



Teaching Guide

Identifying Data					2024/25
Subject (*)	Developmental Disorders		Code	652G04012	
Study programme	Grao en Logopedia				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Second	Obligatory	6	
Language	Spanish				
Teaching method	Face-to-face				
Prerequisites					
Department	Psicoloxía				
Coordinador			E-mail		
Lecturers	Díaz Pita, Lucía López Castro, Leticia Martínez Ferreiro, Silvia		E-mail	lucia.dpita@udc.es leticia.lopezc@col.udc.es s.martinez.ferreiro@udc.es	
Web					
General description	<p>Evolutionary-Based Alterations addresses the conceptualization and characterization of a group of alterations that occur during childhood and adolescence, significantly affecting communication and language.</p> <p>These alterations both Intellectual Disability, Cerebral Palsy and multiple deficiencies, and Autism Spectrum Disorders, Communication Disorders, and other syndromes associated with patterns that deviate from the norm.</p>				

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.
A3	Coñecer e integrar os fundamentos lingüísticos da Logopedia: Fonética e fonoloxía, morfosintaxe, semántica, pragmática, sociolingüística.
A5	Coñecer e integrar os fundamentos metodolóxicos para a investigación en Logopedia.
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.
B2	Aplicar un pensamento crítico, lóxico e creativo.
B3	Apreciar as distintas manifestacións da diversidade.
B4	Aprender a aprender.
B6	Capacidade de adaptarse aos cambios.
B7	Capacidade de análise e síntese.
B11	Comportarse con ética e responsabilidade social como cidadán e como profesional.
B13	Coñecer e manexar as novas tecnoloxías da comunicación e da información.
B17	Saber expresarse en público.
B20	Ter iniciativa e espírito emprendedor.
B21	Tomar decisións con autonomía e responsabilidade.
B23	Traballar de forma colaborativa.



C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
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		
Coñecer e integrar os fundamentos psicolóxicos da Logopedia. O desenvolvemento da linguaxe, o desenvolvemento psicolóxico, a neuropsicoloxía da linguaxe, os procesos básicos da Psicolingüística A2	A1	B2	C1
	A2	B3	C3
	A3	B4	C6
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 A6	A5	B6	C7
	A6	B7	
	A7	B11	
Coñecer, recoñecer, discriminar entre a variedade das alteracións: os trastornos da comunicación e da linguaxe asociados á deficiencia mental, aos trastornos do espectro autista, á parálisis cerebral e ás plurideficiencias A7		B13	
		B17	
		B20	
Aplicar un pensamento crítico, lóxico e creativo B2		B21	
		B23	
Apreciar as distintas manifestacións da diversidade B3			
Aprender a aprender B4			
Capacidade de adaptarse aos cambios B6			
Capacidade de análise e síntese B7			
Comportarse con ética e responsabilidade social como cidadán e como profesional B11			
Coñecer e manexar as novas tecnoloxías da información e da comunicación B13			
Saber expresarse en público B17			
Ter iniciativa e espírito emprendedor B20			
Tomar decisións con autonomía e responsabilidade B21			
Traballar de forma colaborativa B23			
Expresarse correctamente tanto de forma oral como escrita nas linguas oficiais da comunidade autónoma C1			
Utilizar as ferramentas básicas das tecnoloxías da información e da comunicación (TIC) necesarias para o exercicio da profesión e para a aprendizaxe ao longo da vida C3			
Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben afrontarse C6			
Asumir como profesional e como cidadán a importancia da aprendizaxe ao longo da vida C7			



Contents	
Topic	Sub-topic
1. Basic concepts	1.1. Concept of linguistic alteration. 1.2. Elements to be considered in the field of language disorders. 1.3. Factors causing linguistic alterations. 1.4. Classification and description of linguistic disorders.
2. Intellectual Disability	2.1. Classification, description and terminology of the physical, communicative-linguistic, cognitive and psychosocial alterations present in Intellectual Disability.
3. Cerebral Palsy	3.1. Classification, description and terminology of the physical, communicative-linguistic, cognitive and psychosocial alterations present in Cerebral Palsy.
4. Multiple deficiencies	4.1. Classification, description and terminology of the physical, communicative-linguistic, cognitive and psychosocial alterations present in certain forms of multideficiency (e.g., deafblindness).
5. Autism Spectrum Disorder (ASD).	5.1. Classification, description and terminology of the physical, communicative-linguistic, cognitive and psychosocial alterations present in Autism Spectrum Disorder.
6. Speech Sound Disorders	6.1. Classification, description and terminology of the physical, communicative-linguistic, cognitive and psychosocial alterations present in Speech Sound Disorders.
7. Review of other neurodevelopmental disorders	7.1. Review of the current classification, description and terminology of the physical, communicative-linguistic, cognitive and psychosocial alterations present in other neurodevelopmental disorders included in the DSM5-TR.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Guest lecture / keynote speech	A1 A3 A5 A6 A7 B2 B3 B7 B11 C6 C7	24	0	24
Workbook	B2 B7 B17 C1	0	16	16
Case study	A6 A7 B2 B4 B6 B7 B20 B21 B23	10	22	32
Glossary	A6 B7 B13	2	15	17
Oral presentation	A6 A7 B2 B7 B13 B17 C3 C1	2	10	12
Multiple-choice questions	A2 A6 A7 B2 B7	0	40	40
Introductory activities	A2 B7 C1	2	5	7
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
Guest lecture / keynote speech	The responsible teacher will present the topics, enhancing the interactive nature with the participation of the students, for example through questions.
Workbook	Readings will be done: a) in the classroom, with the whole group discussing the main outcomes and b) outside the classroom, with main results discussed in class.
Case study	Different cases corresponding to the different thematic blocks will be discussed. Both the teacher and the students, divided into small work groups, will be able to propose an in-depth study of a specific case. The questions raised must be answered in writing.



Glossary	Students will prepare a glossary including a set of key concepts crucial for the understanding of the disorders reviewed during the course.
Oral presentation	Students will work on a disorder discussed during the course, delving into it and making a final presentation.
Multiple-choice questions	Students will take a test-type exam through which the degree of learning of the theoretical and practical foundations will be determined.
Introductory activities	Introductory activities will be proposed in order to identify students' background and needs.

Personalized attention

Methodologies	Description
Introductory activities	<p>Personalized attention will be available, either in the classroom or at the teacher's office, throughout the course, especially for those activities that require further guidance (e.g., case study and oral presentation).</p> <p>In addition, students can use other channels (telephone, email, Moodle) to resolve any questions.</p>

Assessment

Methodologies	Competencies / Results	Description	Qualification
Case study	A6 A7 B2 B4 B6 B7 B20 B21 B23	<p>Valorarase a análise dun problema concreto para chegar a unha decisión tomada mediante discusión.</p> <p>O estudante sitúase ante un caso que lle describe unha situación real da vida profesional e deberá ser capaz de analizar unha serie de feitos referentes ao ámbito da linguaxe, debendo chegar a unha decisión razoada a través da discusión nun pequeno grupo de traballo.</p>	20
Glossary	A6 B7 B13	O estudante debe dominar a terminoloxía referida ás alteracións de base evolutiva	15
Oral presentation	A6 A7 B2 B7 B13 B17 C3 C1	Valorarase o dominio e a claridade conceptual do tema, a corrección da linguaxe empregada e o emprego das novas tecnoloxías.	25
Multiple-choice questions	A2 A6 A7 B2 B7	Realizarase un exame tipo test, con preguntas de opción múltiple das cales unha soa é a válida. Para o cálculo da nota final do test, os erros descontaranse do número total de acertos.	40

Assessment comments

ATTENDING STUDENTS. It requires minimal attendance to 80% of the expository sessions and 80% of the interactive sessions. Grades for attending students are calculated as follows: Case study (20% of the final grade), Glossary (15%), Oral presentation (25%) and Multiple choice test (40%). To pass the course, a minimum grade of 5 is required in each section. People who do not reach 80% attendance will take the standard test with 10 additional questions. Honors can be obtained from 9.5 onwards, proving the reasons in a letter addressed to the professor.

STUDENTS WITH ACADEMIC EXEMPTION. They must contact the course coordinator at the beginning of the academic year and inform him or her of their circumstances. They will be evaluated through an exam that consists of two parts: a) multiple choice to evaluate the theoretical content of the course (50% of the final grade) and b) resolution of a specific case for the practical part (50%). To pass the course, a minimum grade of 5 is required in each section. Honors can be obtained from 9.5 onwards, proving the reasons in a letter addressed to the professor.

THE CRITERIA ESTABLISHED IN THIS SECTION WILL BE APPLIED ON BOTH THE FIRST AND SECOND OPPORTUNITY.

FOR THE ADVANCED CALL, THE SAME CRITERIA AS FOR STUDENTS WITH EXEMPTION WILL BE APPLIED.

All aspects related to "academic exemption", "dedication to study", "permanence" and "academic fraud" will be governed in accordance with the current academic regulations of the UDC

Sources of information



Basic	<ul style="list-style-type: none">- () .- David Caplan (1992). Introducción a la neurolingüística y al estudio de los trastornos del lenguaje.. Madrid. Visor Distribuciones S.A.- . Serra, M; Serrat, E; Solé, R.; Bel, A; Aparici, M. (2000). La adquisición del lenguaje. Barcelona. Ariel Psicología- Peña - Csanova, J. (2002). Manual de logopedia. Barcelona. Masson.- Belinchón, M; Igoa, J.M.; Riviere, A. (2000). Psicología del lenguaje. Madrid. Trotta S.A.- Rondal, J.A.; Serón, X. (2000). Trastornos del lenguaje. Barcelona. Paidós
Complementary	

Recommendations

Subjects that it is recommended to have taken before

Developmental Disorders/652G04012

Subjects that are recommended to be taken simultaneously

Assessment of Developmental Disorders/652G04017

Subjects that continue the syllabus

Cognitive, Social and Personality Development/652G04031

Other comments

Taking the course "Assessment of Developmental disorders" is highly recommended. Further recommendations:- Send your work electronically and, if not possible, do not use plastics, choose double-sided printing, use recycled paper, and avoid printing drafts.- Sustainable use of resources must be made, and negative impacts on the natural environment must be prevented.- Ethical principles related to sustainability values ??must be taken into account in personal and professional behavior.- The gender perspective must be incorporated (non-sexist language will be used, bibliography of authors of both sexes, student intervention in class will be encouraged...)- The full integration of students who, due to physical, sensory, psychological, or socio-cultural reasons, have difficulties accessing an adequate, egalitarian and profitable university life will be facilitated.

(*)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.