

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

<b>Code</b>	35289
<b>Name</b>	Speech Disorders
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	9.0
<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	Annual

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1203 - Degree in Speech Therapy	16 - Speech disorders	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
DIAZ HINAREJOS, SOFIA	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

This block deals with the main classifications of speech disorders, both articulation and rhythm, according to different criteria: symptomatological, topographical, functional, etiological, temporal and severity. They are also approached from a clinical, educational and welfare perspective.

Topic 1. Concept and classification of speech disorders.

Topic 2. Speech disorders in different areas.

Topic 3. Incidence of speech disorders.

### 2. Evaluation and diagnosis

This block deals with the basic aspects of any evaluation, diagnosis and reporting process in the speech therapy field.

Topic 4. Basic aspects for the speech therapy evaluation.

Topic 5. Basic criteria for speech therapy diagnosis.

Topic 6. Preparation of speech therapy reports.

### 3. Articulation Disorders

This block focuses on dyslalias and the different instruments for their evaluation.

Topic 7. Concept and classification of dyslalias: developmental, functional and organic.

Topic 8. Evaluation of articulation: Non-standardized techniques for information collection.

Topic 9. Evaluation of articulation: Standardized techniques of information collection.

### 4. Fluency disorders

This block focuses on dysphemias and the different instruments for their evaluation.

Topic 10. Concept and classification of Dysphemias.

Topic 11. Evaluation of dysphemias: Non-standardized techniques for information collection.

Topic 12. Evaluation of dysphemias: Standardized techniques of information collection.

**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
<b>TOTAL</b>	<b>210,00</b>	

**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.

- Approve each of the portfolios.

- Given the characteristics of the subject and the degree, a high command of oral and written language will be required.



To pass the first call, the following minimum requirement is required: achieve 50% of the maximum grade in the written exam and 50% of the maximum grade in each portfolio. The student who has passed one of the parts in the first call, that is, either the exam or the practices, will keep that grade for the second call.

In the second call, the exam will vary depending on the part or parts not passed in the first call.

**Tests:**

The examination of the subject gives 70% of the final grade. Can integrate development of case studies, open-ended questions and multiple choice questions.

**Reports:** The value of the reports is 30% of the final grade. The value of each is:

Portfolio 1: 15%

Portfolio 2: 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.

**Advance call:**

Regarding the possibility of the student requesting an advance of the call, as established in the current regulations, the evaluation will consist of the mandatory completion of a theoretical-practical knowledge exam (which will account for 85% of the final grade) and a final report (15% of the final grade). The report (which will include a written work and its oral presentation) will deal with the specific content of the subject determined by the teaching staff in question.

**Copy or plagiarism:**

The obvious copying or plagiarism of any task that is part of the evaluation will mean the impossibility of passing the subject, then submitting to the appropriate disciplinary procedures. Please note that, in accordance with article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in evaluation tests, in the works that are carried out or in official documents of the university.

During tutoring hours, teachers may request individual or group interviews in order to verify the degree of participation and achievement in the objectives set for any task carried out. Not accepting said verification will mean not passing the task or activity in question.

**Action against fraudulent practices.**

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/C83sp.pdf>

### **Rating system:**

The qualification of the subject will be subject to the provisions of the Regulation of Assessment and Qualification of the University of Valencia per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017).

[http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

In accordance with these regulations, the rating will be specified on a numerical scale from 0 to 10, with an expression of one decimal place, to which a qualitative rating is added as indicated below:

- Between 0 and 4.9: Failure.
- Between 5 and 6.9: Approved.
- Between 7 and 8.9: Notable.
- Between 9 and 10: Outstanding or outstanding honors.

### **Obtaining the honors degree:**

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**

- GALLEGO ORTEGA, J. L. (2019). Nuevo Manual de Logopedia Escolar. Los problemas de comunicación y lenguaje del niño. Málaga: Aljibe.
- MENDIZÁBAL y otros (2018). Guía práctica para la elaboración de informes logopédicos. España: Paramericana.
- MONROY PAJARES, R. (coord.) (2018). Manual práctico de logopedia. Por la importancia del logopeda. España: Editorial Psylicom; Fonodil M.P.
- PEÑA CASANOVA, J. (2013). Manual de Logopedia. Elsevier: Masson.
- VV.AA. (2016). Trastornos del habla. De los fundamentos a la evaluación. Madrid: EOS.



### Additional

- AGUADO ALONSO, G. (2001). Desarrollo del lenguaje de 0 a 3 años. Madrid: CEPE
- GIL FERRERA, A.L. (2011). Manual de Logopedia y Foniatria (lenguaje y comunicación). Madrid: Cepe.
- 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., POO, P., CORONAS, M., LATORRE, C. y FUENTE, S. (2017). La parálisis cerebral. Diagnóstico e intervención Logopédica. Madrid: EOS.
- 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.