VNIVERSITAT Ď ĐVALÈNCIA

COURSE DATA

Data Subject	
Code	35305
Name	Linguistics Analysis of Clinical Data
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	4	Second term

Subject-matter		
Degree	**Subject-matter**	**Character**
1203 - Degree in Speech Therapy	32 - Linguistic analysis of clinical data	Optional

Coordination	
Name	**Department**
MARTINEZ PARICIO, VIOLETA	340 - Language Theory and Communication Sciences

SUMMARY

This course will deepen into the understanding of linguistic categories affected by linguistic impairment, after their general presentation in the basic course "Linguistic fundamentals of speech-therapy". The students will become familiar with the linguistic impairment and its treatment, and with the identification of enunciative, textual and interactive categories that can be affected in situations where speech therapy is needed, either in neurodegenerative or neurodevelopmental diseases, or in brain acquired damage.

PREVIOUS KNOWLEDGE

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Relationship to other subjects of the same degree

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

Other requirements

Will be required to domain the basics of clinical linguistics presented in "Lingguistic Fundamentals of speech-therapy", with a focus on domain of specific metalanguage .

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.

- Develop communication skills in the general population.

- 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.

- Consolidate the linguistic principles of speech therapy and differentiate between the grammatical and pragmatic levels in Spanish and Catalan.

- Integrate the analysis of the different linguistic levels from a single sample of data on linguistic deficits.

- Transcribe conversations in Spanish and Catalan.

- Become familiar with the ethnographic research method and with data of ecological validity.

LEARNING OUTCOMES

Detect and measure the relevant variables in the evaluation of linguistic deficit.
Using the ethnographic method in the evaluation of production.
Analyze oral deficit data.
Analyze data written deficit.

DESCRIPTION OF CONTENTS

1. Introduction to Corpus Linguistics.

Theoretical requirements of Corpus Linguistics: representativity.

2. Relevant variables in the assessment of linguistic deficit.

Grammatical, pragmatic and sociolinguistic variables in clinical data.

3. Etnographic method in clinical linguistics. Transcription systems.

Ethnographic method in linguistics corpus. Spoken and written corpus. Transcription models.

4. Analysis of impaired Spoken Data.

Data analysis of speakers with oral language deficit.

5. Analysis of Impaired Written Data.

Analysis of written data of speakers with linguistic impairment. Textual categories: cohesive phenomena; relationship between formal marks of enunciation and intersubjective capacity. Maintenance and management of textual superstructures.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Development of group work	27,50	0
Study and independent work	10,00	0
Readings supplementary material	5,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	10,00	0
Resolution of online questionnaires	5,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

Alternance of lectures and seminars of presentations and work groups (data analysis from transcripts and / or video recordings).

EVALUATION

Procedure for first and second evaluation

The evaluation will consist of a clinical data analysis according to the scheme used in the classes, referring to pragmatic focus: enunciative, textual and interactive categories and in which the correlation between the linguistic features and the possible pathology of the informant (which previously It will have been covered in theoretical sessions of the subject).

The analysis of a real case with language deficit will be carried out in groups of maximum 5 people and will be delivered by aula virtual on the scheduled date of the exam. Students will have at their disposal in aula virtual a work guide and the evaluation rubric, being aware of the most relevant aspects that the analysis must include.

The linguistic data analysis work represents 100% of the evaluation.

Those students who, for justified and documented cause as stated in the UV Evaluation and Qualification Regulations, have not attended at least 80% of the practical sessions must carry out the work individually.

REFERENCES

Basic

- Gallardo, B. (2006). Más allá de las palabras y su estructura: las categorías del componente pragmático. En E. Garayzabal, ed: Lingüística clínica y logopedia, Antonio Machado Libros: Madrid.

- Gallardo, B., y Hernández, C. (2013). Lingüística clínica. Arco Libros: Madrid.

Additional

- Gallardo, B. (2008). Las huellas de Teoría de la mente e intersubjetividad en el trastorno por déficit de atención y/o hiperactividad. Revista de Neurología 46/1, 29-35.

- Gallardo, B. (2009). Criterios lingüísticos en la descripción del déficit verbal. Verba 36, 5-57.

- Hernández, C. (2006). Inhibición y lenguaje. A propósito de la afasia y la experiencia del decir, Madrid: Biblioteca Nueva.

- Gallardo, B. (2005). Afasia y conversación: Las habilidades comunicativas del interlocutor-clave, Valencia: Tirant lo Blanch.

- Gallardo, B., Valles, B. (2008). Lingüística en contextos clínicos: la lingüística clínica. Lengua y Habla, 12, 32-50.

- Pérez, J.L. (2012). El déficit lingüístico en personas con demencia de tipo alzhéimer: breve estado de la cuestión. Pragmalingüística, 20, 220-238.

- Pérez, J.L. (2014). Interacción y predictibilidad: los intercambios conversacionales con hablantes con demencia tipo alzhéimer. Revista de Investigación Lingüística, 17, 97-118.

- Gallego López, C. y Lázaro López-Villaseñor (coords.) (2020). Casos prácticos en logopedia. Trastornos específicos del desarrollo del lenguaje. Madrid: Síntesis