



Teaching Guide

| Identifying Data | | | | |
|--------------------------|--|--------|------------|---------|
| | | | | 2021/22 |
| Subject (*) | Trastornos da linguaxe oral e escrita | Code | 651853211 | |
| Study programme | Mestrado Universitario en Intervención na Discapacidade e na Dependencia (plan 2012) | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Official Master's Degree | 2nd four-month period | First | Obligatory | 4.5 |
| Language | | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Psicoloxía | | | |
| Coordinador | | E-mail | | |
| Lecturers | | E-mail | | |
| Web | | | | |
| General description | | | | |
| Contingency plan | 1. Modifications to the contents 2. Methodologies *Teaching methodologies that are maintained *Teaching methodologies that are modified 3. Mechanisms for personalized attention to students 4. Modifications in the evaluation *Evaluation observations: 5. Modifications to the bibliography or webgraphy | | | |

Study programme competences

| Code | Study programme competences |
|------|-----------------------------|
| | |

Learning outcomes

| Learning outcomes | Study programme competences |
|-------------------|-----------------------------|
| | |

Contents

| Topic | Sub-topic |
|--------------------------------------|---|
| TEMA 1. TRASTORNOS DE LA LECTURA | DISLEXIAS ADQUIRIDAS: EVALUACIÓN Y ENTRENAMIENTO |
| TEMA 2. TRASTORNOS DE LA ESCRITURA | DISGRAFÍAS ADQUIRIDAS Y ENTRENAMIENTO |
| TEMA 3. METODOLOGÍA DE INVESTIGACIÓN | MÉTODOS DE INVESTIGACIÓN HERRAMIENTAS ON-LINE Y A POSTERIORI |

Planning

| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
|---------------------------|--------------|----------------------|-------------------------------|-------------|
| Multiple-choice questions | | 3 | 9 | 12 |



| | | | | |
|--------------------------------|--|----|----|----|
| Clinical practice placement | | 20 | 0 | 20 |
| Guest lecture / keynote speech | | 20 | 0 | 20 |
| Workbook | | 2 | 14 | 16 |
| Workshop | | 10 | 0 | 10 |
| Oral presentation | | 2 | 6 | 8 |
| Student portfolio | | 26 | 0 | 26 |
| Personalized attention | | 0 | 0 | 0 |

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

| Methodologies | |
|--------------------------------|--|
| Methodologies | Description |
| Multiple-choice questions | test de 3 alternativas de respuesta : teórico-práctica |
| Clinical practice placement | resolución de casos en grupo |
| Guest lecture / keynote speech | exposición por parte de la profesora |
| Workbook | documentos de apoyo teórico-práctico |
| Workshop | charlas tipo "obradoiro" por profesionales externos |
| Oral presentation | exposición lecturas y trabajo en grupo |
| Student portfolio | presentación practicas del alumno |

| Personalized attention | |
|--------------------------------|-------------|
| Methodologies | Description |
| Student portfolio | |
| Multiple-choice questions | |
| Clinical practice placement | |
| Guest lecture / keynote speech | |
| Workshop | |
| Oral presentation | |

| Assessment | | | |
|--------------------------------|--------------|--|---------------|
| Methodologies | Competencies | Description | Qualification |
| Student portfolio | | portafolios de casos clínicos y otras actividades desarrolladas en el aula | 10 |
| Multiple-choice questions | | examen tipo test | 40 |
| Clinical practice placement | | resolución casos | 20 |
| Guest lecture / keynote speech | | exposición profesora | 10 |
| Workbook | | lecturas expertas | 5 |
| Workshop | | asistencia " obradoiros" expertos | 10 |
| Oral presentation | | exposiciones | 5 |

| Assessment comments |
|---------------------|
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Sources of information

| | |
|----------------------|---|
| Basic | <ul style="list-style-type: none">- Acosta Rodríguez, V. M. y Moreno Santana, A. M. (1999). Dificultades del lenguaje en ambientes educativos. Del retraso al trastorno específico del lenguaje.. barcelona: Masson- American Psychiatric Association. (2002). DSM-IV-TR. Manual diagnóstico y estadístico de los trastornos mentales. Texto revisado. barcelona: Masson- N. Crespo-Eguílaz, J. Narbona (2006). Subtipos de trastorno específico del desarrollo del lenguaje:. REV NEUROL 2006; 43 (Supl 1): S193-S200- RONDAL, J., y SERON, X. (1988). Trastornos del lenguaje. barcelona:paidós- VIEIRO Y GÓMEZ (2004). PSICOLOGÍA DE LA LECTURA. MADRID: PEARSON- VIEIRO (2007). PSICOPEDAGOGÍA DE LA ESCRITURA. MADRID: PIRÁMIDE |
| Complementary | |

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)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.