

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

<b>Code</b>	35286
<b>Name</b>	Language Disorders
<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	2	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1203 - Degree in Speech Therapy	13 - Language pathology of central etiology	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
DOLZ SERRA, LAURA	300 - Basic Psychology

**SUMMARY**

The subject Language Pathology Central etiology is a topic within the Department of Basic Psychology, belonging to the Faculty of Psychology at the University of Valencia.

It is a required subject consisting of 6 semester credits (ECTS), equivalent to 150 hours of student work.

It is imparted in the first semester of the second-degree course of Speech Therapy. The course is divided into 3 distinct blocks.

The first block focuses on the neurological basis of language, the explanatory models and etiological classification of language disorders. The object is to provide students with relevant knowledge about the relationship between the central nervous system and the language, the different models of cerebral representation, etiologic classification criteria, dementia and language disorders.



The second section focuses on traditional aphasic semiology, and its goal is to provide students with the necessary skills to perform an evaluation and diagnosis of aphasic disorders from the traditional perspective, knowing the diagnostic criteria, testing and examination techniques most used, and the advantages and disadvantages of this approach.

The third block can be subdivided into two parts. The first one focuses on the objectives and basic assumptions of the cognitive model, the diagnostic criteria and classification of oral language disorders, productive and compressive. The objective of this first part of the third block is to enable students to explore and diagnose disorders of acquired central etiology of oral language from the cognitive perspective, knowing the different semiotic entities and relevant methods of evaluation: test and other techniques. The second part of the third section focuses on acquired disorders of written language, reading and writing, from a cognitive perspective and aims to help students acquire the knowledge, skills and techniques necessary to perform a scan and diagnosis of acquired disorders of written language, knowing the different semiological institutions and relevant methods of assessment.

The study of the subject shares the contributions from the traditional perspective and cognitive perspective to the field of language disorders of the central etiology, both being complementary. The traditional view is still widely used in professional healthcare, proper of Speech Therapy and cognitive perspective is used in research, having multiple clinical applications that can complement the clinical-applied training of students. The knowledge that this discipline provides has important clinical applications (Aphasias, Dementia, Epilepsy), education (literacy) and gerontology (aging and language). Therefore a special way is linked with the subjects: Psychology of Language, General Neuropsychology and Language, Psychology of development and language acquisition, Clinical Neurology applied to speech and with those materials related to language pathologies and the intervention of these diseases.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Having knowledge of the subjects Psychology (Basic Psychological Processes and Psychology of Language) and Biology (General Neuropsychology and Language).



## OUTCOMES

### 1203 - Degree in Speech Therapy

- 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.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- 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.
- 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.

## LEARNING OUTCOMES

Assess hemispheric specialization diagnose clinical cases of aphasia and symptoms associated Managing valuation techniques and instruments in language disorders central etiology diagnose and differentiate between types of agnosia diagnosing and differentiating clinical cases with written language disorders in the etiology central

## DESCRIPTION OF CONTENTS

### 1. Introduction to language disorders of the central etiology.

In this first part will provide the student with relevant knowledge about the relationship between the central nervous system and language, the different models of cerebral representation, etiologic classification criteria, dementia and language disorders, epilepsy and language disorders.

Unit 1. - Classification of Language Disorders according to their etiology: Language and hemispheric specialization.

Aphasia, aphasia, reviw, Landau-Kleffner syndrome, epilepsy and continuous spike wave language disorders. Dementia and language disorders. Localizacionistas and distributed models.



## **2. The traditional aphasic semiology.**

In block two we will be aiming to help students acquire the skills necessary to perform an evaluation and diagnosis of aphasic disorders from the traditional perspective

Item 2. - Associations and localizationism.

Classification Lichteim and derivatives. Diagnostic criteria. Aphasic syndromes. Advantages and disadvantages of the traditional afasiológica classification.

Item 3. - Exploration of aphasia from the traditional perspective.

Quick Scan or screening. Boston Test. Barcelona Test. Other Test.

Especificación de contenidos de la unidad

## **3. Language diseases and cognitive neuroscience**

Finally, as a fundamental part of the course, in this block will enable the student to explore and diagnose disorders of spoken language acquired a central etiology from the cognitive perspective.

Unit 4. - Introduction to cognitive neuroscience.

Assumptions. Dissociation of symptoms. Diagnostic criteria and classification. Case Study One.

Unit 5. - Oral language disorders: comprehension.

Levels of exploration and disturbances: agnosia, Deafness Verbosemántica, Aphasia Semantic Aphasia Deep Understanding agrammatism Asintáctica and understanding.

Unit 6. - Oral language disorders: language production.

Levels of exploration and disorders: anomie, perseverations, Neologisms, Slang, Phonemic disintegration syndrome, apraxia or dyspraxia, aphasic mutism, stereotypies, dysprosody, agrammatism, paragrammatism.

Unit 7. - Disorders of Written Language.

Reading disorders: Acquired the dyslexia. Central disorders of Scripture. Peripheral Alterations of written. Agrammatism and writing.

Unit 8. - Assessment techniques.

Specific tasks for exploration of spoken and written language production and comprehension.





## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Study and independent work	90,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

In order for the student to acquire the fundamental objectives of the subject as well as the specific competences, they propose:

**Theoretical classes.** It will be used, fundamentally, the master lesson to present the contents of the subject. Powerpoint schemes will be available well in advance on the virtual platform. At the same time, the participatory intervention of the students is promoted with the purpose of enabling critical dialogue that at the same time dynamizes the rhythm of the class.

**Practical classes.** The main purpose of these is twofold: on the one hand, to be able to participate in small experiments related to the concepts presented in the theoretical classes; And, on the other hand, demonstrate the ability to work in groups as well as interpersonal communication skills. Whenever necessary, individualized and grouped tutorial sessions will be held in which students will be supervised so that they can carry out an adequate follow-up of the training activities. The materials to be used will include: manuals, articles, chapters, reports and other types of scientific documentation. The individual and group work, will be presented in the expected date in the form of reports that will follow the models that for this purpose will be available in the virtual classroom. It will be necessary to use the virtual classroom, the e-learning platform chosen by the University of Valencia to favor teaching-learning processes, as well as teacher-student interaction. It is a simple to use platform that offers multiple possibilities of interaction. The access address to this platform is the following: <http://aulavirtual.es>

## EVALUATION

The information to obtain the final grade of the subject will be obtained through two basic procedures: final individual assessment (final exam) and continuous assessment or progress (activities carried out in class, reports and / or individual and group work). The individual final assessment will be tailored to the specific objectives of the teaching guide. This evaluation, which will reflect the overall effort of the student and the level reached at the end of the learning process of the subject, will be done at the end of the face-to-face period of the course and will represent 70% of the grade of the subject. The final test to evaluate the specific objectives of the subject will be written of objective type. Continuous or progress evaluation of the work done by the students throughout the course will be based on the written and oral reports and comments made in the practical classes and / or in the collective or individual tutorials as well as in the different activities carried out in The theoretical sessions. This part of the evaluation is of a formative nature, since it allows a feedback process for both the teacher and the student, and will



represent 30% of the grade of the subject. This part of the subject will be recoverable by means of a development examination to be carried out in the official announcement. As a requirement the student must obtain a minimum of 3,5 in the theoretical test to pass the subject and 1,5 in the practices. The option to honor enrollment will be from the 9.5 grade.

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

- Cuetos, F. (1998). Evaluación y rehabilitación de las afasias. Madrid: MedicaPanamericana.
- Ellis, A.W. y Young, A.W. (2014). Human Cognitive Neuropsychology . London Psychology Press.
- Terradillos E. y Lopez Higes R. (2016) Guía de intervención logopedia en las afasia. Ed Síntesis.
- Perez Sanchez M. A. y Garcia Sevilla J. (2019). Intervención neuropsicológica en los trastornos adquiridos del lenguaje. Editorial Síntesis.

### Additional

- Goodglass, H. & Kaplan, E. (2005) Evaluación de la afasia y trastornos relacionados. Madrid: MedicaPanamericana.
- León-Carrión, J. (1995). Manual de Neuropsicología humana. Madrid: Siglo XXI.
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- Manubens, J.M. Berthier, M. & Barquero, S. (2002). Neurología Conductual: fundamentos teóricos y prácticos. Barcelona: Pulso Ediciones.
- Parkin, A.J. (1999). Exploraciones en Neuropsicología Cognitiva. Madrid: Panamericana.
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- Roch, A, Peña-Casanova, J. & Diéguez-Vide, F. (1998). Dislexias y disgrafías: teoría, formas clínicas y exploración. Barcelona: Masson.
- Valle, F. & Cuetos, F. (1995). Evaluación del Procesamiento Lingüístico en la Afasia. EPLA. Londres: Lawrence Erlbaum Associates.



- \*\*La bibliografía se completará con bibliografía más específica y especializada para cada bloque.

