



## Information about the subject

**Degree:** Official Master's Degree in Specialised Speech and Language Therapy Intervention

**Faculty:** Faculty of Psychology

**Code:** 1840001 **Name:** Speech and Language Therapy Intervention in Acquired Brain Damage

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

**Module:** Speech and Language Therapy in Acquired Brain Damage

**Subject Matter:** Speech Therapy Intervention in Acquired Brain Damage Clinic **Type:** Compulsory

**Department:**

**Type of learning:** Blended

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

|       |  |                            |
|-------|--|----------------------------|
| LOGOP | <u>Alma Maria Bueno Cayo</u> ( <b>Responsible Lecturer</b> ) | alma.bueno@ucv.es          |
|       | Carlos Alberto Vidal Ubeda                                   | carlosalberto.vidal@ucv.es |
|       | <u>María Rosario Villalba Agustin</u>                        | sara.villalba@ucv.es       |
|       | <u>Maria Motos Muñoz</u>                                     | maria.motos@ucv.es         |



## Module organization

### Speech and Language Therapy in Adquired Brain Damage

| Subject Matter  | ECTS | Subject   | ECTS | Year/semester |
|---|------|---|------|---------------|
| Speech Therapy Intervention in Acquired Brain Damage Clinic | 6,00 | Speech and Language Therapy Intervention in Acquired Brain Damage | 6,00 | 1/1           |

## Recommended knowledge

No prerequisites, except those set by the general regulations for access to official master's degree studies (general and specific for the Master itself)

## 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 Know how to assess, design and carry out speech therapy treatment in acquired brain damage.
- R2 Know how to write reports detailing the results of evaluation and follow-up in acquired brain damage.



## 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):

| BASIC    |  | Weighting |   |   |   |
|----------|--|-----------|---|---|---|
|          |  | 1         | 2 | 3 | 4 |
| CB6      | Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.  |           | X |   |   |
| CB7      | Students are able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.  |           | X |   |   |
| CB8      | Students are able to integrate knowledge and deal with the complexity of making judgements based on information which, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements. |           |   | X |   |
| CB9      | Students know how to communicate their findings - and the ultimate knowledge and reasons behind them - to specialist and non-specialist audiences in a clear and unambiguous way.  |           |   | X |   |
| CB10     | Possess the learning skills to enable them to continue studying in a largely self-directed or autonomous manner.   |           | X |   |   |
| GENERAL  |  | Weighting |   |   |   |
|          |  | 1         | 2 | 3 | 4 |
| G1       | Make decisions and take responsibilities.  |           | X |   |   |
| G2       | Search, evaluate, organize and manage information systems.   |           |   | X |   |
| SPECIFIC |  | Weighting |   |   |   |
|          |  | 1         | 2 | 3 | 4 |



|     |   |  |  |  |   |   |
|-----|---|--|--|--|---|---|
| E6  | Have a critical attitude and apply scientific methodology for the selection, development, and implementation of instruments and methods for the exploration, evaluation, and diagnosis of human communication disorders.                                |  |  |  |   | X |
| E7  | Students prove to be able to select or design treatments for human communication disorders based on scientific evidence and to argue the selection criteria based on variables focused on the individual or the environment.                            |  |  |  |   | X |
| E9  | Analyse interdisciplinary information to integrate it into the framework of global treatments for people with communication disabilities.   |  |  |  |   | X |
| E10 | Students prove to be able to assess the effectiveness of intervention in communication disorders, selecting and interpreting the most relevant indicators of change in accordance with evidence-based practice.   |  |  |  | X |   |
| E13 | Students prove to be able to use scientific evidence to select appropriate treatments for intervention in communication disorders in Acquired Brain Injury, as well as to measure their effectiveness and communicate the results in scientific reports |  |  |  |   | X |
| E15 | Students prove to be able to use scientific evidence to select the most appropriate communication systems and technical aids in each case, as well as to measure their effectiveness and communicate the results in scientific reports.                 |  |  |  |   | X |

| TRANSVERSAL |  | Weighting |   |   |   |
|-------------|--|-----------|---|---|---|
|             |  | 1         | 2 | 3 | 4 |
| T3          | Have the flexibility to work within teams made up of other professionals from the same field.  |           | X |   |   |
| T4          | Plan and execute action plans by adequately managing time, material and professional resources available.                                  |           |   | X |   |
| T5          | Know and use the appropriate form for the publication of scientific, clinical, or research papers in the area of speech therapy knowledge. |           |   | X |   |



## Assessment system for the acquisition of competencies and grading system

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

### Observations

CONTINUOUS EVALUATION: Student learning will be monitored through the development of Training Practices and Practical Classroom Activities.

**Important:** To pass the subject, students must separately pass the different evaluation systems.

### Honours with Distinction

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matri'cula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matri'culas 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 "Matri'cula 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 "Matri'cula 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.



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.

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## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Theoretical class
- M2 Practical lesson
- M3 Seminar
- M4 Group work exhibition
- M5 Tutorships



## IN-CLASS LEARNING ACTIVITIES

|  | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|-------|------|
| THEORETICAL CLASS (face-to-face or online).<br>Presentation of contents by the teacher. Analysis of competences. Explanation and instruction in the skills derived from the competences.<br>M1   | R1, R2            | 9,00  | 0,36 |
| PRACTICAL CLASS IN PERSON. Group work sessions supervised by the teacher. Observation and participation in assessment sessions and speech therapy intervention in real contexts. Analysis and discussion of clinical cases.<br>M2  | R1, R2            | 9,00  | 0,36 |
| SEMINARS (face-to-face or online).<br>Monographic sessions with the participation of students, teachers and professionals, focusing on specific aspects related to the competences of the module.<br>M1  | R1, R2            | 3,00  | 0,12 |
| EXHIBITION OF INDIVIDUAL OR GROUP WORK. Written, oral or multimedia presentations on the results of the theoretical and practical study of the contents.<br>M4   | R1, R2            | 3,00  | 0,12 |
| TUTORIALS (face-to-face or online). Small group or personalised attention, for instruction and guidance by the teacher, with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, reports, etc.<br>M5 | R1, R2            | 4,50  | 0,18 |
| EVALUATION TESTS. A set of oral and/or written tests used in the initial, formative or summative evaluation of the student.<br>M1, M2  | R1, R2            | 1,50  | 0,06 |



|              |  |              |             |
|--------------|--|--------------|-------------|
| <b>TOTAL</b> |  | <b>30,00</b> | <b>1,20</b> |
|--------------|--|--------------|-------------|

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

|  | LEARNING OUTCOMES | HOURS         | ECTS        |
|--|-------------------|---------------|-------------|
| AUTONOMOUS WORK OF THE STUDENT.<br>Student's personal study. Individual preparation of readings, essays, problem-solving, seminar material, assignments, reports, etc. to be presented or handed in at classes, to complete their training activity and to prepare their assessment tests.<br>M1, M2 | R1, R2            | 96,00         | 3,84        |
| GROUP WORK WITHOUT TEACHER SUPERVISION. Group work on readings, essays, problem-solving, seminar material, assignments, reports, etc. to be presented in class, to complete their training activity and prepare their assessment tests.<br>M1, M2  | R1, R2            | 24,00         | 0,96        |
| <b>TOTAL</b>   |                   | <b>120,00</b> | <b>4,80</b> |





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents   |
|---------------|--|
| Unit 1        | Introduction to Brain Injury. Basic Neuronanatomy. Prevalent etiologies.   |
| Unit 2        | Update on speech therapy treatment for neurological dysphagia  |
| Unit 3        | Update on speech therapy treatment for aphasic disorders   |
| Unit 4        | Update on speech therapy treatment for dysarthric disorders  |
| Unit 5        | Update on degenerative neurological pathology (dementias) in relation to semiology in communication, language and speech |
| Unit 6        | Child brain damage   |



## Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|------------------|--------------------|-------|
| Unit 1           | 2,00               | 4,00  |
| Unit 2           | 3,00               | 6,00  |
| Unit 3           | 3,00               | 6,00  |
| Unit 4           | 3,00               | 6,00  |
| Unit 5           | 2,00               | 4,00  |
| Unit 6           | 2,00               | 4,00  |



## References

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3. Chapey, R. (2008). Language intervention strategies in aphasia and related neurogenic communication disorders. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
4. Crossman, A.R. y Neary, D. (2007). Neuroanatomía. Texto y atlas en color. Barcelona: Masson.
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6. Daniels, S. K. y Huckabee, M.L. (2013). Dysphagia following stroke. United Kingdom, Plymouth: Plural Publishing.
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