

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

Code	35302
Name	External Internship
Cycle	Grade
ECTS Credits	24.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	4	Annual

Subject-matter

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	30 - Practicum	External Practice

Coordination

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

SUMMARY

The *Practicum* is a compulsory subject of **24 credits** from the Study Plan of the Degree in Speech and Language Therapy, in which the students carry out a total of **720 hours of professional practice** distributed as follows:

- 144 hours (20% of the internship) dedicated to the preparation and monitoring of practices.
- 504 hours (70% of the internship) dedicated to the attendance of the students in the center.



-72 hours (10% of the internship) dedicated to preparing the report and other evaluation activities.

External practices are a fundamental component in the training of future graduates in Speech and Language Therapy, since it is a matter oriented both to the consolidation of the knowledge acquired and to the acquisition of the necessary skills and practice for the exercise of the role speech therapist professional. The contact with the professional reality in one of the fields of activity of the Speech Therapy professionals will undoubtedly facilitate the labor of insertion of the students by providing them with a certain mastery of the skills and performance of their professional activity. In short, this subject pursues a double objective:

- 1. To consolidate the knowledge, skills, and competences acquired during the first three years of the Degree in Speech and Language Therapy:* Achieving this objective implies the ability to integrate the theoretical knowledge learned in the Degree with professional practice, showing flexibility and adaptability to users and to the context when applying theories, techniques and instruments of analysis and intervention. Likewise, the ability to acquire new knowledge derived from practical intervention would be required.
- 2. Learning the professional role in a professional area of Speech and Language Therapy:* Achieving this objective requires the ability to face situations from the perspective of what society demands of a Speech and Language Therapy professional, knowing the deontological obligations of the profession and the peculiar forms that identify the professional practice of Speech and Language Therapy. Among others, this entails the ability to work with other professionals from the perspective of the role of the Speech and Language 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

The following requirements are established to carry out the practicum:

- 1- Having passed two thirds of the total credits of the degree (160 credits).
- 2- Knowing the general deontological requirements and those applicable to the field of Speech Therapy in which the external practices will be carried out.

Likewise, it IS IMPORTANT to meet the specific requirements detailed in the position to be filled (see the description of the position in the catalog of places offered).



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

- Being able to integrate the contents learned in the Degree with the professional practice, showing flexibility and adaptability to users and the context when applying theories, techniques, and instruments of analysis and intervention.
- Develop the ability to acquire new knowledge derived from practical intervention.
- Develop the ability to deal with situations from the perspective of what society demands from a speech and language therapy professional.
- Knowing and acting in accordance with the deontological obligations of the profession and the peculiar forms that identify the professional practice of Speech and Language Therapy. This includes, in an especially relevant way, the commitment to the values of equality and non-discrimination.
- Develop the ability to work with other professionals from the perspective of the role of speech and language therapist.



WORKLOAD

ACTIVITY	Hours	% To be attended
Internship		100
Internship	504,00	100
Seguimiento y tutorización de Prácticas externas	144,00	100
Study and independent work	72,00	0
TOTAL	720,00	

TEACHING METHODOLOGY

1.1. In the Faculty of Psychology and Speech Therapy

- Lectures in which students will interact through questions, doubts, or personal reflections.
- Group or individual tutorials to advise students on specific content of interest for their training and development of the Practicum.
- Analysis of situations, cases and problems related to the position he occupies. This analysis can be done both individually and in small groups.
- Preparation of reports and public exhibition of the same.

1.2. At the Practice Center

- Participant observation.
- Individual tutoring sessions.
- Analysis of relevant situations, cases and problems.

EVALUATION

The final person responsible of the grade is the Academic Tutor.

In the qualification of the practices, the three aspects indicated below will be taken into account:

- Quality of the final report delivered (30% of the grade, recoverable).
- Continuous assessment of the Tutor of the Collaborating Center about the predisposition, interest and performance of the student (40% of the grade). The evaluation will be managed through ADEIT. Not recoverable in the event that the evidence of not having passed this section occurs at a time that makes the development of an internship in an alternative destination unfeasible.



-Assessment of the Academic Tutor (30% of the grade) regarding the compliance of the student in the different follow-up sessions carried out throughout the course. In addition, it is an essential requirement to be evaluated to have passed the compulsory UVocupació training course. Attendance at the Conference on Professional Opportunities and the Health Sciences Employment Forum will be valued. Not recoverable in the event that the evidence of not having passed this section occurs at a time that makes the reorientation unfeasible for the correct follow-up of the practices.

Minimum requirements: to obtain the final grade, the different sections considered in the evaluation will only be added when at least a 5 is obtained in each one of them.

Plagiarism warning

The copying or manifest plagiarism of any task that is part of the evaluation will mean the impossibility of passing the subject, and will then be submitted to the appropriate disciplinary procedures. Keep in mind that, in accordance with article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the student's duty to refrain from the use or cooperation in fraudulent procedures in the tests of evaluation, 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 of the objectives established for any task carried out. Not accepting this verification will mean failing the task or activity in question.

Rating system

The grade of the subject will be subject to what is provided in the Grading Regulations of the University of Valencia (ACGUV 108/2017).

(http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf).

The consultation and challenge of the qualification obtained in evaluation tasks, will be subject to the provisions of the Regulation of Challenge of Qualifications (ACGUV 108/2017)

(http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf).

Action against fraudulent practices

In the event of fraudulent practices, the procedure determined by the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed.

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES



Basic

- Guía de prácticum de Logopedia. Vicedecanato de Prácticas (en el apartado de la web de la facultad destinado a prácticum)
- 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.