

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

<b>Code</b>	35302
<b>Name</b>	External Internship
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	24.0
<b>Academic year</b>	2022 - 2023

**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	4	Annual

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1203 - Degree in Speech Therapy	30 - Practicum	External Practice

**Coordination**

<b>Name</b>	<b>Department</b>
CASTRO CALVO, JESUS	295 - Personality, Evaluation and Psychological Treatment
PONS CAÑAVERAS, DIANA	295 - Personality, Evaluation and Psychological Treatment

**SUMMARY**

External internships are a core component in the training of future graduates in Speech therapy. This subject is aimed both to consolidate the knowledge acquired during the degree as well as the acquisition of skills and real experience for the practice of the professional role of speech therapy in the labor market. The contact with professional reality in one of the areas of Speech Therapy facilitates the subsequent employment of students and provides certain mastery of the skills and performance in their future work. In short, external internships aim to:

**1. Consolidate the knowledge, skills, and competences acquired during the first three years of the Degree in speech therapy.**



This implies the ability to integrate theoretical knowledge learned during the degree with the professional practice, showing flexibility and adaptability to the users of speech therapy services and the context when applying theories, techniques, and tools of analysis and intervention.

Ability to acquire new knowledge derived from practical intervention.

## **2. Learn professional role in an area of Speech therapy.**

This implies the ability to manage situations from the perspective of what society demands of a Speech therapist, knowing the ethical obligations of the profession and the peculiar forms that identify the professional practice of Speech.

Ability to work with other professionals from the perspective of the role of the speech therapist.

## **PREVIOUS KNOWLEDGE**

### **Relationship to other subjects of the same degree**

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

### **Other requirements**

#### **REQUIREMENTS FOR INTERNSHIP:**

Having overcome two-thirds of the total credits (160 credits) for core subjects.

Understand the general ethical requirements applicable to the field of Lopedia which will make their internships.

RECOMMENDED meet specific requirements detailed in each internship position.

## **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.
- Design, implement and evaluate actions to prevent communication and language disorders.
- 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.
- Advise families and other persons in the social environment of users, encourage their participation and collaboration in the speech therapy, address the peculiarities of each case and bear gender perspective in mind.
- 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.
- Know the limits of their field of activity and learn to identify when an interdisciplinary treatment is necessary.
- Explain and argue the treatment selected for each patient.
- Develop communication skills in the general population.
- Be able to develop skills such as regulating their own learning, solving problems, reasoning critically and adapting to new situations.
- Understand and be able to integrate the biological principles (anatomy and physiology), psychological principles (evolutionary development and processes), linguistic principles and pedagogical principles of speech therapy into communication, language, speech, hearing, voice and non-verbal oral communication.
- Be familiar with communication, language, speech, hearing, voice and non-verbal communication disorders.
- Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.
- Understand and critically evaluate the terminology and research methodology of speech therapy.
- Communicate findings and conclusions to patients, their families and other professionals involved in their care, both orally and in writing, considering the sociolinguistic characteristics of the environment.
- Prepare and write reports of assessment, diagnosis, monitoring, completion of treatment and referral to another professional.



- Have an adequate speech production, language structure and voice quality.
- Show an active ethical commitment to human rights, equal opportunities and non-discrimination based on gender, age, beliefs, language, culture or other reasons.
- Develop measures to prevent, identify and overcome situations of gender-based discrimination in the field of speech therapy.
- Promote the culture of peace, democratic values and sustainability.
- Learn the different neuropsychological disorders, their diagnostic techniques and their main causes.
- Be able to perform a brief neuropsychological assessment of a real case.
- Be trained to prepare a neuropsychological report of a real clinical case.
- Know the procedure of neuropsychological evaluation.
- Know the psycholinguistic processes and other basic psychological processes that support the techniques of speech therapy.
- Adapt performance to the different developmental stages of the human being and to gender perspective.
- Understand the organisation of speech therapy services in education.
- Certify the findings made in the practice of the profession, regarding diagnosis, prognosis and speech therapy treatment in the education setting.
- Write reports on progress and completion of treatment in the field of education.
- Be able to work in a school setting as part of the teaching team.
- Assess and develop strategies to improve communication skills in formal educational environments.
- Identify the different components of language and the linguistic relations that can be affected by a language deficit.
- Be able to apply methodological knowledge to solve the problems usually encountered in professional practice.
- Evaluate ones own professional intervention in order to optimise it.
- Evaluate, diagnose, predict, rehabilitate and prevent communication disorders associated with cognitive dysfunction.
- Know the diagnosis and treatment of diseases that affect hearing and, concretely, hearing aids and cochlear implants.
- Have autonomy and take responsibility for decision making.
- Recognise and differentiate between a variety of articulation disorders.
- Recognise and differentiate between a variety of fluency disorders.
- Be able to perform a neuropsychological assessment of a patient with a neurodegenerative disorder.
- Be able to produce a neuropsychological report to inform of an actual clinical case of a patient with a neurodegenerative disorder.





- Apply speech therapy through early intervention with the most appropriate and effective methods, techniques and resources.
- Adapt actions to the different human developmental stages in voice pathology.
- Know the techniques and tools of assessment and diagnosis of voice disorders.
- Explore, evaluate and diagnose communication and speech disorders arising from hearing diseases and establish a prognosis of evolution.
- Apply speech therapy treatments with the most effective and appropriate methods, techniques and resources according to the specific hearing pathology.
- Select appropriate alternative and augmentative systems of communication considering the needs of children with developmental communication and language disorders.
- Know how to perform speech therapy in speech disorders.
- Design, implement and evaluate actions to prevent literacy disorders.
- Explore, evaluate and diagnose literacy disorders and establish a prognosis of evolution.
- Apply speech therapy treatments with the most effective and appropriate methods, techniques and resources in disorders of central origin.
- Be able to plan an intervention in a clinical case of neurodegeneration.
- Be able to plan an intervention in a clinical case of brain injury.
- Integrate the analysis of the different linguistic levels from a single sample of data on linguistic deficits.
- Identify correlations between the activities proposed in tests and protocols and the verbal categories that these tools intend to assess or modify.
- Learn to establish clear correlations between assessment and intervention procedures and the specific categories or linguistic units that these have an effect on.
- Understand the profession and the legal status of the speech therapist.
- Have a concern for ensuring the quality of professional performance.
- Work in the school, welfare and healthcare environments as part of the professional team. Moreover, advise in the preparation and implementation of care and education policies for the hearing impaired.
- Be able to carry out the rehabilitation of the speech and language disorder in different patients.
- Be able to determine the characteristics of a functional and comprehensive assessment of vocal behaviour.
- Be competent in the assessment of orofacial alterations, which are of great importance in speech therapy practice.
- Know the organisation of primary and secondary schools and the diversity of actions involved in their management.
- Adapt professional performance to the different developmental stages in the periods of primary and secondary education.



- Communicate correctly in the language of the autonomous region where the professional activity is carried out.
- Be familiar with the organisation of pre-primary schools and the different actions involved in their management.
- Know the evolution of language in early childhood and be able to identify alterations in order to ensure an appropriate development.
- Participate in the preparation, implementation and evaluation of collective linguistic intervention programmes in pre-primary education.
- Adapt professional action to the pre-primary stage of education.
- Improve communication skills in children.
- Apply speech therapy with the most effective and appropriate methods, techniques and resources according to the specific orofacial pathology.

## LEARNING OUTCOMES

Include the contents learned in the Grade with professional practice, showing flexibility and adaptability to the users and the context when applying theories, techniques and tools of analysis and intervention.

Develop the ability to acquire new knowledge derived from practical intervention.

Develop the ability to handle situations from the perspective of what society demands of a professional speech & language therapist.

To know and act in accordance with the ethical obligations of the profession and the peculiar forms that identify the professional practice of Speech & Language Therapy. This includes particularly relevant manner, commitment to the values of equality and non-discrimination.

Develop the ability to work with other professionals from the perspective of the role of the speech & language therapist.



## WORKLOAD

ACTIVITY	Hours	% To be attended
Internship		100
Internship	720,00	0
<b>TOTAL</b>	<b>720,00</b>	

## TEACHING METHODOLOGY

Master class seminars on a particular topic of the internship.

Group or individual tutoring to advise on the content of the internship.

Analysis of situations, cases and problems of the internship position

Reporting and disclosure thereof.

Participant observation.

Individual tutoring sessions.

Analysis of situations, cases and relevant problems.

Elaboration of reports of case assessment.

## EVALUATION

The person in charge of the rating external internship is the Academic Tutor. In the qualification of the practices, different evidence will be considered:

### 1. Quality of the final memory (30% of the grade)

The memory should include, at least, the following sections:

1. Description of the centre and section / area / dpt.

1.1 Main characteristics (object, location of the program and services, main activities, etc.).

1.2 Description of the department/area or work team where the student conducted his/her work (functions, theoretical orientation, models...).

2. Activities conducted in which the student has taken part



2.1 Type of learnings made, people that received the services, knowledge of the centre, specific formation, participation in programs/concrete activities.

2.2 Where the student was located in the centre.

2.3 Description of the activities (technics used, instruments, context in that the student conducted his/her work, Cooperation with other professionals, form of participation of the student, etc.).

3. Results and assessment of the experience.

3.1 Fulfillment of the internship plan. Inconsistencies between the activities planned in the description of the centre and the activities made. Explanation of the inconsistencies.

3.2 Appearances more notable of the learning theoretically-practical effected in the realisation of the tasks.

3.3 Professional role, experiences.

3.4 Fulfillment of expectations and future decisions.

3.5 Assessment of the plan of work.

4. Results for the centre

4.1 Analysis of the contributions of the student in the Centre.

**2. Continued assessment of the Tutor of the Centre Collaborator based on the predisposition, the interest and performance of the student (40% of the grade).**

**3. Continued assessment of the Academic Tutor according to the fulfillment of the student (30% of the grade).**

In the Different sessions, will make a series of activities that will consist in exercises, reviews, commentaries, activities, etc. Besides, is indispensable requirement to be able to be evaluated/to have surpassed the course of compulsory formation of the UVocupació. Attendance of the Professional Opportunities Conference and the Health Sciences Employment Forum will be valued.

### **Warning on plagiarisms**

The copy or self-evident plagiarism of any task that form part of the evaluation will suppose the impossibility to surpass the subject, and will be subjected next to the timely disciplinary procedures. Note that, in accordance with the article 13. d) Of the Statute of the University Student (RD 1791/2010, of 30 December), is a duty of the student abstain- in the utilisation or cooperation in fraudulent procedures in the tests of evaluation, in the works that make or in official documents of the university.

In schedule of meetings, teachers will be able to require individual interviews or in group with such to verify the degree of participation and attainment in the aims established for any task developed. Not accepting this verification, will suppose not surpassing the task or activity in question.





## System of qualification

The qualification of the subject will remain subjected to that what has in the Rule of Qualifications of the Universitat of València (ACGUV 108/2017).

([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 this rule, concrete in numerical expression of 0 to 10 with a decimal, By means of the following scale of qualification:

- Of 0 to 4.9: Fail.
- Of 5 to 6.9: approved.
- Of 7 to 8.9: remarkable.
- Of 9 to 10: excellent or outstanding.

In order to obtain an approval in the subject, students have to obtain a degree of at least a 5 in each one of the three sections of the assessment.

The impugnation of the qualification obtained in tasks of evaluation, will remain subjected to the Regulation of Impugnation of Qualifications (ACGUV108/2017)

([http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf))

## Actions 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>

## REFERENCES

### Basic

- De acuerdo con el contenido de cada plaza de prácticas el/la tutor/a académico/a así como el tutor/a externo/a podrán facilitar la bibliografía más adecuada al estudiante para profundizar en sus prácticas externas.