

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

Code	35314
Name	Psychopathology applied to Speech Therapy
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

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	44 - Psychopathology applied to speech therapy	Optional

Coordination

Name	Department
RONCERO SANCHIS, MARIA	295 - Personality, Evaluation and Psychological Treatment

SUMMARY

Psychopathology applied to speech is an optional subject, taught fourth grade year. His 4.5 credits have both theoretical and practical.

This subject has an introductory character and its main objective is that the speech & language therapist know the basic characteristics of clinical diseases present in those diagnosed with a disorder psychopathology and have language impairments. In turn, this basic knowledge will allow the therapist to identify and refer those in professional psychology psychological problems that may be associated with language impairments. For this purpose it is intended to raise awareness of the need for a comprehensive and multidisciplinary approach to the study of people with language problems, and facilitate communication and collaboration between health professionals involved in this process.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

To have passed the subject "Psychological Assessment".

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.
- Understand and evaluate the scientific production underpinning the professional development of the speech therapist.
- Know the limits of their field of activity and learn to identify when an interdisciplinary treatment is necessary.
- Be able to develop skills such as regulating their own learning, solving problems, reasoning critically and adapting to new situations.
- 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.
- 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.



- Hold interconsultations and make referrals to other healthcare and education professionals.
- Know the different developmental stages of the human being.
- Have autonomy and take responsibility for decision making.
- Have a concern for ensuring the quality of professional performance.
- Adapt professional performance to the different developmental stages in the periods of primary and secondary education.
- Adapt professional action to the pre-primary stage of education.

LEARNING OUTCOMES

Identify linguistic disorders of people with clinical psychopathological syndromes.

Identify the common linguistic disorders in children and adults with psychopathological disorders.

DESCRIPTION OF CONTENTS

1. Introduction to the anxiety disorders.

Clinical characterization; Language disorders of speakers with anxiety disorders.

2. Introduction to the mood disorders.

Clinical characterization; Language disorders of speakers with mood disorders.

3. Introduction to the trauma and stress disorders.

Clinical characterization; Speech disorders of speakers with trauma and stress disorders.

4. Introduction to the somatoform and dissociative disorders.

Clinical characterization; Language disorders of speakers with somatoform and dissociative disorders.

5. Introduction to the schizophrenia spectrum disorders.

Clinical characterization; Language disorders of speakers with schizophrenia spectrum disorders.

**6. Introduction to the Personality Disorders.**

Clinical characterization; Language Disorders of Speakers with Personality Disorders.

7. Introduction to the disorders of childhood and adolescence; delirium, dementia, amnesias and other cognoscitive disorders.

Clinical characterization; linguistic disorders typical of speakers with disorders of childhood and adolescence; delirium, dementia, amnesias and other cognoscitive disorders.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Development of individual work	15,00	0
Preparation of evaluation activities	27,50	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	15,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

Presential classes (theoretical and Practices).

Preparation of single tasks, study of these cases, food preparation and realization of reports of otras actividades prácticas.

Individual and group tutoring.

Study, preparation and realization of tests.

EVALUATION

English version is not available

REFERENCES



Basic

- Belloch, A., Sandin, B., y Ramos, F. (2020). Manual de psicopatología. Vol. I. Madrid: McGraw Hill
- Belloch, A., Sandin, B., y Ramos, F. (2020). Manual de psicopatología. Vol. II. Madrid: McGraw Hill
- American Psychiatric Association [APA] (2014). DSM-5. Manual de Psicopatología y trastornos psicológicos. Madrid: Editorial Médica Panamericana.

Additional

- Organización Mundial de la Salud (2011). Clasificación Internacional de Enfermedades- CIE-10. <http://www.who.int/publications/es/>
- Rodríguez Testal, J. F., y Mesa Cid, P.J. (Coord.). (2011). Manual de Psicopatología Clínica. Madrid: Pirámide

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

CONTENTS

All the contents contemplated in the teaching guide are maintained.

VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING

The volume of work will be adapted to the current model at all times.

TEACHING METHOD

Theory and practical sessions will be adapted to the presential or online format and will be extended according to the model and time determined by the Academic Degree Commission in accordance with the guidelines received from the Rector's Office.

Sessions will be synchronous in class time.

ASSESSMENT



The variation in the presence of practical sessions could lead to changes in the weighting of the evaluation systems. If the weighting contemplated in the addendum were modified due to this circumstance, it would be notified by the teaching staff publicly through a virtual classroom at most in the week after finishing the practices.

The final tests will be held in accordance with the regime determined by the agreements of the Governing Council.

A. Face-to-face evaluation situation:

- 1) Assessment of theoretical and practical content through written tests (60%)
- 2) Written presentation of report / s, individual or group work, clinical cases, problem solving and handling of diagnostic tests (30%).
- 3) Active participation in class activities, seminars and workshops, participation in research tasks, and motivation for the quality of learning results (10%).

B. Online evaluation situation:

In the case of online organization or, if it is not feasible to do a face-to-face final test, 10% will be awarded to the final test, and 90% to continuous evaluation (80% presentation of reports, individual or group work and 10% active participation in class activities, seminars and workshops).

MINIMUM REQUIREMENTS

To pass the subject in 1st or 2nd call, it will be necessary to meet the following requirements:

- (1) Pass the exam, reaching a minimum of 50% in the exam (A. Face-to-face assessment scenario: minimum 3 out of 6; B. online assessment scenario 0.5 out of 1). The exam can be made up in 2nd call.
- (2) Carry out and pass reports, papers, clinical cases, problem solving, and handling of diagnostic tests, reaching a minimum of 50% in the overall activities proposed by the teacher (A. Face-to-face assessment scenario: minimum 1.5 out of 3; B. online evaluation scenario: 4 out of 8). It can be recovered in the second call.



(3) Class activities, oral presentations, seminars, workshops, participation in research tasks, and motivation for the quality of learning results, given their very nature, cannot be recovered either in 1st or 2nd call. It will not be required to pass this section with a minimum score.

BIBLIOGRAPHY

The bibliography proposed in the teaching guide is maintained.