



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
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

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, 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 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.
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 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.
A11	Redactar un informe de avaliación logopédica.
A12	Realizar unha avaliación tras a intervención.
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.
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, 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.
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	
To understand and to integrate biological bases in Speech and Language Therapist: Anatomy and physiology.		A1	B3
		A2	B14
		A6	B24
		A7	
		A8	
		A9	
		A13	
		A14	
		A16	
		A21	
		A22	
		A27	
		A28	



To know and ability skills to do to evaluate the procedures such as assessment protocols, programming and intervention of the different language disorders.	A8	B1	C1
	A9	B2	C6
	A10	B5	C7
	A11	B7	C8
	A12	B9	
	A13	B11	
	A14	B16	
	A15	B17	
	A17	B19	
	A21		
	A22		
	A27		

Contents	
Topic	Sub-topic
UNIT 1. Bases for aphasia intervention.	1.1. Semiology. 1.2 Clinical types. 1.3. Differential diagnosis. 1.4. Prognostic factors.
UNI 2. Assessment of Aphasia.	2.1 General aspects. 2.2 Main standardized tests.
UNIT 3. Semiological intervention for Aphasia.	3.1 Syntax. 3.2. Naming 3.3. Understanding. 3.4. Reading. 3.5. Writing.
UNIT 4. Bases for language disorders intervention in children.	4.1. Primary disorders of language development. 4.2. Secondary disorders of language development. 4.3. Evaluation of non-linguistic areas.
UNIT 5. Assessment of Language in children.	5.1. Linguistic aspects to evaluate. 5.2. Main standardized tests.
UNIT 6. Logopaedic intervention in Developmental Language Disorders.	6.1. Intervention of phonetic and phonological aspects. 6.2. intervention of the semantic and pragmatic aspects. 6.3. Intervention of the syntactic and morphological aspects.
UNIT 7. Cerebral palsy intervention in children.	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. Cognitive disability intervention.	8.1. Language. 8.2. Voice and articulation. 8.3. Other aspects

Planning				
Methodologies / tests	Competencies	Ordinary class hours	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	1	10	11
Events academic / information	A15 A28 B4 B7 B14 C8	3	0	3
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 C1 C6 C7 C8	5	25	30
Online discussion	A7 B2 B5 B6 B7 B11 B14 B16 B24	8	16	24
Multiple-choice questions	A1 A2 A6 A7 A8 A9 A10 A13 A14 A15 A16 A17 A21 A22 A27 A28	3	34	37
Introductory activities	A1 A6 A7 A8 A9	1	0	1
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 in speech therapy research, etc.
Events academic / information	Students will attend and participate in any activity organized for the subject.
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.
Online discussion	Some question will be asked about the theoretical contents in order to reflect the different aspects. They will do at the end of the session, 20 minutes and for all students (whole group) with TEAMS platform.
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 questionnaire will be completed in Moodle platform on the first teaching day.



Personalized attention

Methodologies	Description
Case study	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.
Critical	
bibliographical	
ICT practicals	
Online discussion	

Assessment

Methodologies	Competencies	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 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 and Practices through ICT and literature review)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.

4. Following the modification of article 11, section 4 b) of the UDC Student Discipline Regulations. The text is as follows: b) Suspension grade in the call in which the misconduct is committed and with respect to the subject in which it was committed: the student will be graded with "suspension" (numerical grade 0) in the corresponding call of the academic year, whether the commission of the misconduct occurs in the first opportunity or in the second. To this end, their grade will be modified in the first opportunity report, if necessary.

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: Reading. 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 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

Assessment of Neurological and Anatomical Disorders/652G04026

Early Intervention Strategies/652G04025

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.

(*)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.