

Degree	Type	Year
2500893 Speech therapy	OB	2

Contact

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Teaching groups languages

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

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 SSD and fluency difficulties of children and to suggest corresponding treatment.

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.
- 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.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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.
- 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 a situation and identify points for improvement.
2. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
3. Describe the main disorders of speech, voice, hearing and deglutition.
4. Explain the explicit or implicit code of practice of one's own area of knowledge.
5. Explain the impact of various disorders of speech, voice, hearing and deglutition on communication processes.
6. Have a strategic and flexible attitude to learning.
7. Identify situations in which a change or improvement is needed.
8. Identify situations requiring referral to other professionals.
9. Organise and plan with the aim of establishing a plan for development within a set period.
10. Propose new experience-based methods or alternative solutions.
11. 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.
12. Propose viable projects and actions to boost social, economic and/or environmental benefits.
13. 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.
14. 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.
15. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
16. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
17. Treat/re-educate patients with disorders of communication, language, speech, hearing, voice and non-verbal oral functions.

Content

BLOCK A: DYSLALIA (Speech Sound Disorders -SSD-)

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

BLOCK B: STUTTERING

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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	36	1.44	3, 8, 6
Seminars	32	1.28	5, 9, 6, 17
Type: Supervised			
Individual tutorials	15	0.6	5, 9
Type: Autonomous			
Essays	54	2.16	3, 5, 8, 9, 17
Study	72	2.88	6

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

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
A group-written essay on SSD	10%	6	0.24	4, 5, 8, 9, 11, 12, 15, 13, 14, 6, 17
A group-written essay on stuttering	10%	6	0.24	4, 5, 8, 9, 11, 15, 13, 14, 6, 17
An exam face-to-face on SSD	40%	2	0.08	1, 2, 3, 5, 8, 7, 9, 10, 12, 16, 17
An exam face-to-face on sttutering	40%	2	0.08	1, 2, 3, 5, 8, 7, 9, 10, 12, 16, 17

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

EV2: an exam on SSD (40%)

EV3: a group-written essay on stuttering (10%)

EV4: an exam on stuttering (40%)

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 5,0 and a pass mark in all the activities is compulsory. The maximum mark for each re-evaluated activity is a 5,0.

The same resit process as the continuous assessment will be applied for the unique assessment.

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>

Bibliography

Basic bibliography related to dyslalia (Speech Sound Disorders -SDD-):

- Susanibar, F., Dioses, A., Marchesan, I., Guzmán, M., Leal, G., Guitart, B. & Junqueira A. (2016). *Trastornos del habla. De los fundamentos a la evaluación*. Madrid: Giuntieos.
- Massana, M. (2003). *Tractament i prevenció de la dislàlia*. Barcelona: Edicions EPL.
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- Levirini, L. et al. (2023). *Terapia miofuncional orofacial*. Ed. Edra.

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- Fernández-Zúñiga, A. (2008). *Guía de intervención logopédica en la tartamudez infantil*. Madrid: Editorial Síntesis.
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- Zambrana, N. i Puyuelo, M. (2017). *Terapia miofuncional orofacial. Actualización en nuevos campos de actuación*. Ed. EOS.

Complementary bibliography related to stuttering:

- Conture, E. (2008). *Stuttering and related disorders of fluency*. Ed. George Thieme.
- Fernández-Zúñiga, A. (2008). *Tratamiento de la tartamudez en niños*. (2 vols). Ed. Masson.
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- Neiders, G., & Senske, J. (2023). *Free Yourself from the Shackles of Stuttering: A Rational Emotive Behavior Therapy Approach*. Gunars Neiders.
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- Yaruss, S., & Reardon-Reeves, N. (2017). *Early Childhood Stuttering Therapy: A Practical Guide*. Stuttering Therapy Resources.
- Zebrowski, P. M., Anderson, J. D., & Conture, E. G. (2022). *Stuttering and Related Disorders of Fluency*. Thieme Medical Publishers.

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.

Software

Not applicable

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	second semester	morning-mixed
(SEM) Seminars	112	Catalan	second semester	morning-mixed
(SEM) Seminars	113	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed