



Teaching Guide

Identifying Data					2024/25
Subject (*)	Foundations of Speech Therapy Intervention		Code	652G04005	
Study programme	Grao en Logopedia				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	First	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 Ríos de Deus, María Paula	E-mail	teresa.greal@udc.es paula.rios.dedeus@udc.es		
Web					
General description	A materia de Fundamentos da intervención logopédica sitúase no 1º cuatrimestre do 1º Curso do Grao en Logopedia; polo tanto, trátase dunha materia que permite introducirse nos coñecementos necesarios para o estudo no campo da logopedia. A logopedia é unha disciplina de carácter multidisciplinar que comparte o seu estudo sobre a comunicación humana con outras disciplinas relacionadas coa medicina (neuroloxía, psiquiatría, neuroloxía, fisioloxía...), así como coa lingüística, a pedagogía, a psicoloxía...				

Study programme competences / results

Code	Study programme competences / results
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.
A13	Coñecer os principios xenerais 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.
A24	Coñecer o concepto de Logopedia, obxecto e método; A profesión de logopeda; A Historia da Logopedia; A deontoloxía e a lexislación relevante para o exercicio profesional.
A25	Coñecer a organización de institucións educativas, sanitarias e sociais.
A32	Utilizar tecnoloxías da información e da comunicación.
B7	Capacidade de análise e síntese.
B9	Capacidade de organizar e planificar.
B16	Resolver problemas de forma efectiva.
B17	Saber expresarse en público.
B19	Ter compromiso ético.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
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		
Know and differentiate fundamental concepts relating to communication, language, speech, voice and hearing disorders and non-verbal oral functions	A6	B7 B9	
Explains the concepts and general principles of speech intervention, identifying and differentiating according to their competencies, as well as the functions of prevention, education, re-education, rehabilitation and treatment	A13 A14 A24	B16 B17	



It identifies and differentiates the characteristics of speech therapy in family, school, clinical-health, and healthcare settings.	A13 A16 A32	B7 B9 B16	C8
Understand and analyze the profession of speech therapist, its object and method, taking into account its historical evolution, characteristics and current deontology and legislation for the exercise of the profession	A14 A24 A32	B7 B9 B19	
Show how to use relevant information collection tools to study the reality of the speech/speech therapy profession	A32	B16 B19	C8
Utilize the information gained about the Logopeda profession and its work in different educational, health, and social institutions.	A25 A32	B16 B17 B19	C1 C8
Acknowledge the significance of research, innovation, and technological advancement in the socio-economic and cultural advancement of society.		B19	C8

Contents	
Topic	Sub-topic
1. An introduction to the basic principles of speech therapy	1.1. History of Lopopeadic. 1.2. Basic concept and terminology. 1.3. Training needs for intervention
2. Functions of speech therapy:	2.1. Prevention, education, rehabilitation and treatment. 2.2. Speech therapy intervention areas and recipients. 2.3. Structure of the therapeutic process: evaluation, programming and application of the specific therapy. 2.4. Control of therapeutic efficacy.
3. Introduction to the main pathologies of speech intervention in language and communicative alterations.	3.1. Concept, etiologies and main characteristics of aphasia. 3.2. Concept, risk factors and characteristics of Development Language Disorders -DLD-, Speech Sound Disorders -SSD-. 3.3. Communicative disorders in pathologies with neurological and cognitive disabilities
4. Introduction to the main pathologies of speech and voice intervention:	4.1. Concept, etiologies and characteristics of the main speech disorders: dysarthria, stuttering, dysglossia. 4.2. Concept, etiologies and characteristics of the main voice alterations: functional dysphonias, molting disorders, laryngeal paralysis and laryngectomies.
5. Introduction to the main pathologies of speech therapy in hearing disorders.	5.1. Concept, etiologies and main hearing problems. 5.2. Effects of hearing deficits on language, speech and voice.
6. Areas and contexts of speech therapy intervention.	6.1. Models, theories and trends of speech therapy. 6.2. Logopaedic intervention programs with scientific evidence. 6.3. Therapeutic guidelines and protocols.
7. The profession of speech therapist.	7.1. Profile and competences. 7.2. Speech therapist performance and teamwork. 7.2. Basic legislation in speech therapist.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A6 A13 A14 A16 A24 A25	21	0	21
Document analysis	A6 A13 A14 A16 A24 A32 B7 B9 B17 C1 C8	6	30	36



Case study	A13 A14 A16 A32 B7 B9 B16 B19 C1 C8	4	25	29
Oral presentation	A13 A14 A16 A24 A32 B7 B9 B17 B19 C1 C8	9	2	11
Supervised projects	A6 A13 A14 A16 A24 A25 A32 B7 B9 B16 B17 B19 C1 C8	3	15	18
Objective test	A6 A13 A14 A16 A24	2	28	30
Personalized attention		5	0	5

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

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Oral presentation by the teacher who will work on the contents that make up the theoretical framework, complemented by the use of presentations and audiovisual media, as well as the introduction of questions addressed to students in the form of classroom activities, in order to make learning more dynamic and involve students. The structure of the master sessions will be governed by the order established in the learning contents, introducing theoretically each of the topics and subtopics; students will be offered bibliography and additional documentation to deepen the topic; and the theoretical work will be complemented in each session with practical activities.
Document analysis	Activities for students to read and critically analyze the different sources of quality and relevant documents.
Case study	When the topics of the main pathologies are taught, clinical cases will be presented with some of the described alterations (voice, hearing, speech and language) to introduce students in the management of clinical data, specific terms and methodology of therapeutic programming for speech therapy.
Oral presentation	Oral presentation of all the activities carried out in the subject, through which students and teachers interact raising questions, making clarifications and presenting topics, works, concepts, facts or principles in a dynamic way.
Supervised projects	Methodology designed to promote the autonomous learning of students, under the supervision of the teacher and in varied scenarios (academics and professionals). It refers primarily to learning "how to do things". It is an option based on students taking responsibility for their own learning. This teaching system is based on two basic elements: the independent learning of the students and the monitoring of this learning by the teacher-tutor.
Objective test	Test used for the evaluation of knowledge, skills, skills, performance, etc. You can combine different types of questions: multiple-answer, sorting, short-answer, discrimination, completion and/or partnership questions. You can also build with just one type of one of these questions.

Personalized attention	
Methodologies	Description
Oral presentation Supervised projects	Students will be offered personalized attention in individual and/or group tutorials, both for the development and correction of classroom work (analysis of documentary sources, readings, case studies) and for the resolution of doubts, in order to follow up. of the evolution of learning and a record of your personal work. The students will attend the tutorial hours arranged by the teachers. It is recommended to request an appointment in advance, by email, for better organization.

Assessment			
Methodologies	Competencies / Results	Description	Qualification



Objective test	A6 A13 A14 A16 A24	Test type single response test. Incorrect answers will be discounted by applying the following formula: $\text{Score} = \text{number of hits} - (\text{number of errors} \times 0.25)$. - It is compulsory and counts 70% of the final grade. The test can be carried out in person or virtual using institutional computer tools.	70
Oral presentation	A13 A14 A16 A24 A32 B7 B9 B17 B19 C1 C8	The presentation of each of the activities carried out will be evaluated by the teacher (heteroevaluation), by the classroom group (coevaluation) and by the student himself (self-evaluation), according to the criteria established jointly. Among them: relevant and clear contents; order in the exhibition; linguistic clarity and correctness; ability to synthesize fundamental ideas; coherence in speech, non-verbal language and ...	10
Supervised projects	A6 A13 A14 A16 A24 A25 A32 B7 B9 B16 B17 B19 C1 C8	Methodology designed to promote autonomous student learning, under the guidance of the teacher through simulation and deliberate practice. It is primarily concerned with learning "how to do things". It is an option based on students taking responsibility for their own learning. This teaching system is based on two elements: the independent learning of the students and the monitoring of this learning by the teacher-tutor. - Students will be divided into groups. - Their completion is compulsory and counts for 20% of the final mark.	20

Assessment comments

Evaluation criteria

1st opportunity: In order to pass the subject, students must obtain 5 points out of a possible 10 (oral presentation 10%, supervised work 20% and objective test 70%).

2nd opportunity for students attending, non-attending students and advanced opportunity: in order to pass the subject, students must obtain 5 points out of a possible 10 in the objective test (100% weight), which is the only evaluation activity.

Finally, all aspects related to academic dispensation, dedication to study, permanence and academic fraud will be governed in accordance with the academic regulations in force at the UDC ([/gl/normativa/academica/](#)).

Sources of information

Basic	<ul style="list-style-type: none"> - Castellanos López, M.A., Pérez Moreno, E. y Simón López, T. (2018). Métodos de investigación en logopedia. Madrid: Síntesis - Gallardo, J.R. y Gallego Ortega, J.L. (2003). Manual de logopedia escolar: un enfoque práctico (4ª ed.). Málaga: Aljibe - Gallego Ortega, J.L. (1999). Calidad en la intervención logopédica: Estudio de caso. Málaga: Aljibe - Gutiérrez Zuloaga, I. (1997). Introducción a la historia de la logopedia. Madrid: Narcea - Lou Royo, M.A. y Jiménez Correa, A. (1999). Logopedia: Ámbitos de intervención . Málaga: Aljibe - Nolla Casals, A. (2015). La logopedia. Barcelona: Editorial UOC - Peña-Casanova, J. (2014). Manual de logopedia (4ª ed).. Barcelona: Elsevier Masson - Perelló, J. (2002). Diccionario de Logopedia, Foniatría y Audiología (2ª ed.). Barcelona: Ediciones Lebón - American Psychological Association (2010). Manual of the American Psychological Association (6ª ed.). Washington: American Psychological Association
Complementary	



Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Anatomy of the Organs of Hearing and Speech/652G04001

Physiology of the Organs of Hearing and Speech/652G04006

Subjects that continue the syllabus

Speech Therapy Intervention in Speech and Voice Disorders/652G04027

Speech Therapy Intervention in Language Disorders/652G04034

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.