

**Neonatal and Early Neuropediatric Attention**

Code: 101693  
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	2

**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

**Other comments on languages**

In case the student has difficulties to understand the statements of the written tests in catalan, she can request the test in spanish as long as he does it before week 4 in writing to the coordination of the subject.

**Teachers**

Pere Jordi Fàbregas Batlle  
Raquel Garcia Ezquerro

**Prerequisites**

PENDING.

**Objectives and Contextualisation**

PENDING.

**Competences**

- Act appropriately with respect to the profession's ethical code: respect professional confidentiality, apply professional criteria in the completion and referral of treatment.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and synthesise information.
- Critically evaluate the techniques and instruments of evaluation and diagnosis in speech therapy, as well as its procedures of intervention.
- Demonstrate an understanding and correct use of the terminology and methodology of speech-therapy research.
- Demonstrate an understanding of disorders in communication, language, speech, hearing, voice and non-verbal oral functions.
- Design, implement and evaluate actions aimed at preventing communication and language disorders.

- Explore, evaluate, diagnose and produce a prognosis of development for disorders of communication and language, from a multidisciplinary perspective.
- 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.
- Reflect on and research into language and its treatment so as to help develop the profession.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Analyse and synthesise.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and/or environmental dimensions.
3. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
4. Consider how gender stereotypes and roles impinge on the exercise of the profession.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Describe and implement measures of early care in neonatal pediatrics for the prevention of language disorders.
7. Describe the main instruments of assessment and diagnosis in speech therapy and in related disciplines (neurology, neuropsychology, etc.), and identify their usefulness.
8. Establish a good semiotic and syndromic diagnosis from a suitable exploratory process.
9. Explain the consequences on language and communication that may be involved in pre- and perinatal brain damage.
10. Explain the explicit or implicit code of practice of one's own area of knowledge.
11. Identify, analyze and solve ethical problems in complex situations.
12. In a well-argued manner, explain the influence of neonatal brain damage on language and communication.
13. Inform patients and/or their families about the expected outcome of the intervention, without giving false expectations
14. Make decisions and take responsibility for them.
15. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
16. Propose viable projects and actions to boost social, economic and/or environmental benefits.
17. Relate anatomical, physiological and neurochemical disorders of the nervous system with patients' symptoms in the fields of communication, language, speech and deglutition.
18. Relate distinct concepts in order to establish a real and not compartmentalised diagnosis.
19. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
20. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

21. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
22. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
23. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
24. Use the basic terminology of research in the field of neurology, speech therapy and related disciplines.
25. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

## Content

PENDING.

## Methodology

PENDING.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes teòriques	24	0.96	7, 9, 17, 24
Seminaris de casos pràctics	12	0.48	1, 6, 8, 12, 11, 13, 14, 18
Type: Supervised			
Tutories de consulta	30	1.2	1, 6, 18, 24
Type: Autonomous			
Estudi, desenvolupament d'esquemes, elaboració de treballs	58	2.32	6, 8, 18, 24

## Assessment

PENDING.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Monographic work (Evidence 3)	20%	20	0.8	5, 2, 1, 3, 7, 6, 8, 12, 10, 9, 11, 13, 14, 15, 16, 22, 21, 19, 20, 18, 17, 24, 4, 25
Practical exam of evidence 1 and 2	32 %	3	0.12	1, 3, 7, 6, 8, 12, 11, 13, 14, 16, 22, 21, 19, 20, 18, 25
Theoretical exam (Evidence	48%	3	0.12	1, 7, 6, 12, 9, 23, 22, 20, 17, 24

## **Bibliography**

PENDING.

## **Software**

In order to follow the subject is enough with the Microsoft Office Packege.