



## COURSE DATA

### Data Subject

<b>Code</b>	35296
<b>Name</b>	Speech Therapy Intervention in Speech 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	3	Second term

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1203 - Degree in Speech Therapy	23 - Speech therapy intervention in 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

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.



## 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 speech therapy 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.

**6. 6. THE SPEECH THERAPY REPORT**

Topic 16: Preparation of speech therapy reports.

**WORKLOAD**

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

**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:**



- 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 60% of the final grade. Can integrate development of case studies, open-ended questions and multiple choice questions.

**Reports:** The value of the reports is 40% of the final grade. The value of each is:

Portfolio 1: 10%

Portfolio 2: 15%

Portfolio 3: 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.

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>

**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**

- 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.
- Martín Espino, J.D. (2004). 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.
- 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.
- Se utilizará Aula Virtual como plataforma de comunicación y facilitación de materiales / recursos para el desarrollo de la asignatura.