



Teaching Guide				
Identifying Data				2019/20
Subject (*)	Speech Therapy Intervention in Language Disorders	Code	652G04034	
Study programme	Grao en Logopedia			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Fourth	Obligatory	6
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación			
Coordinador	García Real, Teresa Juana	E-mail	teresa.greal@udc.es	
Lecturers	García Real, Teresa Juana	E-mail	teresa.greal@udc.es	
Web				
General description	Subject to know and to apply logopedic intervention in aphasia, disorders of language development, cerebral palsy and mental impairment			

Study programme competences / results	
Code	Study programme competences / results
A1	Coñecer e integrar os fundamentos biolóxicos da Logopedia: a Anatomía e Fisioloxía.
A2	Coñecer e integrar os fundamentos psicolóxicos da Logopedia: o desenvolvemento da linguaxe, o desenvolvemento psicolóxico, a Neuropsicoloxía da linguaxe, os procesos básicos e a Psicolingüística.
A6	Coñecer a clasificación, a terminoloxía e a descrición dos trastornos da comunicación, a linguaxe, a fala, a voz e a audición e as funcións orais non verbais.
A7	Coñecer, recoñecer e discriminar entre a variedade das alteracións: os trastornos específicos do desenvolvemento da linguaxe, trastorno específico da linguaxe, atrasos da linguaxe, trastornos fonéticos e fonolóxicos; os trastornos da comunicación e a linguaxe asociados a déficit auditivos e visuais, o déficit de atención, a deficiencia mental, o trastorno xeneralizado do desenvolvemento, os trastornos do espectro autista, a parálise cerebral infantil e as plurideficiencias; os trastornos específicos da linguaxe escrita; as discalculias; as alteracións no desenvolvemento da linguaxe por privación social e as asociadas a contextos multiculturais e plurilingüismo; os trastornos da fluidez da fala; as afasias e os trastornos asociados; as disartrias; as disfonías; as disglosias; as alteracións da linguaxe no avellentamento e os trastornos dexenerativos; as alteracións da linguaxe e a comunicación en enfermidades mentais; o mutismo e as inhibicións da linguaxe; as alteracións das funcións orais non verbais: deglución atípica, disfagia e alteracións tubáricas.
A8	Coñecer os fundamentos do proceso de avaliación e diagnóstico.
A9	Coñecer e aplicar os modelos, técnicas e instrumentos de avaliación.
A13	Coñecer os principios xerais de la intervención logopédica.
A14	Coñecer as funcións da Intervención logopédica: prevención, educación, reeducación, rehabilitación e tratamento.
A16	Coñecer as características diferenciais da intervención logopédica nos ámbitos familiar, escolar, clínico-sanitario e asistencial.
A21	Saber deseñar e elaborar informes logopédicos.
A22	Saber deseñar, programar e avaliar a actuación logopédica.
A27	Realizar a planificación estratéxica da intervención logopédica.
A28	Adquirir un coñecemento práctico en intervención logopédica (formación práctica en ámbitos escolares, clínico-sanitarios e asistenciais).
B1	Acceso, selección e xestión das fontes de información relevantes para a práctica profesional.
B2	Aplicar un pensamento crítico, lóxico e creativo.
B3	Apreciar as distintas manifestacións da diversidade.
B4	Aprender a aprender.
B5	Aprender autonomamente, e motivarse para facelo de forma continuada.
B6	Capacidade de adaptarse aos cambios.
B7	Capacidade de análise e síntese.
B9	Capacidade de organizar e planificar.
B14	Destreza e empatía nas relacións interpersoais.



B16	Resolver problemas de forma efectiva.
B19	Ter compromiso ético.
B24	Traballar en equipo e, de ser o caso, de forma interdisciplinar.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben afrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Knowing language disorders in adults and children	A1		
	A6		
	A7		
	A8		
	A9		
	A13		
	A14		
	A16		
	A21		
	A22		
	A27		
	A28		
Knowing different method to assess language impairment in aphasic adults and children with language disorders.	A8	B1	C1
	A9	B2	C2
	A13	B3	C6
	A14	B4	C7
	A21	B5	C8
	A27	B6	
		B7	
		B9	
		B14	
		B16	
		B19	
		B24	
Knowing different exercises to four palologies	A2	B3	C1
	A16	B5	C2
	A21	B6	C8
	A22	B7	
		B9	
		B14	
		B16	
		B19	

Contents	
Topic	Sub-topic



UNIT 1. Fundamental basics for the intervention of aphasia.	1.1. Semiology. 1.2 Clinical types. 1.3. Differential diagnosis. 1.4. Prognostic factors.
UNI 2. Assessment of Aphasia	2.1 General aspects. 2.2 Main standardized tests.
UNIT 3. Semiological intervention of Aphasia.	3.1 Syntax. 3.2. Naming 3.3. Understanding. 3.4. Reading. 3.5. Writing.
UNIT 4. Fundamental basis for the intervention of language disorders in children.	4.1. Primary disorders of language development. 4.2. Secondary disorders of language development. 4.3. Evaluation of non-linguistic areas.
UNIT 5. Assessment of Language.	5.1. Linguistic aspects to evaluate. 5.2. Main standardized tests.
UNIT 6. Logopedic intervention in language development disorders.	6.1. Intervention of phonetic and phonological aspects. 6.2. intervention of the semantic and pragmatic aspects. 6.3. Intervention of the syntactic and morphological aspects.
UNIT 7. Intervention of cerebral palsy in children.	7.1. Postural control and psychomotricity. 7.2. Voice treatment 7.3. Treatment of speech and articulation. 7.4. Swallowing treatment 7.5. Treatment of breathing.
UNIT 8. Intervention of cognitive disability	8.1. Language. 8.2. Voice and articulation. 8.3. Other aspects

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Mixed objective/subjective test	A21 A16 A14 A13 A9 A8 A7 A6 A2 A1 A22 A27 A28 B1	7	0	7
Guest lecture / keynote speech	A6 B2 B3 B4 B7	21	42	63
Case study	B5 B6 B7 B9 B14 B16 B19	10	20	30
Critical bibliographical	A6 B1 B2 B7 B9 B24 C1 C2	1	5	6
Clinical practice placement	B24 C1 C2 C6 C7 C8	20	20	40
Personalized attention		4	0	4

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Mixed objective/subjective test	A test will be do with short answers at the end of the teaching to evaluate the theoretical and practical contents.
Guest lecture / keynote speech	In the classroom the theoretical contents and the therapeutic programming of clinical cases will be taught. At the end of each module, questions will be asked to reflect on the contents.



Case study	The therapeutic programming of clinical cases will be carried out with the pathologies imparted.
Critical bibliographical	A bibliographic search will be conducted on any of the pathologies taught in the subject. To do this in the interactive classes or tutorials can resolve doubts about some fundamental aspects for this activity (Management databases, search criteria, APA standards and ethics in research in speech therapy, etc).
Clinical practice placement	Specific practices will be carried out according to pathology (pre-intervention evaluation protocol, preparation of treatment exercises, etc.).

Personalized attention

Methodologies	Description
Case study Clinical practice placement	The students will have a personalized attention to carry out clinical practices, case studies and two discussions themselves.

Assessment

Methodologies	Competencies / Results	Description	Qualification
Mixed objective/subjective test	A21 A16 A14 A13 A9 A8 A7 A6 A2 A1 A22 A27 A28 B1	An exam is to evaluate the theoretical and practical contents developed in the materia. They will be short questions. It's the official exam.	60
Case study	B5 B6 B7 B9 B14 B16 B19	The student will be evaluated in this section (case studies) in the final exam, through 2 questions related to the programming, evaluation and treatment of the pathologies taught in the subject. . Assessment criteria: reasoning capacity for therapeutic programming and selection of specific exercises.	30
Critical bibliographical	A6 B1 B2 B7 B9 B24 C1 C2	Students do a literature search on a language topic. For this, groups of 5 students will be made. Assessment criteria: Bibliographic richness (national and international journals, recent and coming from prestigious databases such as Web of Science, Scopus, etc), capacity for synthesis and organization of information, correction and good use of APA standards for the citation of documentary sources used.	10

Assessment comments

<p>The teacher will value the participation and positive disposition shown during the performance of clinical practices, to discuss cases and conferences, as well as to attend conferences or courses organized by the teacher. To pass this subject, it's necessary to obtain or 50% of total, for this the students need a minimum score of 5.</p> <p>Students non assistants: Students from previous courses don't do a bibliographic recession and final calcification performed according to do value reached in mixed probation (70%) and not case study (30%).</p>
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Sources of information



<p>Basic</p>	<ul style="list-style-type: none"> - Goodglass H (2005). Evaluación de la afasia y trastornos relacionados. Madrid: Panamericana - Narbona Juan (2003). El lenguaje del niño. Barcelona: Elsevier - Aguado Alonso Gerardo (2002). TSA: El desarrollo de la morfosintaxis en el niño. Madrid: Cepe - Bosch Galceran Laura (2003). Evaluación fonológica del habla infantil.. Barcelona: Masson - Boehm Ann E (2000). Test Boehm de conceptos básicos. Madrid: TEA - Peña Casanova Jordi (2005). Programa integrado de exploración neuropsicológica Test Barcelona revisado: TBR. Barcelona: Masson - Aguado Alonso Gerado (2004). Trastornos específicos del lenguaje: Retraso del lenguaje y disuasivas. Málaga: Aljibe - Buckley Sue (2005). Habla, lenguaje y comunicación en alumnos con Síndrome de Down y actividades para padres y profesores. Madrid: Cepe - Juárez Sánchez Adoración (2002). Estimulación del lenguaje oral. Un modelo interactivo para niños con dificultades. Madrid: Santillana - Monfort Marc (1993). Los niños disfásicos. Descripción y tratamiento. Madrid: Cepe - Monfort Marc (1999). El niño que habla. El lenguaje oral en el preescolar.. Madrid: Cepe - Chapey Roberta (2008). Language intervention. Strategies in aphasia and related neurogenic communication disorders. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins, - Fawcus Margaret (1990). Aphasia therapy in practice: Comprehension. Bicester:Winslow - Fawcus Margaret (1990). Aphasia Therapy in practice: Expression. Bicester:Winslow - Fawcus Margaret (1991). Aphasia therapy in practice: Reading. Bicester:Winslow - Fawcus Margaret (1993). Aphasia therapy in practice: Writing. Bicester:Winslow - Martínez Huete JC (2013). Métodos de investigación educativa. Sevilla: Punto Rojo libros - Kumar, R (2014). Research methodology: A step by step guide for beginners (4ª Ed). Nueva Delhi: APH Publishing Corporation <p>Aguado Alonso G (2002). El desarrollo de la morfosintaxis en el niño. Madrid, Cepe. Aguinag G, Armentia ML, Fraile, A, Olangua P y Uriz N (2004). PLON_R. Prueba de lenguaje oral Navarra-revisada. Madrid: TEA. Boehm AE (2000). Boehm. Test Boehm de conceptos básicos. Madrid: TEA; Bosch L (2004). Evaluación fonológica del habla infantil, Barcelona. Masson, 2004. Hedge MN, y Pomaville F (2008). Assessment of Communication Disorders in Children. Resources and Protocols. San Diego: Plural Publishing.</p>
<p>Complementary</p>	<p>-Powell T, Head injury. A practical guide, United Kingdom. Winslow, 1994, Libro, -Rapin I, Disfunción cerebral en la infancia, Barcelona. Martínez Roca, 1987, Libro,</p>

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Psycholinguistics/652G04003

Foundations of Assessment and Diagnosis/652G04010

Neuropsychology/652G04016

Galician Language/652G04036

Spanish Language/652G04037

Clinical Linguistics/652G04042

Other comments

It is recommended to know a foreign language (minimum level B1 in English) to access the bibliographical sources that could need.

Attendance at scientific events and conferences is recommended.



(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.