UNIVERSIDADE DA CORUÑA

Teaching Guide

Identifying Data				2024/25
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	Garcia Real, Teresa Juana	E-mail	teresa.greal@udc.es	
Lecturers	Garcia Real, Teresa Juana	E-mail	teresa.greal@udc.es	
Web				
General description	Subject to know and to apply logopedic intervention in aphasias, developmental language disorders, cerebral palsy and cognitive disability.			

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, retrasos 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 deprivación 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.
A10	Realizar a avaliación das alteracións da linguaxe nos trastornos específicos do desenvolvemento da linguaxe: trastorno específico da linguaxe, retrasos 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 deprivación 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.
A11	Redactar un informe de avaliación logopédica.
A12	Realizar unha avaliación tras a intervención.
A13	Coñecer os principios xenerais 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.
A16	Coñecer as características diferenciais da intervención logopédica nos ámbitos familiar, escolar, clínico-sanitario e asistencial.

A17	Coñecer e realizar a intervención logopédica nos trastornos específicos do desenvolvemento da linguaxe: trastorno específico da linguaxe, retrasos 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 deprivación 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.
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.
B5	Aprender autonomamente, e motivarse para facelo de forma continuada.
B7	Capacidade de análise e síntese.
B9	Capacidade de organizar e planificar.
B11	Comportarse con ética e responsabilidade social como cidadán e como profesional.
B14	Destreza e empatía nas relacións interpersoais.
B16	Resolver problemas de forma efectiva.
B17	Saber expresarse en público.
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.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
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		
To perform speech therapy, it is necessary to know and integrate the fundamentals of pathologies	A1 A2 A6 A7 A8 A9 A13 A14 A16 A21 A22 A27 A28	B3 B14 B24	

	A8	B1	C1
Understand how to interpret the results of language evaluation to design programming and interventions for the various pathologies taught.	A9	B2	C6
	A10	B5	C7
	A11	B7	C8
	A12	B9	
	A13	B11	
	A14	B16	
	A15	B17	
	A17	B19	
	A21		
	A22		
	A27		
Design specific therapeutic programs and apply them.	A6	B1	C1
	A7	B2	C6
	A8	B7	
	A13	B9	
	A14	B16	
	A15	B24	
	A16		
	A17		
	A21		
	A22		
	A28		

Contents	
Topic	**Sub-topic**
UNIT 1. The basis and principles for treating with aphasia. Characteristics of aphasia.	1.1. Semiology. 1.2 Clinical types. 1.3. Differential diagnosis. 1.4. Prognostic factors.
UNI 2. Assessment and therapeutic programming of aphasia	2.1 Structure and basics. 2.2 Interpretation of Semiological Data of Aphasia and Associated Disorders for the Programming of an Aphasia Case
UNIT 3. Speech therapy for Aphasia.	3.1 Therapeutic principles and methods. 3.2. Semiological intervention of their linguistic alterations: mutism, stereotyping, anomie, agramatism, perseverations, problems of listening, reading and writing. 3.3. Associated disorders.
UNIT 4. Principles types and therapeutic principles in Language Development Disorders (TDL) and Speech Sound Disorders (TSH	4.1. Therapeutic principles, multidisciplinary team and basic recommendations for the family and school context in DTLs. 4.2. Therapeutic principles, multidisciplinary team and basic recommendations for the family and school context in the TSH.
UNIT 5. Assessment language and therapeutic Programming of Language Development Disorders (TDL).	5.1. Structures and important aspects. 5.2. Interpretation of linguistic and non-linguistic data for the programming of a case study with TDL.
UNIT 6. Logopaedic intervention in Developmental Language Disorders (DLD) and Speech Sound Disorders (SSD).	6.1. Phonetic alterations. 6.2. Phonological alterations. 6.3. Semantic alterations. 6.4. Morphosyntactic alterations. 6.5. Pragmatic alterations.

UNIT 7. Logopaedic intervention of oral language alterations in people (child/a) with neurological disability. Characteristics and types of cerebral palsy. Specific assessment.	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. Logopaedic intervention of oral language alterations in persons (child/a) with intellectual disability. Characteristics and assessment.	8.1. Language.
	8.2. Voice and articulation.
	8.3. Recommendations for improving communication in the family and school context.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A6 B2 B3 B7	21	0	21
Case study	A1 A7 A8 A9 A10 A11 A12 A13 A14 A15 A16 A17 A21 A22 A27 A28 B5 B7 B9 B11 B16 B17 B19 C6 C7 C8	5	15	20
Critical bibliographical	A6 A7 A8 A9 A10 A16 A17 B1 B2 B5 B7 B9 C1	2	30	32
Simulation	A15 A28 B7 B14 C8	3	2	5
ICT practicals	A2 A6 A7 A8 A9 A12 A13 A14 A15 A16 A17 A21 A22 A27 A28 B1 B2 B5 B7 B9 B11 B16 B17 B19 B24 C1 C6 C7 C8	5	25	30
Multiple-choice questions	A1 A2 A6 A7 A8 A9 A10 A13 A14 A15 A16 A17 A21 A22 A27 A28	1	36	37
Introductory activities	A1 A6 A7 A8 A9	2	0	2
Personalized attention		3	0	3

(*)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 theoretical contents and the therapeutic programming of clinical cases will be taught, and some questions will be asked in order to reflect about the pathologies at the end of each master class.
Case study	The therapeutic programming will be carried out about the language with some clinical cases .
Critical bibliographical	A bibliographic search will be done about aphasia. This activity will begin in the interactive classes or tutorials to resolve doubts about some fundamental aspects such as use some databases, search criteria, APA standards and ethics iin speech therapy research, etc.
Simulation	Students will participate in a role-play activity to simulate a speech therapy intervention in aphasia. It will be a group activity and will take place in the classroom.

ICT practicals	This methodology allows to learn effectively, through practical activities (Role-Playing or speech therapy simulation in aphasic, cases with videos, presentations Power point with audio...). In this way, the students practice their theoretical knowing and develop communication skills. This activity will be done in small group (5-6 students/s) and computes in this subject.
Multiple-choice questions	Objective test consisting of a question in the form of a direct question or an incomplete statement and several answer options or alternatives providing possible solutions, only one of which is valid. There will be a single test to assess learning of the whole subject on the official evaluation date.
Introductory activities	Students' competences (knowledge and assessment practical skills) will be evaluated on the pathologies included in this subject. For doing this, an initial questionaire will be completed in Moodle platform on the first teaching day.

Personalized attention	
Methodologies	**Description**
Case study Critical bibliographical ICT practicals	The students will have a personalized attention to carry out the study case programming, practices through ICT, bibliographic search and resolution of doubts in the virtual debate. This personalized attention will be offered in the tutorial schedule (group and individual) for resolving some doubts during the learning, explaining the corrections made in the different activities and tasks performed. The tutorials will be virtually through videoconference, chats, etc (TEAMS Platform) in the schedule provided in the first quarter. It is advisable to request an appointment by the TEAMS chat.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Critical bibliographical	A6 A7 A8 A9 A10 A16 A17 B1 B2 B5 B7 B9 C1	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
Multiple-choice questions	A1 A2 A6 A7 A8 A9 A10 A13 A14 A15 A16 A17 A21 A22 A27 A28	Objective test that consists of formulating a question in the form of a direct question or incomplete statement and several options or alternative answers that provide possible solutions, of which only one of them is valid. A single test will be carried out to assess the learning of the whole subject on the official evaluation date.	70
ICT practicals	A2 A6 A7 A8 A9 A12 A13 A14 A15 A16 A17 A21 A22 A27 A28 B1 B2 B5 B7 B9 B11 B16 B17 B19 B24 C1 C6 C7 C8	The students will be distributed in groups of 5-6 students, in order to do the programming and intervention practices in some aphasia study cases. Each working group will develop the therapeutic process of an study case (evaluation-programming and intervention) and they will do an oral presentation with power point support. Evaluation criteria: Analysis and synthesis (B7), organization and planning (B9) and ability to work in a team (B24)	20

Assessment comments

The teacher will also assess the participation, willingness and positive attitude shown during the theoretical and practical activities.

At the first opportunity, the activities will be evaluated with the percentages described above and to pass the subject it is necessary to obtain at least 5 points or more, out of a possible 10 (multiple choice test-70% and Practices through ICT-20% and literature review 10%)2. At the second opportunity, students only have to take a single multiple-choice test that counts for 100% and to pass the subject they must obtain at least 5 points out of a possible 10.

3. Students with recognition of partial dedication or academic dispensation of exemption from attendance will take a multiple-choice test for their evaluation and will count for 100%. This condition must be reported at the beginning of the semester of the corresponding subject.

Finally, all aspects related to academic dispensation, dedication to study, permanence and academic fraud will be governed in accordance with the current academic regulations of UDC (/gl/norm/academic/).

Sources of information	
Basic	- Goodglass H (2005). Evaluación de la afasia y trastornos relacionados. Madrid: Panamericana
	- Chapey Roberta (2008). Language intervention. Strategies in aphasia and related neurogenic communication disorders. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins,
	- Narbona Juan (2003). El lenguaje del niño. Barcelona: Elsevier
	- Aguado Alonso Gerardo (2002). TSA: El desarrollo de la morfosintaxis en el niño. Madrid: Cepe
	- Mendoza Lara Elvira (2016). Trastornos Específicos del Lenguaje.. Barcelona: Pirámide.
	- Wiig EH, Semel E (2028). CELF 5. Evaluación clínica de los fundamentos del lenguaje. . Madrid: Pearson Clinical & Talent Assessment
	- Puyuelo Sanclemente M et al. (2017). La parálisis cerebral. Diagnóstico e intervención logopédica. EOS
	- 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
	- 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: Readiing. Bicester:Winslow
	- Fawcus Margaret (1993). Aphasia therapy in practice: Writing. Bicester:Winslow
	- Seif Workinger M (2005). Cerebral Palsy Resource guide for Speech-Language-Pathologists.
	- Frome Roth and Colleen Worthington (2010). Treatment Resource Manual for Speech Language Pathology. Cenage Learning
	- Helm-EstabrooksN y Albert M. (2005). Manual de la afasia y de terapia de la afasia (2ª Ed). Panamericana
	- Peña-Brooks A y Hedge MN (). Assessment and treatment of Speech Sound Disorders in children: A Dual-level Text. 4º Ed.. Ebook
	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.
Complementary	 -Powell T, Head injury. A practical guide, United Kingdom. Winslow, 1994, Libro,Links:http;//www.aphasia.orghttp://www.CerebralPalsy.orghttp://www.dldandme.org -Powell T, Head injury. A practical guide, United Kingdom. Winslow, 1994, Libro,Links:http;//www.aphasia.orghttp://www.CerebralPalsy.orghttp://www.dldandme.org

Recommendations

Subjects that it is recommended to have taken before
Anatomy of the Organs of Hearing and Speech/652G04001
Subjects that are recommended to be taken simultaneously
Early Intervention Strategies/652G04025
Assessment of Neurological and Anatomical Disorders/652G04026
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 and use of mask-face during teaching.