

Dyslalias and Disfluencies Assessment and Intervention

Code: 104142
ECTS Credits: 9

Degree	Type	Year	Semester
2500893 Speech therapy	OB	2	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Nuria Miranda Codina

Prerequisites

It is recommendable to go over the contents related to the acquisition of the language.

Objectives and Contextualisation

The student will be able to assess the speech and fluency difficulties of children and to suggest corresponding treatment.

Competences

- Act appropriately with respect to the professions ethical code: respect professional confidentiality, apply professional criteria in the completion and referral of treatment.
- Demonstrate an understanding of disorders in communication, language, speech, hearing, voice and non-verbal oral functions.
- 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.
- Have a strategic and flexible attitude to learning.
- Organise and plan with the aim of establishing a plan for development within a set period.

Learning Outcomes

1. Describe the main disorders of speech, voice, hearing and deglutition.

2. Explain the impact of various disorders of speech, voice, hearing and deglutition on communication processes.
3. Have a strategic and flexible attitude to learning.
4. Identify situations requiring referral to other professionals.
5. Organise and plan with the aim of establishing a plan for development within a set period.
6. Treat/re-educate patients with disorders of communication, language, speech, hearing, voice and non-verbal oral functions.

Content

BLOCK A: DYSLALIA

1. Kind of dyslalia
2. Assessment of dyslalia
3. Relation between dyslalia and odontology
4. Intervention programme and advice

BLOCK B: STUTTERING

1. Definition of stuttering
2. Assessment of stuttering
3. Intervention programme and advice

Methodology

- Master classes
- Seminars to discuss different cases
- Individual tutorials to resolve doubts
- Self-study activities

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	36	1.44	1, 4, 3
Seminars	32	1.28	2, 5, 3, 6
Type: Supervised			
Individual tutorials	15	0.6	2, 5
Type: Autonomous			
Essays	54	2.16	1, 2, 4, 5, 6
Study	72	2.88	3

Assessment

EV1: a group-written essay on dyslalia (10%)

EV2: an exam on dyslalia (40%)

EV3: a group-written essay on stuttering (15%)

EV4: an exam on stuttering (35%)

It is compulsory to get, on average, a minimum mark of 4 en EV2 and EV4.

No-evaluation: the students who present work with an academic value lower than 40% of the final mark cannot be evaluated.

Re-evaluation conditions: the students can have their work re-evaluated when the final mark of the subject is between 3,5 and 4,9.

The pass mark for each activity (exams and written-essays) is a 5 and a pass mark in all the activities is compulsory. The maximum mark for each re-evaluated activity is a 5.

No unique final synthesis test for students who enrol for the second time or more is anticipated.

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A group-written essay on dyslalia	10%	6	0.24	2, 4, 5, 3, 6
A group-written essay on stuttering	15%	6	0.24	2, 4, 5, 3, 6
An exam on dyslalia	40%	2	0.08	1, 2, 4, 5, 6
An exam on stuttering	35%	2	0.08	1, 2, 4, 5, 6

Bibliography

Basic bibliography related to dyslalia:

- Massana,M. (2003). Tractament i prevenció de la dislàlia. Barcelona: Edicions EPL.
- Zambrana,N i Dalva,L. (1998) Logopedia y ortopedia maxilar en la rehabilitación orofacial. Barcelona:Masson.

Basic bibliography related to stuttering:

- Fernández-Zúñiga, A. (2008). Guía de intervención logopédica en la tartamudez infantil. Madrid: Editorial Síntesis.
- Salgado,A. (2005). Manual práctico de tartamudez. Ed.Síntesis.

Complementary bibliography related to dyslalia:

- Bartuilli,M.; Cabrera,P.J.; Perrián,M.C. (2008). Guía técnica de intervención logopèdica. Terapia Miofuncional. Madrid: Editorial Síntesis.

- Bigenzahn,W. (2004). Disfunciones orofaciales en la infancia. Barcelona: Ed. Ars Médica.
- Gispert,D. i Ribas,L. (2002). Els sons entremaliats (s/l-r-d//l/rr). Vic: Edicions l'Àlber.
- González, J.N. (2003). Alteraciones del habla en la infancia. Aspectos clínicos. Ed. Médica Panamericana.
- Grandi,D i Donato,G. (2006). Terapia miofuncional. Diagnóstico y tratamiento. Barcelona: Ed.Lebón.
- Monge, R. (2009). Atenció auditiva, 5-8 anys. Barcelona: Lebón.
- Pascual,P. (1978) La dislalia. Madrid: CEPE.
- Queiroz,I. (2002). Fundamentos de fonoaudiología. Ed.Médica-Panamericana.
- Ribas,L. i Gispert,D. (2000). Jocs fonològics. Vic: Ed. L'Àlber.
- Segovia, M^aL. (1977) Interrelaciones entre la odontoestomatología y la Fonoaudiología. La deglución atípica. Buenos Aires: Ed.Médica Panamericana. (2^aed.).
- Villegas,F. (2004). Manual de logopedia. Evaluación e intervención de las dificultades fonológicas. Barcelona: Ed.Psicología Pirámide.
- Zambrana,N. i Puyuelo,M. (2017). Terapia miofuncional orofacial. Actualización en nuevos campos de actuación. Madrid: Ed.EOS

Complementary bibliography related to stuttering:

- Biain de Touzet, B. (2003). Una disfluència con cuerpo y alma. Ed. Paidós.
- Cautela,J.R i Groden,J. (1987). Técnicas de relajación. Biblioteca de Psicología, Psiquiatría y Salud. Manual práctico para adultos, niños y educación especial. Ed. Martínez Roca.
- Conture, E. (2008). Stuttering and related disorders of fluency. Ed. George Thieme.
- Fernández-Zúñiga, A. (2008). Tratamiento de la tartamudez en niños. (2 vols). Barcelona: Ed.Masson.
- Gallego,J.L. (2004). La tartamudez: guía para profesionales y padres. Ed.Aljibe.
- LeHuche, F. (2000). La tartamudez. Opción curación. Ed.Masson.
- Pintanel, M. (2005). Técnicas de relajación creativa y emocional. Madrid: Thomson.
- Santacreu,J. i Froján,M.J. (1993). La tartamudez. Madrid: Ed.Pirámide. Col.lecció "Ojos solares".
- Rodríguez Morejón, A. (2003). La tartamudez: naturaleza y tratamiento. Barcelona: Ed.Herder.
- Agustoni,D.H. (1989). Deglución atípica. Buenos Aires: Ed.Puma.

Complementary bibliography of the subject:

- Mendizábal, N.; Jimeno, N.; García, N. i Santiago, B. (2013). Guía práctica para la elaboración de informes logopedicos. Ed.Medica Panamericana.