UAB
Universitat Autònoma de Barcelona

2023/2024

Practicum I: Introduction to Speech Therapy in Practice

Code: 104145
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OB	2	A

Contact

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Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

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Carmen García Sánchez

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Prerequisites

This is an annual subject, without any prerequisites.

Objectives and Contextualisation

The subject is divided into two blocks.
Objectives of Part I: General Aspects of Speech Therapy.
Know the basic concepts of the health sciences, of which speech therapy is a part.
Describe the general aspects of the practice of speech therapy
Know the professional aspects of speech therapy
Objectives of Part II: Knowledge of the framework of the practice of speech therapy.
Make contact with the practice of speech therapy.
Make reflective exercises about the experience in the healthcare environment
Analyse practical experience

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.
- 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.
- Appraise personal intervention and that of others so as to optimise this.
- Establish interpersonal relationships with patients affected by communication, language, speech and voice disorders, and their caregivers.
- Ethically commit oneself to quality of performance.
- Have a strategic and flexible attitude to learning.
- Identify, analyze and solve ethical problems in complex situations.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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.
- 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.
- Use non-verbal communication techniques to optimise communicative situations.
- Working in intra- and interdisciplinary teams.

Learning Outcomes

1. Adapt to new situations.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and/or environmental dimensions.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Appraise personal intervention and that of others so as to optimise this.
5. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
6. Consider how gender stereotypes and roles impinge on the exercise of the profession.
7. Demonstrate respect for the ethical code of the profession when carrying out professional practicals.
8. Ethically commit oneself to quality of performance.
9. Explain measures that speech professionals can use in advising on the development and implementation of policies for the prevention and care of communication disorders.
10. Explain the explicit or implicit code of practice of one's own area of knowledge.
11. Have a strategic and flexible attitude to learning.
12. 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.
13. Identify situations in which a change or improvement is needed.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.

15. Identify the social, economic and/or environmental implications of academic and professional activities within one's own area of knowledge.
16. Identify, analyze and solve ethical problems in complex situations.
17. 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.
18. Observe professional performance in the centre and describe that performance in the report on the work-placment period in the training centre.
19. Organise and plan with the aim of establishing a plan for development within a set period.
20. Propose new experience-based methods or alternative solutions.
21. Propose new ways of measuring visibility, success and failure in the implementation of innovative proposals or idees.
22. Propose ways to evaluate projects and actions for improving sustainability.
23. 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.
24. 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.
25. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
26. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
27. 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.
28. Use non-verbal communication techniques to optimise communicative situations.
29. Working in intra- and interdisciplinary teams.

Content

The subject is divided into two blocks.
Module I: General Aspects of Speech Therapy
Part 1: Basic concepts in Health Sciences (CS)
CS and its objectives
Interdisciplinarity of the CS
Health and illness
Ecological factors of health and illness
Natural history of the disease
Prevention levels
Lifestyles, environment and health
Health indicators
Part 2: Introduction to Speech Therapy
Profile and professional competencies of speech therapy
Areas of speech therapy
General aspects of the evaluation, diagnosis and intervention in speech therapy
Research in speech therapy
Part 3: The profession of Speech Therapy (PST)
Genesis, transformation and current structuring of PST
Professionalism
Work models in PST (public, private, mixed)
Entrepreneurship in PST
Ethical-legal principles in PST
Professional organizations of speech therapists
Module II: Knowledge of the framework of the speech therapy practice.
Practices for observation, data collection and analysis of speech therapy services.

Methodology

Module I

The methodology used in Block I combines mastery with participatory teaching methodologies through various classroom exercises, readings and discussions. The sessions will be held at the Bellaterra Campus.

Module II

Module II is eminently practical and reflective. Students will be in touch with the world of clinical practice in the form of clinical case seminars or visits to services. In addition, they will be guided in a reflective process around the clinical experience.

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			
Clinical Pratice	20	0.8	1, 4, 8, 7, 9, 12, 16, 17, 18, 19, 11, 29, 28
Lectures	28	1.12	1, 4, 8, 7, 9, 12, 16, 17, 18, 19, 11, 29, 28
Type: Supervised			
Tutories	18.5	0.74	1, 4, 7, 9, 12, 16, 17, 18, 11, 29, 28
Type: Autonomous			
Personal Study	43.5	1.74	1, 8, 7, 9, 12, 16, 17, 19, 11, 29
Preparation of learning evidences	40	1.6	1, 4, 8, 7, 9, 12, 16, 17, 18, 19, 11, 29, 28

Assessment

A) Definition of the subject passed: In order to pass the subject, it is necessary to obtain equal to or greater than 5.0, as an average of the set of EV1 and EV2, provided that 3,5 or higher has been obtained in each of the following learning evidences (EV1 and EV2):
Module 1. Assessment. Consists of an exam (EV1) that has a weight of 50% of the final grade. It will take place in the first assessment period. It is an individual and face-to-face written test.

Assessment of Module II. The evaluation of this block has a weight of 50% of the final mark of the subject. To be able to participate in the assessment activities of this block, it will be necessary to have attended at least 80% of the practical activities.

The EV2 will consist of presenting to submit a written assignment on the practical activities that the teacher indicates in a presentation format at a conference that will be held at the end of the course. The required activities are written, individual and/or group and face-to-face.

B) Recovery process: Those students who have not passed the subject may have the option of resit when provided they have submitted a minimum of 2/3 of EVs. The resit system will only be able to increase the

qualification already obtained during the course by the student, and will be focused on the learning evidences in which each student has not shown a satisfactory performance (<5 punts). The maximum grade for retrieved evidence is 5 points.

General UAB regulations: https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html

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

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Evaluation Part I	50%	0	0	1, 2, 3, 4, 8, 5, 7, 10, 9, 12, 15, 14, 13, 16, 17, 18, 19, 20, 27, 26, 25, 23, 24, 11, 29, 28, 6
EV2. Evaluation Part II	50%	0	0	1, 2, 3, 4, 8, 5, 7, 10, 9, 12, 15, 14, 13, 16, 17, 18, 19, 22, 21, 20, 27, 26, 25, 23, 24, 11, 29, 28, 6

Bibliography

Bibliography fundamental

Col·legi de Logopedes de Catalunya (2003) Perfil Professional del Logopeda (2ª ed.). Disponible a www.clc.cat/pdf/perfil-professional/perfil_professional_ca.pdf

Col·legi de Logopedes de Catalunya. Codi d'ètica professional. Disponible a http://www.clc.cat/pdf/codi-etic-del-clc/codi_etic_ca.pdf

Manual: Peña-Casanova, J. (Ed.). (2013). *Manual de logopedia.* Elsevier España.

Bibliography webs complementary

Col·legi de Logopedes de Catalunya (www.clc.cat)

Consejo General de Colegios de Logopedas (www.consejologopedas.com)

Asociación Española de Logopedia Foniatría y Audiología (www.aelfa.org)

Comité Permanent de Liaison des Orthophonistes-Logopèdes de l'UE (www.cplol.eu)

American Speech-Language Pathology Association (www.asha.org)

International Association of Logopedics and Phoniatrics (www.ialp.info)

Throughout the course, more specific bibliography will be provided.

Software

No specific software is needed