

Degree programme	Type	Course
Speech therapy	OP	4

Contact lecturer

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Prerequisites

No requirements.

Group languages

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

Objectives

1. Analyze the perspective of inclusive education from the role of the speech and language therapist.
2. Interpret the communication, language, and speech dynamics present in the classroom.
3. Develop intervention proposals to optimize educational interactions.
4. Advise teaching staff on identifying potential special educational needs.
5. Implement strategies that promote the inclusion and participation of all students.

Learning outcomes

- CM30 (Assess scientific works that support speech therapy intervention in communicative processes.) Assess scientific works that support speech therapy intervention in communicative processes.
- KM72 (Recognise human communication systems as the basis for understanding communication and language disorders.) Recognise human communication systems as the basis for understanding communication and language disorders.
- SM59 (Report, orally and in writing, on the observations and conclusions of the speech therapy intervention, adapting to the sociolinguistic characteristics of the environment.) Report, orally and in writing, on the observations and conclusions of the speech therapy intervention, adapting to the sociolinguistic characteristics of the environment.
- SM60 (Design, based on cases raised, actions to promote people's communication skills.) Design, based on cases raised, actions to promote people's communication skills.
- SM61 (Organise the educational response based on the difficulties and needs generated by a student with communicative and/or linguistic alterations.) Organise the educational response based on the difficulties and needs generated by a student with communicative and/or linguistic alterations.

Contents

Module 1: The Communication Process

1.1. General characteristics

1.2. Non-verbal components

1.3. Verbal components: oral

1.4. Verbal components: written

1.5. Verbal components: visual and gestural

Module 2: Classroom Assessment

2.1 Inclusive school systems and models: legislation

2.2 Identification of special educational needs

2.3 Measures and supports: universal, additional, and intensive

2.4 Individualised Education Plan

Module 3: Classroom Intervention and Advisory Support

3.1 Objectives based on the school curriculum

3.2 Intervention programmes

3.3 Advisory and consulting strategies

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Critical reading documents and communication settings analysis	29.5	1.18	CM30, SM60, SM61
Teamwork and writing report	25.5	1.02	CM30, SM59, SM60, SM61
Tutoring sessions	5	0.2	CM30, SM59, SM60, SM61
Practices	12	0.48	SM59, SM60, SM61
Theoretical classes	24	0.96	CM30, KM72, SM60, SM61
Studying	50	2	KM72, SM59, SM60, SM61

1. Analysis of documents

2. Group discussion

3. Team work

4. Observation and analysis of recorded materials

5. Practical cases

6. Observation in natural communication settings

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	Weight	Hours	ECTS	Learning outcomes
03. Practices report (before second assessment period)	40 %	0	0	CM30, SM59, SM60, SM61
01.Objective written test (first assessment period)	30%	2	0.08	KM72
02. Objective written test (second assessment period)	30%	2	0.08	KM72

Activities 1 and 2 make up the theory grade (60%), while Activity 3 corresponds to the practical component (40%). To pass the course, in accordance with the Faculty's assessment regulations, students must obtain a minimum final grade of 5.0/10 and a minimum grade of 4.0/10 in each on-campus assessment worth 20% or more of the final continuous assessment grade. If these requirements, or any other requirements established for the course, are not met, the maximum final grade that may be recorded on the student's academic transcript will be 4.5/10. It is therefore not necessary to pass the theory and practical components separately. Assignments may be completed in either Catalan or Spanish. A translated version of on-campus assessment tasks will be provided upon request, provided that the requirements established in Article 263 are met and the request is submitted electronically (e-form) (see the Faculty website for further information). Activities 1 and 2 will be completed individually and on campus, whereas Activity 3 (Practical Report) will be completed in groups.

A student will be recorded as NOT ASSESSED if they have completed assessment activities accounting for less than 65% of the total course grade. Students who have completed assessment activities representing at least two-thirds (67%) of the maximum course grade but have not achieved the minimum final grade of 5.0 may take a resit examination for the theory component and/or resubmit the practical report as the resit assessment for the practical component. The resit examination for the theory component will consist of a multiple-choice test covering all course contents.

Assessment Feedback

In accordance with Faculty guidelines, students will receive feedback on assessed activities within the established timeframes.

The scheduled feedback periods are as follows:

Assessment Evidence

	Written	Digital Platform	In Class	Tutorial	
Activity 1	X		X	X	Week 9
Activity 2	X		X		Weeks 18-19
Activity 3 (Practical Report)		X		X	Week 14

Use of Artificial Intelligence (AI)

Restricted use: In this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks such as literature or information searches, text proofreading, translations, and other specific activities deemed appropriate, such as practical assignments. In such cases, students must clearly identify the parts generated using AI, specify the tools employed, and include a critical reflection on how these tools influenced both the process and the final outcome of the assignment. Failure to disclose the use of AI in

assessed activities will be considered a breach of academic integrity and may result in partial or full loss of marks, or more severe disciplinary measures in serious cases. The use of AI tools is strictly prohibited during group discussions in practical sessions.

Single assessment

Students who choose the single assessment option waive continuous assessment and will be assessed on all course contents in a single assessment session, which will take place on the same date and at the same venue as the second assessment period examination (Assessment Evidence 2). This assessment session will consist of two on-campus examinations following the same format and covering the same content as Assessment Evidence 1 and Assessment Evidence 2 in the continuous assessment system. In addition to these two examinations, students must submit the Practical Report corresponding to Assessment Evidence 3. The maximum duration of the single assessment will be three hours, with one hour and a half allocated to each examination.

Applications for single assessment must be submitted electronically (e-form) during the designated application period (see the Faculty website for further information). The requirements for passing the course and for eligibility for the resit examination under the single assessment system are the same as those established for students following the continuous assessment system.

General assessment regulations (Faculty):

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

Bibliography

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Software

No software needed.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	first semester	morning-mixed
(SEM) Seminars	111	Catalan	first semester	morning-mixed