

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

<b>Code</b>	35318
<b>Name</b>	Orofacial and Miofacial Therapy
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2023 - 2024

**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	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1203 - Degree in Speech Therapy	45 - Orofacial and myofunctional therapy	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
PUIG HERREROS, CLARA	300 - Basic Psychology

**SUMMARY**

The subject "Orofacial and myofunctional therapy" is attached to the Department of Basic Psychology which belongs to the Faculty of Psychology and Speech Therapy of the University of Valencia and is taught during the fourth year of the degree in Speech Therapy.

It is an optional and four-month subject that consists of 4.5 credits (ECTS), equivalent to 112 hours of student work.

The purpose of the course is for the student to be able to carry out a process of evaluation and intervention of orofacial functions (breathing, swallowing, chewing, sucking and speaking) both in patients with a preserved anatomical structure or not. Therefore, the contents, techniques and basic methods are presented to be able to carry out an evaluation and an appropriate speech therapy intervention with patients with orofacial dysfunctions of diverse origin and that can affect diverse primary functions.



Myofunctional Therapy is framed within the area of knowledge of orofacial motricity (MO) and is a discipline that is responsible for assessing and correcting orofacial dysfunctions that can interfere with stomatognathic functions: sucking, chewing, swallowing, breathing and phono-articulation. These dysfunctions can have a purely functional, structural origin or both. The Myofunctional Therapy is used in various disorders and syndromes such as oral respirators, dysfunctional or atypical swallowing, bruxism, disorders of the temporomandibular joint, subjects with malformations of genetic or non-genetic origin, etc.

The subject is distributed in 3 well differentiated blocks:

The first of these (block 1), is an introductory block to the subject where students are expected to know the basic concepts that refer to the area of orofacial motor skills, myofunctional therapy, the anatomy of orofacial structures, the main functions stomatognathic: breathing, speech, chewing and swallowing; normal patterns and the effects of major dysfunctions.

The second block (block 2) has as its main objective the exploration and speech therapy evaluation of the different anatomorphological structures involved in the act of chewing, swallowing, breathing and phonoarticulation, as well as their main dysfunctions.

The goal of the third block (block 3) focuses on the rehabilitation of some myofunctional disorders.

The subject is especially linked to the subjects: "Anatomy of the organs of the

language and hearing", "Physiology of the organs of language and hearing", "Speech therapy intervention in brain damage", "Speech therapy intervention in speech disorders" and "Physiotherapy applied to Speech Therapy".

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

It is recommended to have passed the knowledge related to the anatomy and physiology of the organs of speech, hearing and voice.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 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.
- 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.
- 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.
- Have an adequate speech production, language structure and voice quality.
- Know the anatomy of the organs of speech, hearing and voice.
- Knowledge of the physiology of the organs of speech, hearing and voice.
- Apply speech therapy with the most effective and appropriate methods, techniques and resources according to the specific orofacial pathology.

### **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

- Identify myofunctional disorders through a correct evaluation.
- Identify the different orofacial anomalies.
- Identify the different dental malocclusions.
- Design and apply techniques of myofunctional therapy in the intervention of a clinical case.



## DESCRIPTION OF CONTENTS

### 1. Introduction to myofunctional therapy: basic concepts.

Introduction to myofunctional therapy: basic concepts related to orofacial motor skills and myofunctional therapy.

Orthodontics and speech therapy: dental malocclusions.

Introduction to stomatognathic functions (breathing, swallowing, chewing, sucking and speaking) and their alterations: atypical/dysfunctional swallowing, bad oral habits, dysphagia, velopharyngeal dysfunction, etc.

### 2. Exploration and speech therapy evaluation of orofacial motor skills

Exploration and anatomorphological and functional evaluation of the stomatognathic system and its disturbances.

### 3. Speech therapy intervention in orofacial motor skills.

Speech therapy intervention in alterations of the stomatognathic system (oral breathing, harmful oral habits, dysfunctional swallowing, facial paralysis, etc.) through intervention plans and knowledge of specific methods and techniques for the rehabilitation of each dysfunction.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Development of group work	20,00	0
Study and independent work	28,00	0
Readings supplementary material	6,00	0
Preparation of evaluation activities	4,00	0
Resolution of case studies	7,50	0
Resolution of online questionnaires	2,00	0
<b>TOTAL</b>	<b>112,50</b>	



## TEACHING METHODOLOGY

The training activities to be carried out in this area are:

- Theoretical classes taught in person in the classroom, during which the different contents of the subject will be developed, promoting at the same time the active participation of the students through the resolution of the issues that arise during the exposition.
- Practical classes, with the objective that students acquire the knowledge and skills necessary for the evaluation, proposal of a diagnosis and preparation of intervention programs appropriate to each patient.
- Individualized tutorials in which students will be supervised so that they can adequately monitor the training activities.
- Individual and/or group work of the student, preparation of practical activities, preparation of exercises and reports.
- Study, preparation and realization of exams.

## EVALUATION

The information to obtain the final qualification of the subject will be obtained through two basic procedures:

- 1) Individual final evaluation (final exam)
- 2) Continuous evaluation or progress (activities carried out in classroom, reports and / or individual and group work, activities carried out in class, attendance at conferences, seminars and / or conferences, etc.).

The individual final evaluation will be adjusted to the specific objectives of the teaching guide. This evaluation, which will reflect the level reached 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 subject's grade, with a maximum value of 7.

The final test to evaluate the specific objectives of the subject will be of test and written type.

The continuous evaluation will be made from the written and oral reports and comments made in the classes and / or in the tutorials, as well as in the different activities carried out in the theoretical and / or practical sessions. This part of the evaluation will represent 30% of the grade of the subject, which will be divided as follows:

- 1.- Reports of the practices. There will be a single internship report with a maximum value of 2 points.
- 2.- Elaboration of a group work with exhibition in the classroom. Maximum value of 0.70.
- 3.- Other activities carried out in the face-to-face classes: reports / individual and / or non-compulsory group work, access to contents available in the virtual classroom, blocks or similar, tests carried out in class, etc. The value of this part is a maximum of 0.30.



Attendance at the internship is compulsory and to pass the subject you will need to attend as At least 80% of the classes. The non-attendance must be due to reasons of force majeure documented (supervening health condition, death of a family member up to the third degree, judicial 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 written test that will be carried out only to finish the official final test.

The final grade is obtained from the weighted sum of the scores of each part of the evaluation, provided that the part corresponding to the written tests officially announced and in the internship report has been passed.

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>

## REFERENCES

### Basic

- Susanibar, F.; Marchesan, I.; Parra, D. y Dioses, A. (coordinadores) (2014). Tratado de evaluación de motricidad orofacial. Madrid: EOS.
- Susanibar, F.; Parra, D. y Dioses, A. (coordinadores) (2013). Motricidad orofacial. Fundamentos basados en evidencias. Madrid: EOS.
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- Susanibar, F.; Parra, D. y Dioses, A. (coordinadores) (2016). Motricidad orofacial: Fundamentos basados en evidencias (2ª edición). Madrid: EOS
- Parra Reyes, D. (2020). Anatomía muscular de las estructuras orofaciales. Fundamentos anatomofisiológicos aplicados a la motricidad orofacial. Psylicom Ediciones.

### Additional

- Borrás, S. y Rosell, V. (Coordinadores) (2006). Guía para la rehabilitación de la deglución atípica y trastornos asociados. Nau Llibres: Valencia.
- Bartuilli, M. (coord.), Cabrera, P. y Perrián, M. (2007): Guía técnica de intervención logopédica. Terapia Miofuncional. Madrid: Síntesis.
- Chiavaro, N. (2013). Funciones y disfunciones estomatognáticas. Buenos Aires: AKADIA.
- Actis, A. (2014) Sistema Estomatognático. Bases morfofuncionales aplicadas a la clínica. Madrid: Editorial Médica Panamericana.



- Susanibar, F. y Parra, D. (2011). Diccionario Terminológico de Motricidad Orofacial. Madrid: EOS
- Moya, M., Susanibar, F. y Valdés, C. (2019). Evaluación e intervención logopédica en Motricidad Orofacial y áreas afines. Madrid: EOS.
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- Borrás, S. y Rosell, V. (Coordinadores) (2006). Guía para la rehabilitación de la deglución atípica y trastornos asociados. Nau Llibres: Valencia
- Puig-Herreros, C., Melo, M. y Rosell Clari, V. (2020). Vocabulari de logopèdia: valencià - espanyol anglés. Editorial Àngels Carrillo Baeza.