

Degree	Type	Year
2500893 Speech therapy	OB	1

Contact

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Teachers

Io Salmons Llussà

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

It is recommended that the students can read publications in English on subjects related to the contents of the course.

Objectives and Contextualisation

In the course, which is framed within the field of clinical linguistics, two main objectives are proposed: (1) to provide the linguistic foundations that allow for the comparison of typical linguistic productions with altered ones; and (2) to identify the linguistic features that characterize speech and language pathologies.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Evaluate the scientific production that supports speech therapists' professional development.
- Identify, analyze and solve ethical problems in complex situations.

- 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 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.
- 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.

Learning Outcomes

1. Conduct an examination of language via the techniques of linguistics and use the results of this exploration to issue prognoses of evolution.
2. Correctly use the terminology of linguistics and psycholinguistics, as well as the nomenclature of language disorders.
3. Critically analyse the principles, values and procedures that govern the exercise of the profession.
4. Describe and explain the usefulness of techniques used in linguistics to assess language disorders.
5. Explain the explicit or implicit code of practice of one's own area of knowledge.
6. Explain the linguistic characteristics of distinct language disorders.
7. Explain the linguistic characteristics of people with and without language disorders, described in scientific publications.
8. Identify, analyze and solve ethical problems in complex situations.
9. 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.
10. 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.
11. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
12. 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.

Content

1.- Introduction to clinical linguistics

2.- Phonetic analysis of disordered speech

The International Phonetic Alphabet and the articulatory classification of the speech sounds. Phonetic description of Catalan and Spanish. Phonetic transcription of disordered speech.

3.- Phonological analysis of disordered speech

Phonological analysis. Phonological description of Catalan and Spanish. Phonological analysis of disordered speech.

4.- Morphology, syntax and semantics in language and speech pathologies

The morphosyntactic and semantic structure of language. A linguistic model of language acquisition.

5.- Morphosyntactic and semantic analysis of language pathologies.

Developmental disorders: Specific Language Disorder. Acquired disorders: aphasia. Other pathologies: dementia, Williams syndrome, Down syndrome, Autism Spectrum Disorder.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	21	0.84	3, 4, 5, 6, 7, 1, 8, 12, 11, 10, 2
Practical sessions	28	1.12	3, 4, 5, 6, 7, 1, 8, 12, 11, 10, 2
Type: Autonomous			
Study of course content, readings, and search for additional information	96.5	3.86	3, 4, 5, 6, 7, 1, 8, 12, 11, 10, 2

In the teaching methodology used, theoretical sessions are combined with practical ones. In the theoretical classes, the necessary concepts are offered to identify the linguistic characteristics of different pathologies of language and speech. The aim of the practical classes is to apply theoretical knowledge to the assessment of the different elements of language and speech that have been preserved or altered.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1 - On-site individual written exam on units 1, 2 and 3 of the course syllabus	40%	1.5	0.06	3, 4, 5, 6, 7, 1, 8, 12, 11, 9, 10, 2
Ev2 - On-site individual written exam on units 4 and 5 of the course syllabus	40%	1.5	0.06	3, 4, 5, 6, 7, 1, 8, 12, 11, 9, 10, 2
Ev3 - Online individual written assessment on the content of compulsory readings	20%	1.5	0.06	3, 4, 5, 6, 7, 1, 8, 12, 11, 9, 10, 2

General information

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a 0.0 (zero) for this activity, regardless of any

disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a 0.0 (zero) as the final grade for this subject. (*Pautes d'avaluació de les titulacions de la Facultat de Psicologia 2024-25*. Aprovades en Junta Permanent del 29 d'abril de 2024).

The delivery of the translation of the in-person assessment tests will be carried out if the requirements established in Article 263 of the Academic Regulations of the Autonomous University of Barcelona (https://www.uab.cat/doc/TR_normativa_academica_UAB) are met and the request is made online through an electronic form during week 4 of the semester. Relevant information can be found on the Faculty of Psychology website.

For more information about the assessments, please, see the documents available on the Faculty of Psychology website: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Continuous assessment

The final mark of the course will be determined by the outcome of three assessment activities:

Ev1 - On-site individual written exam on units 1, 2, and 3 of the course syllabus (40% of the final mark).

Ev2 - On-site individual written exam on units 4 and 5 of the course syllabus (40% of the final mark).

Ev3 - Online individual written assessment on the content of compulsory readings (20% of the final mark).

These are the only three assessment activities taken into consideration to calculate the final qualification of the course. A mark of 0.0 (zero) will be given for each assessment activity not taken. Students will successfully complete this course by getting an overall grade of 5.0 or higher.

Students who have submitted assessment evidences with a weight equal or greater than 40% of the total grade of the course could not be considered as 'non-assessable'.

At the time of each assessment activity, information will be provided on the procedure and the date for reviewing the grades.

In order to sit the reassessment exam, it is necessary to have obtained an average mark between 3.5 and 4.8 and to have delivered a set of assessment evidences whose weight is equivalent to a minimum of the 2/3 of the total grading of the course.

Reassessment will consist of a final exam covering all the contents of the syllabus, including the compulsory readings. The mark of this exam will be the final qualification of the course.

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

Unique assessment

Name and description	Weight	Duration (in hours)	Date
Ev1 - On-site individual written exam on units 1, 2 and 3 of the course syllabus	40%	1,5	Second evaluation period
Ev2 - On-site individual written exam on units 4 and 5 of the course syllabus	40%	1,5	Second evaluation period
Ev3 - Online individual written assessment on the content of compulsory readings	20%	1,5	Second evaluation period

The final mark of the course for students choosing the single assessment option will be determined by the outcome of three assessment activities:

Ev1 - On-site individual written exam on units 1, 2, and 3 of the course syllabus: 40% of the final mark. The exam will take place on the same date and place as the exam of the second assessment period.

Ev2 - On-site individual written exam on units 4 and 5 of the course syllabus: 40% of the final mark. The exam will take place on the same date and place as the exam of the second assessment period.

Ev3 - Online individual written assessment on the content of compulsory readings: 20% of the final mark. The task will be submitted on the same date and place as the exam of the second assessment period.

These are the only three assessment activities taken into consideration to calculate the final qualification of the course. A mark of 0.0 (zero) will be given for each assessment activity not taken. Students will successfully complete this course by getting an overall grade of 5.0 or higher.

Students who have submitted assessment evidences with a weight equal or greater than 40% of the total grade of the course could not be considered as 'non-assessable'.

The same reassessment system as in the continuous assessment will be applied.

The single assessment is requested online using an electronic form during the period determined by the faculty. Relevant information can be found on the Faculty of Psychology website.

Bibliography

There are no required textbooks for this course. The works cited below are reference works that allow clarifying concepts and delving into the topics covered in the program. More detailed bibliographies for each topic will be provided throughout the course.

Baastianse, R., & Thompson, C. K. (Eds.). (2012). *Perspectives on agrammatism*. Psychology Press. <https://doi.org/10.4324/9780203120378>

Ball, M. J. (Ed.). (2021). *Manual of clinical phonetics*. Routledge. <https://doi.org/10.4324/9780429320903>

Ball, M. J., & Müller, N. (2005). *Phonetics for communication disorders*. Psychology Press. <https://doi.org/10.4324/9781315805573>

Ball, M. J., Müller, N., & Spencer, E. (Eds.). (2024). *The handbook of clinical linguistics* (2nd ed.). Wiley Blackwell. <https://doi.org/10.1002/9781119875949>

Ball, M. J., Rahilly, J., Lowry, O. M., Bessell, N., & Lee, A. (2020). *Phonetics for speech pathology* (3a ed.). Equinox.

Castro Torres, J. A. (Ed.). (2018). *Introducción a la lingüística clínica: aproximaciones a los trastornos de la comunicación*. Pontificia Universidad Católica del Perú, Fondo Editorial. <http://repositorio.pucp.edu.pe/index/handle/123456789/173118>

Crystal, D., & Varley, R. (1998). *Introduction to language pathology* (4th ed.). Whurr.

Damico, J. S., Müller, N., & Ball, M. J. (Eds.). (2021). *The handbook of language and speech disorders* (2nd ed.). Wiley Blackwell. <https://doi.org/10.1002/9781119606987>

Friedmann, N., & Grodzinsky, Y. (1997). Tense and agreement in agrammatic production: Pruning the syntactic tree. *Brain and Language*, 56(3), 397-425. <https://doi.org/10.1006/brln.1997.1795>

Grodzinsky, Y., & Amunts, K. (Eds.). (2006). *Broca's region*. Oxford University Press.<https://doi.org/10.1093/acprof:oso/9780195177640.001.0001>

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Guasti, M. T. (2017). *Language acquisition: The growth of grammar* (2nd ed.). The MIT Press.

Levy, Y., & Schaeffer, J. (Eds.). (2003). *Language competence across populations: Toward a definition of specific language impairment*. Psychology Press. <https://doi.org/10.4324/9781410606792>

Lidz, J., Snyder, W., & Pater, J. (Eds.). (2016). *The Oxford handbook of developmental linguistics*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199601264.001.0001>

Müller, N. (Ed.). (2006). *Multilayered transcription*. Plural Publishing.

Prieto, P. (2004). *Fonètica i fonologia: els sons del català*. Editorial UOC.

Quilis, A. (2012). *Principios de fonología y fonética españolas* (11th ed.). Arco/Libros.

Ryalls, J., & Behrens, S. J. (2000). *Introduction to speech science: From basic theories to clinical applications*. Allyn & Bacon.

Shriberg, L. D., Kent, R. D., McAllister, T., & Preston, J. L. (2019). *Clinical phonetics* (5th ed.). Pearson.

Software

Boersma, P., & Weenink, D. (2024). *Praat: Doing phonetics by computer* (Version 6.4.13) [Computer Software]. University of Amsterdam. <http://www.praat.org>

Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	111	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	112	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	113	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed