COURSE DATA

Data Subject

Code	35300
Name	Augmentative Communication Systems
Cycle	Grade
ECTS Credits	4.5
Academic year	2022 - 2023

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	28 - Technological resources and augmentative communication systems	Obligatory

Coordination

Name	Department
LORENZO CORDERO, AGATA	300 - Basic Psychology

SUMMARY

Augmentative Communication Systems is a subject assigned to the Department of Basic Psychology. It is a compulsory subject, with classes in one semester and it consists of 4.5 credits (ECTS). The subject take place in the spring semester of the third year of the degree in Speech & Language Therapy.

This subject aims to provide students with the theoretical bases and the main strategies and methods of augmentative and / or alternative communication (SAAC). Also facilitate the students the acquisition of criteria to assess and make decisions in a patient regarding the use of a system of augmentative / alternative communication and facilitate that in the future can deepen in an autonomous way in the study of these communication systems to be able Effectively intervene using these systems when it is adequate in the treatment of different pathologies.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

There are no enrollment restrictions with other subjects of the curriculum. No previous knowledge required from other subjects of this degree.

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.

- Explore, evaluate, diagnose and predict the evolution of communication and language disorders from a multidisciplinary perspective.

- Use the exploration techniques and instruments typical of the profession and record, synthesize and interpret the data provided by integrating them into the information set.

- 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.

- Select, implement and facilitate the learning of augmentative communication systems, as well as the design and use of prostheses and technical aids adapted to the physical, psychological and social conditions of the patient.

- 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.

- Be familiar with communication, language, speech, hearing, voice and non-verbal communication disorders.

- Understand and critically evaluate the terminology and research methodology of speech therapy.

- Manage the technologies of communication and information.
- Facilitate learning of alternative and augmentative communication systems as well as the design and use of prostheses and assistive devices.
- Have computer skills related to the field of study.

LEARNING OUTCOMES

Communication skills and assess specific and global needs of the patient. Handle technical aids for communication, play, mobility and environmental control systems, manual signs, graphics systems. Handle technical aids for augmentative and alternative communication: Communication boards. Communicators. Computer access devices. Software adapted. Select by criteria systems and functional characteristics of signs for communication and display forms. Augmentative rehabilitation programs adapted to different contexts (occupational workshop curriculum, etc.) Design and implement interventions with specific systems for visual and hearing impairment. Handle the instruments and technology required for such interventions implentar programs and interactive multimedia displays speech for the evaluation, design and intervención.Aplicar technological resources for intervention in severe motoric and communication disorders.

DESCRIPTION OF CONTENTS

1. Augmentative communication systems

Augmentative communication systems and / or alternative. Basic concepts. Definition. Classification.

2. Communication systems without help.

Communication systems without help. Definition and classification. Communication concept B. Sacheffer total. The Spanish sign language.

3. Communication systems with help.

Communication systems with help. Definition. Classifications. The Bliss system. S.P.C. Meanspeak.

4. Technical Aids for Augmentative and Alternative Communication.

Technical Aids for Augmentative and Alternative Communication. Communication panels. Communicators. Computer access devices. Adapted software.

5. Population who may need augmentative communication techniques / alternative.

Population who may need augmentative communication techniques / alternative.

6. Evaluation of communication skills and needs of the patient and assess the overall needs.

Evaluation of communication skills and needs of the patient and assess the overall needs. Functional assessment models. Criteria for selection of the systems and functional characteristics of signs for communication and its forms of indication.

7. Enabling environment. Use of appropriate technologies to the needs of the patient. Technical aids.

Enabling environment. Use of appropriate technologies to the needs of the patient. Technical aids.

8. Communication and access to the school curriculum.

Communication and access to the school curriculum.

9. Alternative and augmentative communication systems in recovering processes of adults.

Alternative and augmentative communication systems in recovering processes of adults. Access to the communication and writing for adults with motor disabilities and language skills intact. Augmentative communication for adults with cognitive deficits. The use of communication systems in the occupational workshop.

10. Specific systems for the visually impaired.

Specific systems for the visually impaired. Technological systems: Braille, PC spoken devices connected to the computer, other devices.

11. Specific systems for the deaf.

Specific systems for the deaf. Technical aids that provide visual information of sounds. Computer aids.

12. The status of the teaching of SAAC.

The status of the teaching of SAAC. Learning strategies. The teaching of language understanding and teaching of the functional use of systems.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Laboratory practices	15,00	100
Study and independent work	67,50	0
TOTAL	**112,50**	

TEACHING METHODOLOGY

In order that the student acquires basic goals of the course as well as transversal and specific skills are proposed:

Classes. Mainly, lectures from the professor will be sued to present the contents of the subject. To do this, each session will begin with an outline of the contents that will be addressed, and finish with a highlight of the most important points considered. At the same time, case studies will be used and a series of practical and applied activities that will help students understand specific and multidisciplinary competences of the subject. Participation of students will be encouraged in order to allow critical dialogue and improve the rhythm of the lecture.

Practical classes. There are two main purposes on this lessons: first, being able to participate and acquire the knowledge and intervention strategies related to the contents presented in theory lectures; secondly, show the ability to work in teams as well as the interpersonal communication skills.

At the same time, the professor will be available for individual or group sessions to evaluate student's progress and assess them with any concert that they may have with the contents of the course.

The **materials used** include: manuals, articles, chapters, reports, case studies, software and other scientific materials and documents relevant to the subject.
Use of "aula virtual", e-learning platform chosen by the UV to improve the teaching-leaning processes, as well as the professor-student interaction will be needed.

EVALUATION

The information to obtain the final grade for the subject will be obtained through two basic procedures: individual final evaluation (final exam) and continuous or progress evaluation (activities carried out in face-to-face class, reports and / or individual and group work, access to content available in the virtual classroom, blocks or similar, tests carried out in class, etc.).

The final individual evaluation will be adjusted to the specific objectives of the teaching guide.

This evaluation, which will reflect the level achieved at the end of the learning process of the subject, will be carried out at the end of the face-to-face period and will represent 70% of the grade for the subject, it feels its maximum value of 7. The final test to evaluate the Specific objectives of the subject

will be written as a pot-type objective and / or open questions.

Continuous or progress evaluation of the work carried out by the students throughout the course will be made from the reports and written and oral 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 and practical sessions.

This part of the evaluation is formative in nature since it allows a feedback process for both the teacher and the student, and will represent 30% of the grade for the subject.

Attendance at practices is compulsory and to pass the subject it will be necessary to attend at least 80% of the classes. The non-attendance must be due to reasons of force majeure very documented (supervening health condition, death of a relative up to the third degree, court summons, official examination, accompaniment of a 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 that will be carried out only by finishing the official final test.

Within the continuous evaluation, two very different parts are distinguished:

1.- Reports of the practices. The value of this part is a maximum of 2 points, (20% of the grade for the course).

2.- Other activities carried out in face-to-face classes: non-compulsory individual and group reports and / or work, attendance and participation control, access to content available in the virtual classroom, blocks or similar, tests carried out in class, etc. The value of this part is a maximum of 1 (10% of the grade for the course).

The final mark is obtained from the weighted sum of the marks for each part of the evaluation, provided that the part corresponding to the officially summoned written tests has been passed with the demonstration of a minimum mastery of 50% of the content (mark of 3 , 5 out of 7 to the individual written exam).

There are no differences in the evaluation system of the second call compared to the first.

The best grades of the group will be taken into account to obtain the Honor Grades (as long as a minimum of 9.2 is reached). In case of a deadlock, an oral or written test will be held to break the difference.

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

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Additional

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  -Nieto, L., Groba, B., Pousada, T. & Pereira, J. (2012). Aplicación de las Tecnologías de la información y las comunicaciones en la vida diaria de las personas con discapacidad. A Coruña; Universidad da Coruña. Servicio de Publicaciones.

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