

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

<b>Code</b>	35279
<b>Name</b>	Educational Fundamentals of Speech Therapy
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

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

**Subject-matter**

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

**Coordination**

<b>Name</b>	<b>Department</b>
NAVAS SAURIN, MARIA DEL MAR	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

## OUTCOMES

### 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

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

This block analyzes all the historical stages related to the beginning of speech therapy, analyzing milestones and representative characters.



**2. Basic concepts in Speech Therapy: Educational theories and implications in speech therapy care.**

This block analyzes the conceptualization of the discipline, introducing the terminology and key concepts, analyzing the different frameworks or theoretical trashastantes on the nature of language, on thinking and on the concept of development in general.

**3. Intervention models and organizational aspects in Speech Therapy in the educational field: Models and Contexts of intervention.**

This block examines the different models of educational intervention in communication, language and speech disorders, as well as the educational conditions and variables in the speech therapy intervention process. Assess professional practice in the educational field in terms of diagnosis, prognosis and speech therapy treatment

**4. The Spanish education system**

Let's examine the Spanish educational system: legislation concepts and organization. Competences of the LOE and LOMLOE. Language and communication in the curriculum of preschool, primary and compulsory secondary education in the Valencian Community

**5. Attention to diversity, special educational needs, models of didactic individualization and support teams**

This block examines the basic knowledge about the current regulations of attention to diversity. Using and knowing the existing legal documentation on the attention to diversity in the Valencian Community.

**6. Professional profile and didactic design of the speech therapy intervention: The profesional profile and the organization of speech therapy intervention.**

This block focuses on the competency profile and the didactic aspects of speech therapy work in all types of contexts, in addition to examining the components and elements of a speech therapy action program.

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

This block focuses on the functions of the speech therapist from prevention, evaluation and diagnosis, intervention, scientific study of human communication. Analysis of language intervention from the Marc Monfort model.

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

This block focuses on developing speech therapy intervention as a teaching-learning process. Requiring a programming or didactic design prior to the intervention itself based on general parameters.

**WORKLOAD**

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

**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**

The evaluation will be as follows:

In the first call, students will be able to benefit from two modalities:

- Modality A: those students who have attended 80% of the classes, made the oral group presentation, the learning diary, the conceptual map and carried out in person 7 of the 9 practices, may abstain from taking the written exam, being able to opt up to 10 in the subject as a final grade.
- Modality B: Those who do not meet the requirements of modality A, but have attended 60% of the subject (having presented a justified cause for non-attendance: medical or work) and 7 of the 9 practices in person or writing. They must take the written exam in order to be able to choose up to a 10 in the subject.

Those who do not meet the requirements of modality A or B, must go to the second call, only if they have attended at least 60% of the subject, but have not been able to present any of the scoring mandatory contents, such as: the exhibition, the diary, the conceptual map or the practices. In which case they will be presented to a written exam that will consist of 3 sections, with questions to choose from each section with contents of each topic, previously included in the virtual classroom. The grade to which they can opt will be a maximum of 10.





Assistance to practices is mandatory and to approve the subject, at least 80% of the classes will be necessary. Non -assistance must be due to well documented force reasons (health status, death of a family member to third grade, judicial citation, official examination, accompaniment to a first -degree relative for medical reasons).

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83.pdf>

## REFERENCES

### Basic

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### Additional

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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>

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

<http://www.edu.gva.es/oed/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.