

Practicum IV

Code: 101695
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OB	4	A

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Carme Brun Gasca

Prerequisites

Students have to follow the indications given by the centre. It is recommendable to have passed Pràcticum II.

Objectives and Contextualisation

The main aims are:

- To know the test and the strategies needed for each case.
- To know the resources to help the families to overcome any situation.
- To know the social and educational environment in which the families live.

Competences

- Act appropriately with respect to the professions ethical code: respect professional confidentiality, apply professional criteria in the completion and referral of treatment.
- Adapt ones communication to various audiences in accordance with age, pathology, etc.
- Adapt to new situations.
- Advise on the development and implementation of care and education policies on issues relating to speech therapy in school, welfare and medical teams.
- Advise users families and their general social environment, thereby promoting their participation and collaboration in speech-therapy treatment.
- Appraise personal intervention and that of others so as to optimise this.
- Carry out patient-centered management in health economics and ensure the efficient use of health resources in addition to the effective management of clinical documentation, with particular attention to confidentiality.

- Communicate orally and in writing to the patient, family members and other professionals involved in the case, the relevant observations and conclusions, adapting these to the socio-linguistic characteristics of the environment.
- Demonstrate knowledge of the limits of competence and be able to identify whether interdisciplinary treatment is required.
- Design and carry out speech-therapy treatment, whether individual or at group level, establishing objectives and phases, with more efficient and suitable methods, techniques and resources, attending to the distinct developmental phases of human beings.
- Design, implement and evaluate actions aimed at preventing communication and language disorders.
- Develop independent-learning strategies
- Establish interpersonal relationships with patients affected by communication, language, speech and voice disorders, and their caregivers.
- Ethically commit oneself to quality of performance.
- Explain and justify the selected treatment.
- Explore, evaluate, diagnose and produce a prognosis of development for disorders of communication and language, from a multidisciplinary perspective.
- Have a strategic and flexible attitude to learning.
- Identify, analyze and solve ethical problems in complex situations.
- Integrate the foundations of biology (anatomy and physiology), psychology (evolutionary processes and development), language and teaching as these relate to speech-therapy intervention in communication, language, speech, hearing, voice and non-verbal oral functions.
- Make decisions and take responsibility for them.
- Manage sociocultural diversity and the limitations associated with distinct pathologies.
- Observe and listen actively throughout the various processes of speech therapy intervention.
- Organise and plan with the aim of establishing a plan for development within a set period.
- Practise the profession, respecting patients autonomy, their genetic, demographic, cultural and economic determinants, applying the principles of social justice and comprehending the ethical implications of health in a changing global context.
- Prepare and write reports on examination and diagnosis, monitoring, termination and referral
- Respect the diversity and plurality of ideas, people and situations.
- Use non-verbal communication techniques to optimise communicative situations.
- Use the exploratory techniques and instruments pertaining to the profession, and register, synthesise and interpret the data provided by integrating this into an overall information set.
- Working in intra- and interdisciplinary teams.

Learning Outcomes

1. "Use verbal expressions indicative of active listening during oral interviews with patients and their families, including: expressing in ones own words what such patients appear to want to communicate; ask clarifying questions; provide words of re-enforcement or accomplishment, etc."
2. Adapt explanations to the sociolinguistic and educational characteristics of the receiver to communicate orally to patients and their families the conclusions of the diagnostic tests carried out.
3. Adapt the relationship with patients to their educational and cultural level as well as to the limitations caused by their pathology
4. Adapt to new situations.
5. Analyzing the diagnosis and intervention options available in each case, and their suitability.
6. Apply speech-therapy treatment under the supervision of a tutor.
7. Applying the most appropriate techniques for the evaluation of patients.
8. Appraise personal intervention and that of others so as to optimise this.
9. Avoid using unsuitable methods of diagnosis and intervention.
10. Carry out a clinical history that integrates data on structural, psychological and linguistic disorders in patients, and the impact of these on their family-based, social and educational situations in order to plan the most appropriate intervention in each case.
11. Demonstrate respect for the ethical code of the profession when carrying out professional practicals.
12. Describe the characteristics of language, speech, voice or deglutition in patients, on the basis of observation.
13. Design measures to promote communication skills in the population.
14. Design speech-therapy projects.

15. Develop independent-learning strategies
16. Establish guidelines that help in advising relatives to collaborate in the treatment.
17. Establish guidelines to prevent certain disorders or speech therapy to reduce the negative impact on language and speech, in some situations (eg, brain damage, hearing loss or adverse psychosocial environments).
18. Ethically commit oneself to quality of performance.
19. Explain measures that speech professionals can use in advising on the development and implementation of policies for the prevention and care of communication disorders.
20. Explain to the patient both the characteristics of the disorder suffered and the distinct treatment options, respecting the patients opinion on these.
21. Give opinion on the need to request the participation of other professionals.
22. Have a strategic and flexible attitude to learning.
23. Hold oral interviews with patients and their caregivers, in which issues concerning both speech-therapy symptoms and the impact of these on quality of life and family and social relationships arise.
24. Identify, analyze and solve ethical problems in complex situations.
25. Keep the identity of patients confidential and do not post photographs either of patients or other features that permit their identification in reports on their period of stay in the centres holding the practicals.
26. Make decisions and take responsibility for them.
27. Observe professional performance in the centre and describe that performance in the report on the work-placment period in the training centre.
28. Organise and plan with the aim of establishing a plan for development within a set period.
29. Participate in sessions discussing cases with teams of professional in centres holding the practicals and give opinion on possible treatment and its suitability depending on case characteristics.
30. Participate in sessions discussing cases with teams of professional in centres holding the practicals and give opinion on the relevance of terminating treatment or referral to other professionals.
31. Prepare and correctly write examination and diagnosis, monitoring, termination and referral reports.
32. Produce a diagnosis and prognosis of patient outcomes.
33. Respect the diversity and plurality of ideas, people and situations.
34. Use and interpret diagnostic tests.
35. Use appropriate paraverbal elements (gestures and prosody) during oral interviews with patients and their families.
36. Use communication strategies differentiated according to age (eg, children at different developmental stages), pathology (sensory disturbances, cognitive, etc.) and other situations that may hinder the communication process.
37. Use non-verbal communication techniques to optimise communicative situations.
38. Working in intra- and interdisciplinary teams.

Content

These are the centres where the students will do practical work:

*Nursery and Primary School Centres for children between 0-6 years with special education needs

*Centres for deaf children and children with language disorders

* Special education Centres

*Mainstream Schools

*Private speech therapy centres

*Medical centres and hospitals

Methodology

Students can do the following activities:

*Observe individual speech therapy sessions

*Participate in an individual session under the supervision of the speech therapist.

*Take part in the meeting held in the centre

The students must do 75 hours or more of work experience in the corresponding centre during the academic period.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Supervised			
Practical work	100	4	3, 2, 4, 7, 6, 18, 11, 15, 13, 14, 10, 21, 32, 17, 9, 20, 23, 24, 25, 27, 28, 29, 30, 26, 33, 22, 38, 35, 36, 1, 37, 34
Type: Autonomous			
An individual poster	50	2	5, 8, 12, 15, 31, 16, 19

Assessment

The final mark for each subject will be obtained from:

-the assessment by the tutor of the speech therapy centre (75%)

-the submission of a poster related to the work experience carried out (25%)

Students have to get a 5 or more in each aforementioned activity. This mark is compulsory to be able to get the final mark of the subject.

We offer the opportunity to get up to one additional mark if the student submits a video relating their experience in the centre.

No-evaluation: Student doesn't do a minimum of 75 hours in the centre.

The students pass the subject if they get a final mark of 5 or more.

Re-evaluation: students who don't obtain a pass mark for the subject, but get a mark of 3,5 or more, only have the option of the re-evaluation of the poster submitted.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
An individual poster submission	25%	0	0	5, 8, 12, 15, 10, 31, 16, 19
The assessment by the tutor of the speech therapy centre	75%	0	0	3, 2, 4, 7, 6, 18, 11, 13, 14, 10, 21, 32, 17, 9, 20, 23, 24, 25, 27, 28, 29, 30, 26, 33, 22, 38, 35, 36, 1, 37, 34

Bibliography

There is no specific bibliography. It will depend on the cases that are treated in each centre.