

Degree programme	Type	Course
Speech therapy	OP	4

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

None. It is advisable to have completed and refreshed the contents of "Deglució i trastorns relacionats: valoració i intervenció", " Canvis biològics en el cicle vital: implicacions per a la logopèdia " " Patologia de la audició, la parla, la veu i la deglució " and " Neurologia del llenguatge "

Objectives

The objective of the subject is to achieve competences in:

- Main events and phases of pre and postnatal development.
- Basic concepts related to physical birth defects, teratology and pathologies that affect the baby.
- General introduction to neonatology and neuropaediatrics.
- Neurodevelopment and sensory and cognitive maturation.
- Life-threatening neonates and/or neurological sequelae.
- Evaluation of motor, sensory, cognitive and language development.
- Neurosensory and cognitive stimulation in neonates.
- Family advice in neonatology.

- Interdisciplinary intervention and interinstitutional collaboration.

Learning outcomes

- CM19 (Interpret assessment data and other relevant information for diagnostic purposes in neonatology, paediatrics and geriatrics.) Interpret assessment data and other relevant information for diagnostic purposes in neonatology, paediatrics and geriatrics.
- KM52 (Explain the influence of pre-, peri- and neonatal brain damage on language and communication, as well as non-verbal oral functions.) Explain the influence of pre-, peri- and neonatal brain damage on language and communication, as well as non-verbal oral functions.
- SM36 (Use basic research terminology in the field of neuropaediatrics, neonatology, neurophoniatrics, and other related disciplines.) Use basic research terminology in the field of neuropaediatrics, neonatology, neurophoniatrics, and other related disciplines.
- SM37 (Use speech therapy assessment techniques and tools in neonatology, paediatrics, and geriatrics.) Use speech therapy assessment techniques and tools in neonatology, paediatrics, and geriatrics.
- SM38 (Plan actions in neonatology, paediatrics and geriatrics to prevent language, voice and swallowing disorders, based on case studies.) Plan actions in neonatology, paediatrics and geriatrics to prevent language, voice and swallowing disorders, based on case studies.

Contents

UNIT 1. Normal human development:

1. Molecular bases of development:
2. Human embryonic and fetal development
3. Chronology of human prenatal development: embryonic and fetal periods.
4. Maternal-fetal interaction: maternal and environmental developmental factors
5. Placenta and fetal membranes:
6. Postnatal development
7. Adaptation to postnatal life
8. Newborn, breastfeeding, preschool, school and adolescent

UNIT 2. Anomalous development:

1. Physical birth defects: concept and classification
2. Teratology:
3. Teratogenic factors and agents
4. Epidemiology of anomalous development
5. Pathology of the newborn:
6. Low birth weight, prematurity, sIUGR
7. Nervous system defects
8. Defects of the sense organs: vision and hearing.
9. Defects of the cardiovascular system
10. Respiratory system defects
11. Developmental defects of the face and palate
12. Digestive system defects

UNIT 3. Concept of neonatology, neurodevelopment and early stimulation

UNIT 4. Neonatology: diagnosis and intervention:

1. Neonatal intensive care units (NICU)
2. Multidisciplinary diagnosis of the newborn
3. Speech therapist's intervention in the newborn
4. Orofacial stimulation
5. Food: SNN training
6. Food: neonatal dysphagia
7. Family approach

UNIT 5. Neurodevelopment

1. Monitoring risks throughout neurodevelopment
2. Risks and implications for language, speech, communication, feeding and swallowing.
3. Family approach

UNIT 6. Early stimulation: 0-6 years

1. Early detection and intervention in neurodevelopmental disorders
2. Family approach and accompaniment

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Estudi, desenvolupament d'esquemes, elaboració de treballs	58	2.32	
Classes teòriques	24	0.96	
Seminaris de casos pràctics	12	0.48	
Tutories de consulta	30	1.2	

1. Theoretical sessions

Systematized exposition of the syllabus of the subject. For the acquisition of the basic scientific knowledge of the subject and that must be complemented with the personal study.

2. Practical sessions:

Practical sessions of observation and analysis of embryonic and fetal material from different species, analysis of clinical problems related to developmental alterations, evaluation of neurodevelopmental disorders and analysis of clinical cases related to neonatology.

These sessions promote group work and active learning.

3. Reflective Practice Portfolio (RPP)

Students will develop a portfolio throughout the course. The contents of the portfolio will be drawn from the activities carried out during the practical sessions.

The purpose of this portfolio is to promote the integration of theoretical knowledge with professional practice, encourage critical reflection on learning experiences, and foster autonomous learning.

In addition, it will provide evidence of active participation in the practical sessions, as well as resources, materials, and personal reflections that students consider relevant to their professional development. If the activities carried out during the practical sessions are group-based, each group member may include in their portfolio the same materials that were collaboratively developed during the face-to-face session.

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
Reflective Practice Portfolio (Evidence 3)	20%	20	0.8	CM19, KM52, SM36, SM37, SM38
Practical exam of evidence 1 and 2	32 %	3	0.12	CM19, SM37, SM38
Theoretical exam (Evidence 1 and 2)	48%	3	0.12	KM52, SM36

EVALUATION:

A. CONTINUOUS ASSESSMENT

The competences of this subject are evaluated continuously throughout the course through two partial exams (Evidences 1 and 2) and a Reflective Practice Portfolio (RPP)(Evidence 3).

Assessments 1, 2 are individual and face-to-face and evidence 3 is individual and virtual.

Evidence 1 is carried out during the first evaluation period, evidence 2 is carried out during the second evaluation period and evidence 3 is carried out throughout the course.

A.1. Evidences 1 and 2: The evaluation of the acquisition of theoretical knowledge and practical skills of the subject will be carried out through two midterm exams (EVIDENCE 1 and EVIDENCE 2), each of which will be composed of two parts:

1. THEORETICAL PART: Written exam of short / medium / long questions related to concepts exposed in the theoretical classes. It corresponds to 60% of the mark of the midterm exam.
2. PRACTICAL PART: Written test with different formats in relation to the theme developed in the different practical activities. It may consist of discussion of clinical cases, resolution of clinical problems, analysis of images related to pathology or normal development or any other activity related to the topic addressed in the practical sessions. It corresponds to 40% of the grade of the midterm exam.

Therefore, the mark of each midterm exam (Evidence 1 and Evidence 2) will be obtained from the following mathematical operation:

Midterm exam grade (Evidence 1 or 2) = Theoretical grade x 0.6 + Practical grade x 0.4

A.2. Evidence 3: Reflective Practice Portfolio (RPP): Throughout the course, students will undertake an individual assignment based on the practical activities carried out within the subject. This assignment must be submitted no later than the date on which Assessment Evidence 2 is conducted. It will be graded on a scale from 0 to 10, and feedback will be provided through the Virtual Campus.

B. FINAL GRADE AND SUFFICIENCY OF THE SUBJECT:

The final grade of the subject will correspond to the weighted average of the marks of the three evidences (EV1: First partial, EV2: Second partial and EV3: Monographic work) and will be obtained by applying the following mathematical formula:

$$\text{Final Grade} = \text{EV1} \times 0.4 + \text{Note EV2} \times 0.4 + \text{Grade EV3} \times 0.2$$

To pass the course, a grade equal to or greater than 5,0 must be obtained with the indispensable requirement of having obtained a minimum of 4,0 points in each of the evidences.

If the minimum criteria established for passing the course are not met, the maximum grade that may be recorded in the academic transcript will be 4.5.

C. RECOVERY ASSESSMENT:

Those who have not achieved the sufficiency of the subject through the continuous evaluation tests of the subject will be able to take again the EV1 and EV2 of the recovery exam.

To take the recovery assessment it is necessary to have been evaluated in a minimum of 2/3 of the final grade.

The recovery assessment will consist of two separate parts corresponding to EV1 and EV2, which will have the same characteristics as those previously carried out in the continuous assessment.

The marks obtained in the recovery assessment will replace those obtained in the continuous assessment provided if they are higher than those obtained previously.

The final grade and obtaining the sufficiency of the subject after the recovery assessment exam follow the same rules as previously explained for continuous assessment.

There is no pre-established method to recover the Reflective Practice Portfolio (RPP) (EV3). In the case of not having achieved the minimum grade to obtain the sufficiency grade of the subject, the way to achieve it will be assessed in each case.

D. NOT EVALUABLE:

The student who has submitted evidences of learning with a weight equal to or greater than 4,0 points (40%) will not be able to appear in acts as 'not evaluable'.

Students of 2nd or later enrollment are not expected to be evaluated by means of a single non-recoverable synthesis test

Link to the assessment guidelines of the faculty:

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

E. SINGLE ASSESSMENT:

THE SINGLE ASSESSMENT IS REQUESTED APPLY ELECTRONICALLY (E-FORM) IN THE SPECIFIC PERIOD (more information on the Faculty website)

Single assessment

It will be held on the same day as the second partial of the subject with an added time for the oral presentations of the monographic work.

Assessment 1: Examination on theoretical knowledge (48% of the single assessment mark)

It consists of a written test of questions to be developed.

Assessment of practical skills test (32% of the single assessment mark)

It consists of a set of activities related to the practical part of the subject.

Assessment 3: Monographic assignment (20% of the single assessment mark)

Work with the same characteristics as the "Reflective Practice Portfolio (RPP)" of the continuous assessment. In the case of single assessment, the work will be presented face-to-face to the teachers.

Reassessment of the single assessment

It will be carried out on the same day of the recovery of the continuous evaluation. It will be applied the same system than in the first instance of the single evaluation, with the exception of the monographic work for which the previous exhibition note will be kept.

THE TRANSLATION OF THE FACE-TO-FACE ASSESSMENT TESTS WILL BE DELIVERED IF THE REQUIREMENTS ESTABLISHED IN ARTICLE 263 ARE MET AND THEIR APPLICATION IS MADE. APPLICATION WEEK 4 ONLINE (E-FORM) (more information on the Faculty website).

Bibliography

Bibliography

1. Developmental biology

1.1. Fundamental bibliography:

Sadler TW (2019) Embriología médica de Langman 14ª edición. Wolters Kluwer/Lippincott Williams & Wilkins, Buenos Aires. (Manual de referència) Available online in Biblioteques UAB.

1.2. Further reading:

Carlson BM (2020) Embriología Humana y Biología del Desarrollo. 6a edición. Ed. Elsevier, Madrid.

Embryology UNSW Australia https://embryology.med.unsw.edu.au/embryology/index.php/Main_Page

2. Neonatology

2.1. Fundamental bibliography:

José María Ceriani Cernadas, Gonzalo Mariani Ernesto, A. Lupo Alejandro Jenik (2018). Neonatología práctica. Editorial Médica Panamericana. (Manual de referència)

John P. Cloerty, Ann R Stark (2017). Manual de neonatología. Lippicott, Williams and Wilkins.

Morris S, Klein M. Pre-feeding skills: a comprehensive resource for mealtime development, 2nd ed. San Antonio, USA: Pro-ed; 2000.

American Speech-Language-Hearing Association (ASHA) Roles and Responsibilities of Speech-Language Pathologists in the Neonatal Intensive Care Unit. Guidelines 2005. Disponible en: https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=1528&context=hon_thesis.

Rodríguez S, De Ribera CG, García MPA. El recién nacido prematuro. Protocolos Diagnóstico Terapéuticos de la Asociación Española de Pediatría AEP. Neonatología. 2008;2(8):68-77

2.2. Further reading:

García-Ezquerro, R. - Paniagua J - Giménez, P - Murciego, P - De Almeida, M. Abordaje a la disfagia pediátrico-neonatal. 1ª edición junio 2022. Editorial Elsevier ES

Rosa Sampallo Pedroza (2015). Neonatos y lactantes menores: guía orofacial y deglutoria. Evaluación, diagnóstico e internación terapéutica. Universidad Nacional de Colombia.

Software

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

Use of AI: Permitted use: In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. The students should clearly identify which parts have been generated with this technology, specify the tools used, and include critical reflection on how these have influenced the process and the final outcome of the activity. The non-transparency of the use of AI will be considered academic dishonesty and may lead to a penalty in the grade of the activity, or greater sanctions in cases of severity.

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	second semester	afternoon
(SEM) Seminars	111	Catalan	second semester	afternoon
(SEM) Seminars	112	Catalan	second semester	afternoon