

Degree programme	Type	Course
Communication and Language Disorders	OP	1

Contact lecturer

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Group languages

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

Prerequisites

For the proper development of the module, it will be required to have prior knowledge of communication disorders and oral and written language. This knowledge can serve as the basis for the expansion and updating of the theoretical-practical content.

Objectives

To provide students with the theoretical and practical content that enables their qualification and specialization in the research, diagnosis, and intervention of language development disorders, as well as oral and written language.

Learning outcomes

- CA05 (Design strategies for intervention on specific learning and language disorders based on the assessment and the concurrent individual and social variables.) Design strategies for intervention on specific learning and language disorders based on the assessment and the concurrent individual and

social variables.

- CA06 (Autonomously resolve and apply solutions to problems that appear in research on learning and language disorders) Autonomously resolve and apply solutions to problems that appear in research on learning and language disorders
- KA06 (Identify the facilitators and barriers to therapeutic adherence.) Identify the facilitators and barriers to therapeutic adherence.
- KA07 (Recognise the set of actions underlying specific language learning and its disorders.) Recognise the set of actions underlying specific language learning and its disorders.
- SA07 (Use instruments and techniques for assessment and intervention in communication and language disorders for research on specific learning and language disorders.) Use instruments and techniques for assessment and intervention in communication and language disorders for research on specific learning and language disorders.
- SA08 (Use the elements of the anamnesis and interview to study the evaluation process for specific learning and language disorders.) Use the elements of the anamnesis and interview to study the evaluation process for specific learning and language disorders.
- SA09 (Analyse the results obtained from the evaluation and assess the need for additional or complementary explorations.) Analyse the results obtained from the evaluation and assess the need for additional or complementary explorations.
- SA10 (Interpret the language of the sources of information produced by different professionals on specific learning and language disorders and that used by other professionals.) Interpret the language of the sources of information produced by different professionals on specific learning and language disorders and that used by other professionals.

Contents

1. Review of assessment methods. Dynamic assessment. The assessment of narrative skills.
2. Risk factors in language development. Intervention in narrative skills in TDL. Intervention in other linguistic skills in TDL.
3. Advances in reading learning disorders and intervention.
4. Advances in writing learning disorders, linguistic indicators in textual composition, and intervention.
5. Difficulties in calculation in reading disorders and in general in mathematical calculation.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Supervised	13	0.52	CA05, SA09, SA10
Lecture, Debate, Problem-Based Learning through clinical case studies	31.5	1.26	KA06, KA07, SA08, SA09
Writing assignments, preparing oral presentations, reading relevant articles and reports, and individual study.	105.5	4.22	CA05, CA06, SA07, SA08, SA09, SA10

The module will be organized into theoretical content, which will be worked on through directed activities in the format of lectures, and through autonomous activities by reading articles and personal study. It also has a strong practical component, which will be addressed through the resolution of clinical cases and debate, where cooperative work within the group will be very important.

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
EV3. Exam	20%	0	0	KA06, KA07
EV1. Assessment and writing a report	30%	0	0	CA06, SA07, SA08, SA09, SA10
EV2. Design an evidence-based intervention	50%	0	0	CA05, CA06, SA07, SA10

EV1: Evaluation and preparation of a case report (individual, 30% of the final grade). To be submitted in W6.

EV2: Designing an evidence-based intervention (group work, 50% of the final grade). It will be presented orally throughout the seminars.

EV3: Individual exam (20% of the final grade). It will take place during the last session of the course.

Type of Feedback

Assessment (EV) and Type

Written - EV3	Maximum one week after the last session.
Digital tool - EV1	Weeks 8 for EV1 and Weeks 20 for EV2
In-class - EV2	During the same session in which the presentation takes place.
Tutorial	-

Final Grade

The final grade for the course will be the weighted average of the scores obtained in each of the learning assessments. Students must score 5 or above in tasks weighted over 20%.

Resits / Recovery

If the final grade for the module is below 5 (out of 10), students must resubmit the assessments that were not passed (i.e., any learning evidence with a score below 5). The maximum grade that can be obtained after resubmission is 5 out of 10.

Definition of "Not Assessable"

Students who do not participate in any of the assessments, or who participate in several but the total weight of those assessments is less than 70% of the final grade, will receive the qualification "Not Assessable."

Synthesis Test

For students enrolled for the second or subsequent time, the same continuous assessment process will apply. Therefore, a single non-recoverable synthesis test is not foreseen.

Use of Artificial Intelligence (AI)

The use of AI technologies is permitted in this course exclusively for support tasks, such as literature or information searches, text correction, or translations. Students must clearly identify which parts were generated using AI, specify the tools used, and include a critical reflection on how these tools influenced the process and the final outcome of the activity. Lack of transparency in the use of AI in any assessed activity will be considered academic dishonesty and may result in partial or total penalties in the activity's grade, or more severe penalties in serious cases.

Bibliography

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- Camus Torres, A., & Aparici, M. (2025). Narrative skills of Catalan-Spanish bilingual children: Macrostructural and microstructural development and assessment. *Applied Psycholinguistics*, 46, e7. doi:10.1017/S0142716425000013
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- Pérez, E. (2018). *Diagnóstico e intervención en la dislexia, la disortografía y la disgrafía*. Lebón.
- Pérez, E. (2013). *Diagnóstico e intervención de las dificultades evolutivas del Lenguaje Oral*. Lebón.

Software

Not applicable.

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
(TEm) Theory (master)	1	Catalan/Spanish	first semester	afternoon