

**COURSE DATA****Data Subject**

Code	35279
Name	Educational Fundamentals of Speech Therapy
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	1	Second term

Subject-matter

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	6 - Educational foundations of speech therapy	Basic Training

Coordination

Name	Department
FABUEL ESTEVE, MARIA NIEVES	100 - Education and School Management

SUMMARY

The Education Speech Therapy Fundamentals course introduces students to the didactic and organizational basis for intervention in the special educational needs related to language and communication.

It is a subject belonging to Module I, taught in the first course and basic character. Pretend you know the speech therapist and integrate the processes of teaching and learning in the school setting, which will facilitate the achievement of later learning modules on assessment, diagnosis and intervention that will strengthen and expand the training of current student and professional future.

It is about ensuring this subject a series of introductory knowledge about the Speech therapy as a discipline, manage regulatory and business records, and acquire those principles of teaching and organizational measures to help them design educational speech therapy programs.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

No hay

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1203 - Degree in Speech Therapy

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Explore, evaluate, diagnose and predict the evolution of communication and language disorders from a multidisciplinary perspective.
- Use the exploration techniques and instruments typical of the profession and record, synthesize and interpret the data provided by integrating them into the information set.
- Advise families and other persons in the social environment of users, encourage their participation and collaboration in the speech therapy, address the peculiarities of each case and bear gender perspective in mind.
- Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.
- Know the limits of their field of activity and learn to identify when an interdisciplinary treatment is necessary.
- Develop communication skills in the general population.
- Be able to develop skills such as regulating their own learning, solving problems, reasoning critically and adapting to new situations.
- Understand and critically evaluate the terminology and research methodology of speech therapy.



- Communicate findings and conclusions to patients, their families and other professionals involved in their care, both orally and in writing, considering the sociolinguistic characteristics of the environment.
- Prepare and write reports of assessment, diagnosis, monitoring, completion of treatment and referral to another professional.
- Show an active ethical commitment to human rights, equal opportunities and non-discrimination based on gender, age, beliefs, language, culture or other reasons.
- Develop measures to prevent, identify and overcome situations of gender-based discrimination in the field of speech therapy.
- Promote the culture of peace, democratic values and sustainability.
- Understand the organisation of speech therapy services in education.
- Certify the findings made in the practice of the profession, regarding diagnosis, prognosis and speech therapy treatment in the education setting.
- Organise, supervise, direct and integrate activities related to the professional practice in the area of education.
- Write reports on progress and completion of treatment in the field of education.
- Participate in the preparation, implementation and evaluation of collective educational programmes.
- Be able to work in a school setting as part of the teaching team.
- Assess and develop strategies to improve communication skills in formal educational environments.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Able to articulate the educational theories and identify their implications for speech therapy care. Know and apply the models of educational intervention in relation to communication disorders, speech and language. To implement the language in the curriculum of compulsory secondary nursery, primary and, in response to diversity, special educational needs and curricular adaptations. Understand and manage the resources, support and education variables optimizadoras speech therapy process.

DESCRIPTION OF CONTENTS

1. Speech Therapy Basics: Historical approach to the evolution of speech therapy intervention

In this block the conceptualization of the discipline is analyzed by introducing the terminology and key concepts of the same.

2. Speech Therapy Basics: Educational Theories and implications for speech therapy care.

In this block the conceptualization of the discipline is analyzed by introducing the terminology and key concepts of the same.



3. Models of intervention and organizational aspects in speech therapy in education: Models and intervention contexts.

In this block the different models of educational intervention in communication disorders, speech and language are discussed, in addition to the conditions and educational variables in the process of speech therapy.

4. Models of intervention and organizational aspects in speech therapy in education: Language and communication in the curriculum of child and compulsory secondary education, primary.

In this block the different models of educational intervention in communication disorders, speech and language are discussed, in addition to the conditions and educational variables in the process of speech therapy.

5. Models of intervention and organizational aspects in speech therapy in education: Current laws in education: Attention to diversity, special needs, teaching individualization models and support teams.

In this block the different models of educational intervention in communication disorders, speech and language are discussed, in addition to the conditions and educational variables in the process of speech therapy.

6. Professional profile and teaching speech therapy intervention design: The profile and the organization of speech therapy intervention.

This block affects the competence profile and didactic aspects of speech therapy jobs in all kinds of contexts, in addition to examining the components and elements of a speech therapy program action.

7. Professional profile and instructional design of speech therapy: Speech therapy intervention. Functions, principles, methods, resources and coordination with other contexts.

This block affects the competence profile and didactic aspects of speech therapy jobs in all kinds of contexts, in addition to examining the components and elements of a speech therapy program action.

8. Professional profile and teaching speech therapy intervention design: The design of speech therapy programs.

This block affects the competence profile and didactic aspects of speech therapy jobs in all kinds of contexts, in addition to examining the components and elements of a speech therapy program action.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Study and independent work	80,00	0
TOTAL	140,00	

TEACHING METHODOLOGY

Contact classes theoretical: explanations by the teacher, class discussion of the topics of the subject. real situations, participant observation. 20 hours.

- Student work for the preparation of reports, preparation of practical work, case studies, etc..
- Tutorials scheduled individual or group to monitor the practical activities.
- Study, preparation and conduct of the evaluation tests.

EVALUATION

English version is not available

REFERENCES**Basic**

-

Acosta, V. y Moreno, A. (2001). Atención educativa a las necesidades especiales relacionadas con el lenguaje oral. En F. Salvador (Dir.), Enciclopedia Psicopedagógica de necesidades educativas especiales, vol. II, pp. 387-406. Málaga: Aljibe.

Acosta, V. y Moreno, A. (2001). Dificultades del lenguaje en ambientes educativos. Del retraso al trastorno específico del lenguaje. Barcelona: Masson

Arnáiz Sánchez, P (2003). Educación inclusiva: una escuela para todos. Málaga: Aljibe.

Contreras, M.C. (2004). Dificultades del lenguaje y aprendizaje escolar: actuación colaborativa de logopedas, psicopedagogos, profesores y padres de alumnos. Granada: Grupo Editorial Universitario.

Gallardo, J.R. y Gallego, J.L. (Coord.) (2007). Manual de Logopedia Escolar. Un enfoque práctico. Málaga: Aljibe.

Gallego, J.L. (Dir.) (2006). Enciclopedia temática de logopedia. Málaga: Aljibe.



Gallifa i Roca, J. (1990). Models cognitius de l'aprenentatge: síntesis conceptual de les teories de Piaget, Vigotski, Bruner, Ausubel, Sterbreg i Feuerstein. Moià: Raima.

Gutiérrez Zuloaga, I. (1997). Introducción a la historia de la Logopedia. Madrid: Narcea.

Peña-Casanova, I. (2001). Manual de Logopedia. Barcelona: Elsevier-Masson.

Juárez, A. y Monfort, M. (2001). Estimulación del lenguaje oral. Un modelo interactivo para niños con necesidades educativas especiales. Madrid: Entha.

Additional

- Acosta Rodríguez, V.M. (2003). Las prácticas educativas ante las dificultades del lenguaje. Una propuesta desde la acción: la colaboración entre logopedas, psicopedagogos, profesores y padres. Barcelona: Ars Médica.

Alcantud, F. y Soto, F.J. (Coords.) (2003). Tecnología de Ayuda en personas con trastornos de comunicación. Nau LLibres: Valencia.

Ainscow, M. (2001). Desarrollo de escuelas inclusivas. Ideas, propuestas y experiencias para mejorar las instituciones escolares. Madrid: Narcea.

Iza, M. (2002). Recursos tecnológicos en logopedia. Málaga: Aljibe.

Martín Espino, J.D. (Ed.) (2004). Logopedia escolar y clínica: últimos avances en evaluación e intervención. Madrid: CEPE.

Peñafiel, F. y Fernández, J.D. (Coords.) (2000). Cómo intervenir en logopedia escolar: resolución de casos prácticos. Madrid: CCS.

Romero Pérez, J.F. y Luque Parra, D.J. (2002). Trastornos del desarrollo y adaptación curricular. Málaga: Ediciones Aljibe.

Serra, M., Serrat, E., Solé, R., Bel, A. y Aparici, M. (2000). La adquisición del lenguaje. Barcelona: Ariel Psicología.

Torres, S. (2001). Sistemas Alternativos de Comunicación. Manual de comunicación aumentativa y alternativa: sistemas y estrategias. Málaga: Aljibe

- <http://www.aelfa.org>

http://www.aneca.es/media/150352/libroblanco_logopedia_def.pdf

<http://centros.educacion.navarra.es/creena>



<http://www.edu.gva.es/ocd/areacd/es/plan/esp/index.htm>

<http://www.espaciologopedico.com>

El Aula Virtual será un espacio para facilitar la comunicación y los documentos y recursos necesarios para el desarrollo de las actividades previstas.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENTS

There are no modifications regarding the contents that appear in the teaching guide for the subject.

2. VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING

The volume of work that appears in the teaching guide of the subject is maintained.

3. TEACHING METHODOLOGY

The subject will follow a hybrid model of blended teaching.

Theoretical classes, in accordance with the provisions for the entire degree, will be taught non-face-to-face. The materials will be made available to the students through the Virtual Classroom and the classes will be taught synchronously according to the class schedule established by the faculty.

The practical classes will be face-to-face. In the event that the sanitary conditions so require, the internship sessions will be adapted to the online format and will be extended by the time determined by the Academic Degree Committee in accordance with the guidelines received from the Rectorate, being taught synchronously according to the class schedule established by the faculty and using materials designed for non-face-to-face learning through virtual classroom resources.

The tutorials will be carried out through the institutional email of the University of Valencia. If deemed appropriate, tutorials may be held by videoconference in the Virtual Classroom environment.

4. EVALUATION

The evaluation system that appears in the teaching guide of the subject is maintained.

The final tests will be held in accordance with the regime determined by the agreements of the Governing Council in force at all times. In the event that health circumstances prevent the realization of face-to-face evaluation tests, these will be articulated through the virtual classroom.

5. BIBLIOGRAPHY



To what is already indicated in the teaching guide, the following is added:

The UV Library Service makes available to students access to online manuals. In addition, a compilation of materials available online will be included in the Virtual Classroom of the subject.

