of word phonetic properties on stuttering anticipation and speech production in adults who stutter. *Journal of Fluency Disorders*, 67, 105803. <https://doi.org/10.1016/j.jfludis.2020.105803>
- Ribas, R M. & Fernández, P. (2002): *Dislexia, disortografía y disgrafía.* Pirámide. Salgado, A. (2005): *Manual práctico tartamudez.* Síntesis
- Terradillos, E. & López, R. (2016). *Guía de intervención logopédica en las afasias.* Síntesis.
- Teruel, J. & Latorre, Á. (2014): *Dificultades de aprendizaje. Intervención en dislexia y discalculia.* Pirámide