



Teaching Guide

Teaching Guide				
Identifying Data				2019/20
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	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	This subject is to learn different resources in treatment for dysarthria, phonological problems in children, stuttering and dysphoni),			

Study programme competences

Code	Study programme competences
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 enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes			
Learning outcomes		Study programme competences	
Knowing the assessment 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 resolve problems during the logopedic intervention of the 4 pathologies.			B9 C1
			B16 C6
			B17 C7
			B19
			B21
			B22
			B24

Contents	
Topic	Sub-topic
UNIT 1. General aspects in the intervention of speech and speech disorders	1.1. Anatomy and physiology of the vocal and speech systems. 1.2. Basic concepts of Linguistics. 1.3. Embryonic development. 1.4. Neuromuscular control of speech.
UNIT 2. Fundamental theory of Dysarthria	2.1. Concept, etiologies and clinical classification. 2.2. Evaluation of dysarthria: anamnesis, exploration of breathing functions, swallowing, chewing, phonation and articulation



UNIT 3. Logopedic intervention in Dysarthria.	3.1. Objectives and principles 3.2. Therapeutic approaches. 3.3. Techniques and specific resources for swallowing and chewing alterations. 3.4. Techniques and specific resources for respiration, phonation and articulation.
UNIT 4. Logopedic intervention in Dysphonia. I	4.1. Concept of functional and organic dysphonia. Types of functional dysphonia. 4.2. Voice evaluation: anamnesis and acoustic and visual exploration. 4.3. Objectives and principles of intervention. 4.4 .. Therapeutic approaches. 4.5. General treatment resources.
UNIT 5. Vocal technique: breathing aspects, phonation and resonance.	5.1. Physiological aspects 5.2 Correction of functional errors. 5.3 Specific vocal techniques.
UNIT 6. Treatment of specific dysphonia.	6.1. Vocal paralysis 6.2. Disorders of the vocal change.
UNIT 7. Fundamental theory in Stuttering.	7.1. Concept and main etiopathogenic theories. 7.2. Clinical characteristics and differential diagnosis. 7.3. Dysphemia evaluation.
UNIT 8. Treatment in Stuttering.	8.1. Goals. 8.2. Specific resources for dysfluency, logophobia and neurovegetative symptoms.
UNIT 9. Logopedic intervention in Disglosias.	9.1. Classification and types. 9.2. Intervention in dysglossia: principles, objectives and therapeutic resources.
UNIT 10. Fundamental theory in Fonological disorders	10.1. Classification and main clinical types. 10.2. Assessment of dyslalias: anamnesis and auditory exploration, buccolinguofacial praxias and phonological aspects. 10.3. Direct and indirect intervention.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Case study	A1 A6 A7 A8 A13 A14 A15 A17 B19 B18 B17 B16 B15 B14 B13 B12 B11 B9 B8 B7 B5 B4 B3 B2 B1	7	21	28
Guest lecture / keynote speech	A1 A2 A6 A7	15	30	45
Clinical practice placement	B21 B22 B24 C1 C6 C7	15	15	30
Document analysis	C8	1	8	9
Critical bibliographical	A8 A14 A15	1	17	18
Mixed objective/subjective test	C6 C8	3	15	18
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 clinical cases of the disorders taught in the lectures. Work groups will be made. 5 people.



Guest lecture / keynote speech	Impartition of the theoretical and practical knowledge collected in the contents. Exposure of doubts.
Clinical practice placement	Practice of basic requirements for the intervention of speech and voice disorders. Practices of the basic tests of evaluation in speech and voice. Vocal technique practices for dysphonia: relaxation, breathing, phonation, resonance and articulation. Practices for specific treatment of laryngeal paralysis and vocal movement. Practices for the intervention of the speech disorders: dysarthria and disfemias.
Document analysis	The student will learn to consult the most important databases related to the subject: WOS, PubMed ...
Critical bibliographical	The student will do a bibliographic review on a topic or a clinical aspect. This review will be presented in a written report, synthesizing the most relevant found in the literature (introduction) and with at least 5 folios. It will be accompanied by the bibliographic 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 serve for the final evaluation of the subject.
Mixed objective/subjective test	To assess any aspect of the practical activities carried out (clinical case scheduling, evaluation, performance of exercises or bibliographic review carried out). The knowledge of the contents, the capacity of reasoning and clarity will be valued.

Personalized attention

Methodologies	Description
Case study	.Case study and clinical practices: a class and nurses or students have the attention of a teacher to solve problems in the preparation of a therapeutic program in the application of treatment (technical exercises).
Guest lecture / keynote speech	. Maxistral session: o student will be able to solve two theoretical questions taught in a classroom.
Critical bibliographical	. Bibliographic recession and presentation of written memory: students will be able to solve the problems that arise during the process of obtaining the written narrative of the document.
Clinical practice placement	

Assessment

Methodologies	Competencies	Description	Qualification
Case study	A1 A6 A7 A8 A13 A14 A15 A17 B19 B18 B17 B16 B15 B14 B13 B12 B11 B9 B8 B7 B5 B4 B3 B2 B1	The capacity of reasoning, adaptation and organization of the data in the design of therapeutic programming and application of the therapy will be valued (specific exercises and learned in the interactive classes). For the assessment of this knowledge and skill, the final exam will include 2 questions with clinical cases of the pathologies taught in the subject.	30
Critical bibliographical	A8 A14 A15	The following are included as assessment criteria: capacity for synthesis, 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 a disorder of the clinical case in 6-7 pages plus 1 of references. The bibliographic search will be made in groups composed of 5 students.	10
Mixed objective/subjective test	C6 C8	The theoretical and practical contents will be valued. Try with short questions.	60

Assessment comments



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

Students from previous courses (not assistants) who attend only the final exam (official date) will be qualified taking into account only the mixed test and case study with a 60% assessment for mixed test and 40% case study.

The scientific or academic activities carried out during the course or related to the subjects included in this subject will be compulsory attendance.

Sources of information

Basic	- Cooper Morton (1973). Modernas técnicas de rehabilitación vocal. Buenos Aires: Médica Panamericana - 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. Barcelona: 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 enlaces de interés: www.espaciologopedico.com http:// www.asha.org.
Complementary	Revistas relacionadas con 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 Communication Disorders. International Journal of Speech-Language Pathology. Folia Phoniatica et Logopaedica.

Recommendations

Subjects that it is recommended to have taken before

Linguistics/652G04004

Subjects that are recommended to be taken simultaneously

Foundations of Speech Therapy Intervention/652G04005

Subjects that continue the syllabus

The Professional Voice/652G04040

Other comments

It is recommendable to have B1 English Level to use of bibliographical sources.

(*)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.