VNIVERSITAT ID VALÈNCIA

COURSE DATA

Data Subject	
Code	35296
Name	Speech Therapy Intervention in Speech Disorders
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)			
Degree	**Center**	**Acad. year**	**Period**
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	3	Second term

Subject-matter		
Degree	**Subject-matter**	**Character**
1203 - Degree in Speech Therapy	23 - Speech therapy intervention in 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

Intervention in Speech Disorders is a compulsory subject of the Speech Therapy degree with a load of 6 ECTS distributed in 4.5 theory and 1.5 practice. It is a matter focused on the student knowing the different speech therapy techniques, instruments and models for the rehabilitation of different speech disorders, attending to both articulation difficulties and rhythm difficulties. Likewise, in this subject the student will be provided with knowledge that will allow them to design a speech therapy intervention program aimed at subjects with speech disorders. In addition, this subject is intended for the student to acquire the necessary knowledge to be able to design the evaluative research process aimed at evaluating the effectiveness and efficiency of the speech therapy intervention program.

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PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

1203 - Degree in Speech Therapy :

R4-OBLIGATION TO HAVE SUCCESSFULLY COMPLETED THE COURSE

35289 - Speech Disorders

Other requirements

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

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.

- Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.

- 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.

- Explain and argue the treatment selected for each patient.

- Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.

- Prepare and write reports of assessment, diagnosis, monitoring, completion of treatment and referral to another professional.

- Be familiar with speech therapy as regards phonetic and phonological disorders; fluency disorders; dysarthria; and dysglosia.

- Know how to perform speech therapy in speech disorders.

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

Design and implement interventions in cases of joint disorders and fluency. Select the methods, techniques and resources needed for the implementation of the intervention. Evaluate own speech therapy depending on the patient's progress. Develop speech therapy reports at different times of the rehabilitation process of speech disorders

DESCRIPTION OF CONTENTS

1. 1. GENERAL FOUNDATIONS OF SPEECH THERAPY.y.

This part deals with general principles and components that must be considered all speech therapy.
Item 1: Basic principles in speech therapy.
Item 2: Basic components of the intervention program.
Item 3: Programs for prevention and stimulation in speech disorders.
Item 4: Intervention programs for families.

2. 2. SPEECH THERAPY IN DYSLALIAS.

This section focuses on the study of different methodologies and resources for conducting speech therapy treatments in patients with functional dyslalia.
Item 5: Intervention programs for functional dyslalias: behavioral model and phonetic.
Item 6: Resources and materials for the treatment of functional dyslalias.
Item 7: Selection and preparation of material for the intervention of functional dyslalias

3. 3. SPEECH THERAPY IN DYSARTHRIAS AND DISGLOSIAS.

This section focuses on the study of different methodologies and resources for conducting speech therapy treatments in patients with functional organic dyslalia.
Item 8: Intervention programs for functional organic dyslalias.
Item 9: Resources and materials for the treatment of functional organic dyslalias.
Item 10: Selection and preparation of material for the intervention of functional organic dyslalias.

4. 4. SPEECH THERAPY IN DYSFEMIAS.

This section focuses on the study of different methodologies and resources for conducting speech therapy treatments in patients with fluency disorders.
Item 11: Intervention programs for disfemias: reflective and diversionary.
Item 12: Resources and materials for the treatment of disfemias.
Item 13: Selection and preparation of material for the intervention of disfemias.

5. 5. EVALUATION OF THE INTERVENTION PROGRAM.

This block aims to address the evaluation of speech therapy programs to see the efficiency and efficiency of them.
Item 14: Fundamental evaluation.
Item 15: Guion Methodology for the evaluation of the intervention program.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Laboratory practices	15,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

-Classes: Oral presentations, Keynote Lesson participatory discussion.

-Class Practices: Resolution of exercises and problems. Case studies.

-Scheduled individual and group tutorials.

-Work in groups. Cooperative learning. Project-oriented learning. Preparation of exercises, assignments and reports.

-Study, preparation and conduct of examinations and evaluation (written test / Portfolio / Observation).

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:

-Overcoming test-test.

-Deliver the reports.

-Given the nature of matter and the degree, it will require a great command of spoken and written language.

Tests: The examination of the subject gives 50% of the final grade can integrate development of case studies, open-ended questions and multiple choice questions.

Reports:

The value of the reports is 50% of the final grade.

The value of each being:

Portfolio 1: 10%

Portfolio 2: 20%

Portfolio 3: 20%

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.

REFERENCES

Basic

- Parra Reyes, D. y Agüero Murrieta, R. L. (2019). Logopedia. Guía de actividades para el tratamiento de la tartamudez. España: Psylicom; Fonodil M.P.

- De las Heras y Rodríguez, Gema (2015). Guía de intervención logopédica en las dislalias. Madrid: Síntesis.

- Fernández-Zuñiga, A. (2005). Guía de intervención logopédica en tartamudez infantil. España: Síntesis.

- Gallego Ortega, J.L. (1999). Calidad en la intervención logopédica. Estudio de casos. Málaga: Aljibe.

- Gallego Ortega, J. L. (2019). Nuevo Manual de Logopedia Escolar. Los problemas de comunicación y lenguaje del niño. Málaga: Aljibe.

- Martin Espino, J.D. (2002). Logopedia escolar y clínica. Últimos avances en evaluación e intervención. Madrid: CEPE.

- Mendizabal y otros (2018). Guía práctica para la elaboración de informes logopédicos. España: Paramericana.

- Monroy Pajares, R. (coord.) (2020). Manual práctico de logopedia. Por la importancia del logopeda. España: Editorial Psylicom; Fonodil M.P.

- Ortega, J. L., y Gallardo Ruiz, J. R. (1993). Manual de logopedia escolar. Málaga: Ediciones Aljibe.

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- Puyuelo Sanclemente, M. (2003). Manual de desarrollo y alteraciones del lenguaje. Barcelona: Masson.

- Salgado Ruiz, A. (2005). Manual práctico tartamudez. España: Síntesis.

- Villegas Lirola, F. (2010). Manual de logopedia: evaluación e intervención de las dificultades fonológicas. España: Editorial Pirámide.

Additional

- PUYUELO, M. (1997). Casos Clínicos en Logopedia. Diagnóstico y tratamiento. Barcelona: Masson.

- RODRÍGUEZ, A. (2003). Tartamudez, naturaleza y tratamiento. Barcelona: Herder.

- SANTACREU, J. y FORJAN, M.X. (2001). Tratamiento conductual de la tartamudez. Valencia: Promolibro.

- - Sutilitzarà Aula Virtual com a plataforma de comunicació i facilitació de materials/recursos per al desenvolupament de lassignatura.

ADDENDUM COVID-19

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

TEACHING GUIDE ADDENDUM FILE	
Name of the subject	Speech Therapy Intervention in Speech Disorders
Titulació	**SPEECH THERAPY DEGREEGRADO EN LOGOPEDIA**

1. CONTENTS

All the contents initially programmed in the teaching guide are maintained.

2. WORKLOAD AND TIME PLANNING OF TEACHING

The workload is the same as in the teaching guide.

The practice sessions will be adapted to the online format and will be extended for the time determined by the Academic Committee of the Degree in accordance with the guidelines received from the Rector's Office. The workload will be adapted to the model in force at any given time.

3. TEACHING METHODOLOGY

Substitution of the theoretical classroom for the synchronous videoconference by creating tasks "Videoconference" within the virtual classroom and execution of these for Blackboard Collaborate on the day and time of the classroom.

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

4. EVALUATION

The evaluation is distributed in two parts: final individual evaluation (test) and continuous or progress evaluation (portfolio, activities carried out in the classroom and/or individual and group work, etc.).

Minimum requirements are maintained:

- Passing the exam test.
- Deliver the portfolios in time and form.
- Given the characteristics of the subject matter and the degree, 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 (40%)
A test that will be a 5-alternative test without discounting errors. To pass the course, a minimum of 5 out of 10 must be obtained.

Works
The practical part must be approved by obtaining a minimum of 5 out of 10 in each portfolio.
Portfolio 1: 10%.
Portfolio 2: 25%
Portfolio 3: 25%

(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 evaluation model), the evaluation of each section will be carried out by means of a virtual classroom, and following the guidelines given by the academic authorities. In this case, continuous evaluation will be encouraged:

Exam (30%)
A test that will be a 5-alternative test without discounting errors. To pass the course, a minimum of 5 out of 10 must be obtained.

Works
The practical part must be approved by obtaining a minimum of 5 out of 10 in each portfolio.
Portfolio 1: 10%.
Portfolio 2: 30%
Portfolio 3: 30%

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 to his/her teacher/mail using the account @alumni.uv.es, identifying and describing the difficulties, so that an alternative time is 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. Rejecting 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, whether individual or group, that serves for the purpose of evaluation in the subject, will make it impossible to pass the course.

The variation in the presence of the practical sessions could lead to changes in the weighting of the evaluation systems. If the weighting contemplated in the addendum is modified due to this circumstance, it will be notified by the faculty publicly through the virtual classroom no later than one week after the end of the practical sessions.

The final exams will be held in accordance with the regime determined by the agreements of the Governing Council in force at any given time.

5. BIBLIOGRAPHY

Both basic and complementary bibliographic references are maintained in the teaching guide.

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