



Teaching Guide

Identifying Data					2022/23
Subject (*)	Speech Therapy Intervention in Speech and Voice Disorders		Code	652G04027	
Study programme	Grao en Logopedia				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	Third	Obligatory	6	
Language	Spanish				
Teaching method	Hybrid				
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	This subject will learn different resources in treatment for dysarthria, phonological problems in children, stuttering and functional dysphonia),				

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.
A13	Coñecer os principios xerais de la intervención logopédica.
A14	Coñecer as funcións da Intervención logopédica: prevención, educación, reeducación, rehabilitación e tratamento.
A15	Coñecer e aplicar os modelos e as técnicas de intervención.
A17	Coñecer e realizar a intervención logopédica nos 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.
B1	Acceso, selección e xestión das fontes de información relevantes para a práctica profesional.
B3	Apreciar as distintas manifestacións da diversidade.
B5	Aprender autonomamente, e motivarse para facelo de forma continuada.
B7	Capacidade de análise e síntese.
B8	Capacidade de observar e de escoitar de forma activa.
B9	Capacidade de organizar e planificar.



B11	Comportarse con ética e responsabilidade social como cidadán e como profesional.
B13	Coñecer e manexar as novas tecnoloxías da comunicación e da información.
B14	Destreza e empatía nas relacións interpersoais.
B16	Resolver problemas de forma efectiva.
B17	Saber expresarse en público.
B19	Ter compromiso ético.
B21	Tomar decisións con autonomía e responsabilidade.
B22	Traballar de forma autónoma con iniciativa.
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.
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.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Knowing the assessment protocols and therapy in these pathologies.	A1	B1	C1
	A2	B3	C6
	A6	B5	C7
	A7	B7	
	A8	B8	
	A13	B11	
	A14	B13	
	A15	B14	
	A17	B16	
		B17	
		B19	
		B21	
		B22	
	B24		
Ability to design a treatment program and ability to solve problems during speech therapy process.		B9	C1
		B16	C6
		B17	C7
		B19	
		B21	
		B22	
		B24	

Contents	
Topic	Sub-topic
UNIT 1. General aspects of the speech and voice therapy.	1.1. Anatomy and physiology for voice and speech systems. 1.2. Fundamental concepts of Linguistics. 1.3. Embryonic development. 1.4. Neuro-muscular control of speech.
UNIT 2. Vocal therapy for Dysphonia.	4.1. Concept of functional and organic dysphonias. Types of functional dysphonias. 4.2. Voice assessment: history and acoustic and visual exploration. 4.3. Objectives and bases for vocal therapy. 4.4. Therapeutic approaches. 4.5. Overall treatment resources.



UNIT 3. Vocal technique: respiration, phonation and resonance aspects.	5.1. Physiological aspects. 5.2 Correction of the functional errors. 5.3 Specific vocal techniques.
UNIT 4. Therapy for specific dysphonia.	6.1. Vocal paralysis 6.2. Mutation disorders.
UNIT 5. Fundamental bases about Dysarthria	2.1. Concept, etiologies and clinical classification. 2.2. Assessment of dysarthria: history, exploration of respiration functions, swallowing, mastication, phonation and articulation
UNIT 6. Speech therapy in Dysarthria.	3.1. Objectives and principles 3.2. Therapeutic approaches. 3.3. Techniques and resources specific to swallowing and chewing problems. 3.4. Techniques and resources specific to respiration, phonation and articulation problems.
UNIT 7. Fundamental bases about Stuttering.	7.1. Concept and principal etiopathogenic theories. 7.2. Clinical features and differential diagnostics. 7.3. Stuttering evaluation.
UNIT 8. Therapy for Stuttering.	8.1. Bases and objectives. 8.2. Specific resources for dysfluency, logophobia and neurovegetative symptoms.
UNIT 9. Speech therapy for Disglossias.	9.1. Concept, etiologies and types. 9.2. Speech therapy: principles, objectives and therapeutic resources.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Case study	A1 A6 A7 A8 A13 A14 A15 A17 B1 B3 B5 B7 B8 B9 B11 B13 B14 B16 B17 B19	5	20	25
Introductory activities	A1 A2 A6 A8 A13 A14	2	1	3
Clinical practice placement	A6 A7 A8 A14 A15 A17 A22 A23 A27 B3 B4 B5 B6 B13 B22 C6 C8	21	0	21
Simulation	A1 A6 A7 A8 A13 A14 A15 A17 B7 B8 B9 B11 B13 B14 B16 B19 B24 C1 C6 C7	3	9	12
Online discussion	B5 B7 B8 B9 B11 B14 B16 B17	3	12	15
Multiple-choice questions	A1 A6 A7 A8 A13 A14 A15	3	60	63
Critical bibliographical	A7 A8 A14 A15 A17 B2 B5 B7 B9 B13 B21 B22 B24 C1 C6	3	6	9
Personalized attention		2	0	2

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



Methodologies	
Methodologies	Description
Case study	Therapeutic programming of the language disorder study cases that have been taught in theoretical classes to learn how to design and treat with their objectives, systematic and selection of specific exercises. This activity will be done in working groups of 5-6 people, on Mondays in interactive practical classes.
Introductory activities	An initial questionnaire to evaluate students' previous competencies on the assessment and fundamentals of speech and voice disorders. This activity will be do the first day of class.
Clinical practice placement	The theoretical and practical contents will be taught to the whole group (Fundamentals, assessment, intervention and therapeutic programming) and every file will be attached to the Moodle platform previously teaching.
Simulation	In order to learn some therapeutic practical skills, working groups will perform a logopaedic intervention simulation in a supposed patient with dysphonia (Role Playing). ICT media can be used (video presentation, power-point with audios, chat by TEAMS, Moodle forum, etc.) and each group´s student is going to have a different role (patient, evaluator/ra, programming, intervention). In this way, students will practice the theoretical knowledge, communication skills and problem solving in their teams. This activity will be done in a small group (5-6 students) and will be carried out virtually or in the class during interactive sessions. Any questions will be resolved in interactive sessions or in tutoring schedules. This activity computes for evaluation of the subject.
Online discussion	Activity to think about the theoretical contents with questions related to the topic and it will be done at the end or beginning of each master session for the whole group. The time considered for this activity is about 20 minutes with TEAMS platform.
Multiple-choice questions	Individual test to evaluate the knowledge and skills acquired during the learning of the subject. So, there will be two tests: Questionnaire 1, when topping at the end the voice module (dysphonia) and Questionnaire 2 to be carried out at the official examination date to evaluate all the theoretical and practical contents.
Critical bibliographical	The student will do a bibliographic review about a topic or a clinical aspect. This bibliograohical search will be presented in a written report, synthesizing the most relevant found in the literature (introduction) in 6-7 pages. It will be accompanied by the references used, according to APA standards. Recent (last 5 years), quality, international and national contributions will be assessed, including at least 10 references in English. This bibliographic recession will compute in the final evaluation of the subject.

Personalized attention	
Methodologies	Description
Case study	Students will have a personalized attention to resolve doubts in practical activities (case studies, collaborative learning, ICT practices, virtual debate and bibliographic research. This attention will be offered to the students in the schedules in which these activities are developed (interactive sessions) or in the schedules of tutorials (Tuesday 10-14 hours, 2nd semester). This personalized attention will preferably be virtual (TEAMS-chat platform, Moodle-forum). Student will do an appointment by email or TEAMS chat for better organization.
Critical bibliographical	
Simulation	
Online discussion	

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Critical bibliographical	A7 A8 A14 A15 A17 B2 B5 B7 B9 B13 B21 B22 B24 C1 C6	About the evaluation criteria: capacity to synthesize, bibliographic quality - international and national reviews, last 5 years and from well-known and high-quality databases such as Web of Science, Scopus, PubMed, etc. - and correct written expression (spelling, narration and bibliographical references according to APA). The search will be about voice disorders and the document there will be in 6-7 pa ges plus 1 in order to include the references. It is an activity for working in group of 5-6 students.	10



Simulation	A1 A6 A7 A8 A13 A14 A15 A17 B7 B8 B9 B11 B13 B14 B16 B19 B24 C1 C6 C7	Role playing in a case of dysphonia (group): Evaluation criterias: Same criteria as those presented in the case study. In addition, the following criterias will be considered: 1. Communication skills: sonority, clarity, diction and fluency in oral presentation. 2. Level of knowledge and use correct of technical terms. 3. Quality of the slides or video presented. 4. Spelling/ orthographic rules.	20
Multiple-choice questions	A1 A6 A7 A8 A13 A14 A15	1st Test or Questionnaire 1 (Voice-dysphonia disorder): it will computes 20%. 2nd test or Questionnaire 2 (official examination) to evaluate all pathologies taught and it will computes 50%. Each questionnaire will include four possible answers and each error will subtract 0.20 points.	70

Assessment comments

The competences of the students will be evaluated with the three sections indicated and to pass the subject the student attending the class must obtain 5 or more.

Students from previous courses (not assistants) will be evaluated with the final exam (official date, multiple-choice question and computes 100%).

Sources of information

Basic	<ul style="list-style-type: none"> - Morrison Murray (1996). Tratamiento de los trastornos de la voz. Barcelona: Masson - Vila Josep (2009). Guía de intervención logopédica en las disfonías infantiles. Madrid: Síntesis - Verdolini Abbot Katherine (2008). Lessac-madsen Resonant Voice Therapy. San Diego: Plural Publishing - Sataloff Robert (2005). Treatment of voice disorders. San Diego: Plural Publishing - Perelló Gilberga Jordi (1982). Canto-dicción. Foniatría estética. Barcelon: Científico-Médica - Perelló Gilberga Jordi (1990). Trastornos de Habla. Barcelona: Masson - Roberston Sandra (1999). Working with dysarthrics a practical guide to therapy for dysarthria. New York: Thieme - Murdoch Bruce (1998). Dysarthria a physiological approach to assessment and treatment. United Kingdom: Stanley Thornes - Fernández Zúñiga Alicia (2005). Guía de intervención logopédica en tartamudez infantil. Madrid: Síntesis - Conture Edward y Curlee Richard (2007). Stuttering and related disorders of fluency. New York: Thieme - Zambrana Nidia (1998). Logopedia y ortopedia maxilar en la rehabilitación orofacial: Tratamiento precoz y preventivo. Barcelona: Masson <p>Enlaces de interés: www.espaciologopedico.com http:// www.asha.org.</p>
Complementary	<p>Revistas relacionadas coa Logopedia. Revista de Investigación en Logopedia. Revista de Logopedia, Foniatría y Audiología (suscrita la UDC) Journal of Voice. European Journal of Disorders of Communication. Journal of Speech, Language and Hearing Research. International Journal of Language and Communicaton Disorders. International Journal of Speech-Language Pathology. Folia Phoniátrica et Logopaedica.</p>

Recommendations

Subjects that it is recommended to have taken before

Linguistics/652G04004

Foundations of Speech Therapy Intervention/652G04005

Subjects that are recommended to be taken simultaneously



Augmentative and Alternative Communication/652G04022

The Professional Voice/652G04040

Subjects that continue the syllabus

Early Intervention Strategies/652G04025

Other comments

It is recommendable to know English language (level B1) to use of bibliographical sources and to use a mask face during teaching.

(*)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.