

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

Code	36296
Name	Intervention in Voice and Speech Disorders
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	3	First term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	26 - Especialista en Audición y Lenguaje	Optional

Coordination

Name	Department
FERNANDEZ MAXIMIANO, RAFAEL	95 - Didactics of Physical, Artistic and Music Education
TORDERA ILLESCAS, JUAN CARLOS	80 - Language and Literature Education

SUMMARY**English version is not available**

Intervención en trastornos de la voz y el habla es una asignatura optativa de la mención de Audición y Lenguaje del Grado de Magisterio con una carga de 4,5 ECTS. Para preparar esta asignatura, hay que tener en cuenta que se trata de una materia que exige un profundo dominio de conocimientos (fonéticos y fonológicos) de las dos lenguas oficiales a la Comunitat Valenciana. Esta asignatura permitirá al estudiante conocer las diferentes patologías de la voz y el habla, tanto de articulación como de fluidez, desde la perspectiva educativa y asistencial, atendiendo fundamentalmente a la clasificación etiológica. Asimismo, en esta materia, se proporcionará al estudiante conocimientos que le permitirán realizar la evaluación de los sujetos con trastornos de la voz y el habla con la finalidad de alcanzar un diagnóstico diferencial imprescindible para cualquier tratamiento. Además, con esta materia, se pretende que el estudiante adquiera los conocimientos necesarios para poder realizar la rehabilitación de sujetos con trastornos de la voz y del habla dentro de las competencias que facultan actualmente al maestro de Audición y Lenguaje.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Exige profundos conocimientos lingüísticos. Es conveniente tener aprobada la asignatura de Lingüística para maestros.

Hay que haber adquirido una competencia lingüística suficiente (C1) en las dos lenguas cooficiales de la Comunidad Valenciana.

OUTCOMES

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.



- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Be familiar with the different terms and the essential characteristics of the developmental alterations that may occur in relation to communication, language, speech and voice.
- Know the biological and psychological principles needed for understanding communication, language, speech and voice disorders.
- Know strategies for the early detection of alterations in communication, language, voice and speech.
- Master the basics of assessment in communication, language, speech and voice disorders.
- Know and critically evaluate the fundamentals of different techniques for intervention in communication, language, speech and voice disorders.
- Communicate observations and conclusions regarding assessment and intervention practices to other professionals and the family, both orally and in writing.
- Contribute to improving communication skills through oral language and/or the use of augmentative communication systems.
- Know and be able to use the resources that information and communication technologies offer for the treatment of communication, language, speech and voice disorders.
- Collaborate in the curricular adaptations to attend students with special educational needs derived from communication, language, speech and voice disorders.
- Master the organisational strategies of the school context for the educational care of special educational needs related to communication, language, speech and voice disorders.
- Be able to use public and private resources to attend special educational needs derived from communication, language, speech and voice disorders.

LEARNING OUTCOMES

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**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Study and independent work	67,50	0
TOTAL	112,50	

TEACHING METHODOLOGY**English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

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- PERELLÓ, J. (1990): Trastornos del habla. Barcelona: Masson.
- SALGADO RUIZ, A. (2007). Manual practico de tartamudez. Madrid: Síntesis.
- SERRA, M. et alii (2000). La adquisición del lenguaje. Barcelona: Ariel Psicología.
- SUSANIBAR, F et alii (2016): Trastornos del habla, de los fundamentos a la evaluación. Madrid: EOS.
- ANDREU BARRACHINA, L. (2012): Desenvolupament i avaluació del llenguatge oral. Barcelona: editorial UOC.
- DINVILLE, C. (1996): Los trastornos de la voz y su reeducación. Barcelona: Masson.
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- LE HUCHE, F. I A. ALLATI (2003): La voz. Barcelona: Masson. 4 volums. 2 ed.
- RUIZ, E. (2011): Música y Logopedia. Intervención en dislalias y disfonías aplicando un programa de música. Madrid: CCS.

Additional



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- TORRES GALLARDO, B. y F. GIMENO PÉREZ (2008): Anatomía de la voz. Badalona: Paidotribo.
- TULÓN, C. (2006). La voz. Técnica vocal para la rehabilitación de la voz en las - disfonías funcionales. Badalona: Paidotribo.
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ADDENDUM COVID-19

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

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