

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

Code	35289
Name	Speech Disorders
Cycle	Grade
ECTS Credits	9.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	2	Annual

Subject-matter

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	16 - Speech disorders	Obligatory

Coordination

Name	Department
MARCO CALDERON, MARIA	270 - Research Methodology, Educational Diagnosis and Assessment
SANCHEZ DELGADO, MARIA PURIFICACION	270 - Research Methodology, Educational Diagnosis and Assessment

SUMMARY

Speech Disorders is a compulsory subject of the degree in Speech with a load of 9 ECTS in 6 3 theory and practice. The starting it is a matter before the Intervention Speech Disorders and It is a requirement to pass it in order to be able to take this third course. It will focus on the student knows the various pathologies of speech articulation as both flow from the clinical perspective, educational and care, serving primarily the etiologic classification. Also in this area will provide the student with knowledge to enable it speech therapy evaluation of individuals with speech disorders in order to reach a differential diagnosis must for any treatment. Furthermore, this area is intended that the / the student to acquire the necessary skills to perform speech therapy reports of patients with speech disorders taking into account the code of ethics of the profession.



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 pre-requirements

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.
- Be familiar with communication, language, speech, hearing, voice and non-verbal communication disorders.
- Know the terminology and description of speech disorders.
- Know the aetiology and classification of speech disorders.
- Recognise and differentiate between a variety of articulation disorders.
- Recognise and differentiate between a variety of fluency disorders.

LEARNING OUTCOMES

To know the different speech disorders that can affect both children and adults.

Know the instruments of speech evaluation that exist in the market.

Know how to develop assessment activities to characterize student / patient speech.

Differentially assess and diagnose cases of fluid disorders.

Adapt the evaluation and diagnosis of speech disorders in the different domains (family, school, clinical-health and care).



To know the structure of logopédics reports and to write them from practical cases.

DESCRIPTION OF CONTENTS

1. Introduction to the speech diseases

This block deals with the main classifications on speech disorders, both articulation and rhythm, according to different criteria: symptomatic, topographical, functional, etiological, temporal and serious. They are also addressed from a clinical, educational and care perspective.

Topic 1. Concept and classification of speech disorders.

Topic 2. Speech disorders in different areas.

Topic 3. Basic aspects for the evaluation of speech disorders.

Topic 4. Non-standardized techniques for information collection.

Topic 5. Standardized techniques of information collection.

Topic 6. Speech and language disorders diagnosis.

Topic 7. Preparation of speech therapy reports in speech disorders.

2. Articulation disorders: functional dyslalias

This block focuses on the conceptual revision, classification, evaluation, diagnosis and elaboration of logopédicos reports of articulatory defects of functional origin.

Topic 8. Concept, classification and incidence of functional dyslalia.

Topic 9. Evaluation: for what, how and when to evaluate speech in functional dyslalia.

Topic 10. Criteria for the diagnosis of functional dyslalia.

3. Disorders of the articulation: organic dyslalieas.

Articulation disorders: organic dyslalias.

This block focuses on the conceptual revision, classification, evaluation, diagnosis and elaboration of logopedic reports of articulatory defects of both neurological and anatomical origin.

Topic 11. Concept, classification and incidence of organic dyslalia.

Topic 12. Evaluation: for what, how and when to evaluate speech in organic dyslalia.

Topic 13. Criteria for the diagnosis of organic dyslalias.

4. DISORDERS OF FLUIDITY.

Fluency disorders: taquifemia and tachylalia.



This block focuses on the conceptual review, classification, evaluation, diagnosis and logopedic reports of rhythm difficulties.

Topic 14. Concept, classification and incidence of rhythm difficulties.

Topic 15. Evaluation: for what, how and when to evaluate the pace.

Topic 16 Criteria for the diagnosis of rhythm difficulties.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Classroom practices	30,00	100
Development of group work	30,00	0
Development of individual work	20,00	0
Study and independent work	50,00	0
Preparing lectures	20,00	0
TOTAL	210,00	

TEACHING METHODOLOGY

-Classes: Oral presentations, Participatory Master Lecture and discussion.

Practical Lectures: Resolution of exercises and problems. Study of cases.

-Programmed individual and group tutorials.

-Team work. Cooperative learning. Preparation of exercises, works and readings of research articles.

- Study, preparation and performance of exams and evaluation (Written tests / Portfolios / Observation).

-Exhibition of works in class.

EVALUATION

The information to obtain the final mark of the subject will be obtained through 2 basic procedures: final individual assessment (final exam) and continuous evaluation or progress (activities carried out in class, reports and / or individual and group work, activities carried out in class, attendance at conferences, seminars or workshops, etc.).



Minimum requirements:

- Exceed the exam.
- Deliver the portfolios in time and form.
- Given the characteristics of the subject and the degree, a high command of oral and written language will be required.

Exam:

The exam of the subject grants a 70% of the final qualification being able to integrate development of practical cases, and / or open-ended questions and / or multiple-answer questions.

Briefcase:

The value of the portfolios is 30% of the final mark. The value of each is:

*Portfolio 1 Non-standardized Data Collection Techniques: 15%

*Portfolio 2 Speech disorders case studies: 15%

The assistance to the practices is obligatory and to pass the subject will be necessary to attend at least to 80% of the classes. Non-attendance should be due to well-documented reasons of strength (health status, family death to third degree, judicial subpoena, official examination, accompaniment to first-degree relative for medical reasons). The contents and activities carried out in the face-to-face classes are considered recoverable by means of a written test to be carried out at the end of the official final test.

There is no difference between the first and second call.

As indicated in the regulations for the assignment of honorary degrees, this will be done in strict order of grade, as long as the student has obtained a minimum of 9.5 in the final grade. Thus, in the first instance, the final grade will be used to assign the available honorary degrees. In case of a tie in the final grade, the student with the highest grade in the exam will be assigned the registration. In case of a tie, an oral test will be given or a paper will be requested.

REFERENCES

Basic

- PEÑA CASANOVA, J. (2013). Manual de Logopedia. Elsevier: Masson.



- GALLEGO ORTEGA, J. L. (2019). Nuevo Manual de Logopedia Escolar. Los problemas de comunicación y lenguaje del niño. Málaga: Aljibe.
- MONROY PAJARES, R. (coord.) (2018). Manual práctico de logopedia. Por la importancia del logopeda. España: Editorial Psylicom; Fonodil M.P.
- MENDIZÁBAL y otros (2018). Guía práctica para la elaboración de informes logopédicos. España: Paramericana.
- VV.AA. (2016). Trastornos del habla. De los fundamentos a la evaluación. Madrid: EOS.

Additional

- GONZÁLEZ, J.N. (2003). Alteraciones del habla en la infancia: aspectos clínicos. Buenos Aires: Medica Panamericana.
- PERELLÓ, J. y otros. (1977). Audiofonatría y Logopedia. Tomo VIII: Trastornos del Habla. Barcelona: Científico-Médica.
- PUYUELO, M., PÓO, P., BASIL, C. y LE METAYER, M. (1996). Logopedia en la parálisis cerebral. Diagnóstico y tratamiento. Barcelona: Masson.
- SALGADO RUIZ, A. (2005). Manual práctico de tartamudez. Madrid: Síntesis.
- VILLEGAS LIROLA, F. (2004). Manual de Logopedia. Evaluación e intervención de las dificultades fonológicas. Madrid: Psicología Pirámide.
- GIL FERRERA, A.L. (2011). Manual de Logopedia y Foniatria (lenguaje y comunicación). Madrid: Cepe.

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

They keep all the initially programmed contents in the teacher's guide.

2. VOLUME OF WORK AND TIME PLANNING OF TEACHING

The volume of work is the same as in the teacher's guide.

3. TEACHING METHODOLOGY

Substitution of the theoretical classroom for the synchronous video conference by creating "Video Conference" tasks within the virtual classroom and execution of these by Blackboard Collaborate on the day and time of the classroom.



Tutorial system. The virtual tutoring program is maintained at 100%: attention within 48 working hours by e-mail and, by appointment, synchronous tutoring can be arranged (by videoconference).

4. EVALUATION

The evaluation is kept in two parts: theory and practice.

- The delivery of the two portfolios is maintained.
- The examination test is maintained.
- The minimum requirements are maintained:
 - a) Pass the examination test.
 - b) To deliver the portfolios in time and form.
 - c) Given the characteristics of the subject matter and the qualification, a high level of oral and written language proficiency will be required.

(a) Hybrid teaching scenario: If the health situation does not change and the teaching is as initially planned (hybrid teaching and final exam in person), the evaluation of each section and its corresponding percentages will be carried out as follows

Exam (60%)

A test in the first quarter that will be developed from a practical case.

A test in the second term that will be a test of 5 alternatives without discounting errors.

In order to pass the course a minimum of 5 out of 10 must be obtained, both in the exam of the first and second term. In addition, you will have to pass the practical part obtaining a minimum of 5 out of 10 in each portfolio.

Work:

*Portfolio 1: Non-standardized techniques of information collection (20%)

*Portfolio 2: Speech disorders case studies (20%)

(b) Online teaching scenario: If the health situation worsens and any form of face-to-face teaching is required to cease (that is, we move towards the completely online teaching and assessment model), the assessment of each section will be carried out by means of a virtual classroom, and following the guidelines issued by the academic authorities. In this case, continuous evaluation will be encouraged:

Exam (50%)

A test in the first quarter that will be developed from a practical case.

A test in the second term that will be a test of 5 alternatives without discounting errors.



Works:

*Portfolio 1: Non-standardized techniques of information collection (25%)

*Portfolio 2: Speech disorders case studies (25%)

If on the day/time of the exam any student has difficulties (limitations in the availability of equipment, connection errors...) he/she will have to write an email to his/her teacher using the account @alumni.uv.es, identifying and describing the difficulties, so that an alternative time can be communicated to him/her to proceed with the oral exam. The teacher will also indicate which tool will be used to make the connection, which can also be established by telephone using video-conference tools.

Video conference interviews may be required to verify participation in the tasks performed, individually or in groups. Declining this verification by the student will mean not passing the activity -individual or group- in question.

UV plagiarism detection systems will be used in the evaluation evidence. The manifest copy of any task or activity, either individual or group, that serves for the purpose of evaluation in the subject, will make it impossible to pass the course.

5. BIBLIOGRAPHY

The bibliographic references, both basic and complementary, of the teaching guide are maintained.