

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 successful completion of the module, students will be required to have prior knowledge of neuroanatomy, neuropsychology, and acquired communication and language disorders, which can serve as a foundation for expanding and updating the theoretical and practical content to be covered in the scheduled sessions.

Objectives

The general objective of this module focuses on research, diagnosis, and rehabilitative and stimulative intervention in neurological and neuropsychological pathologies (neurologopedics) that involve language and/or speech disorders, both in childhood and adulthood, secondary to idiopathic brain damage or acquired brain injury, and which affect the communication process.

The specific objectives are:

1. To acquire essential knowledge about the etiopathogenesis and semiology of acquired language and speech disorders in neurological and neuropsychological conditions.
2. To be able to carry out an appropriate speech and language assessment process for these pathologies, based on the clinical presentation of the acquired language and/or speech disorder in the patient under evaluation.
3. To be able to design a suitable speech and language intervention program, whether through rehabilitation or stimulation, considering a multidisciplinary approach to the acquired language and/or speech disorder, which is secondary to a neurological condition with neuropsychological deficits.

Learning outcomes

- CA09 (Design and implement awareness-raising and social change strategies to facilitate the inclusion of people affected by acquired disorders of communication and oral and written language, as well as swallowing and dysphagia.) Design and implement awareness-raising and social change strategies to facilitate the inclusion of people affected by acquired disorders of communication and oral and written language, as well as swallowing and dysphagia.
- CA10 (Design strategies for the intervention of acquired disorders of communication and oral and written language, as well as swallowing and dysphagia, adapted to the specificity of each case, taking into account the personal, family and social context.) Design strategies for the intervention of acquired disorders of communication and oral and written language, as well as swallowing and dysphagia, adapted to the specificity of each case, taking into account the personal, family and social context.
- CA11 (Act in the field of acquired disorders of communication and oral and written language, as well as swallowing and dysphagia, assessing inequalities based on sex/gender and demonstrating ethical and social commitment.) Act in the field of acquired disorders of communication and oral and written language, as well as swallowing and dysphagia, assessing inequalities based on sex/gender and demonstrating ethical and social commitment.
- KA10 (Differentiate between the therapeutic approach of speech therapy rehabilitation and speech therapy stimulation.) Differentiate between the therapeutic approach of speech therapy rehabilitation and speech therapy stimulation.
- SA14 (Critically use the most relevant assessment and examination instruments and techniques for research on acquired disorders of communication and oral and written language, as well as swallowing and dysphagia.) Critically use the most relevant assessment and examination instruments and techniques for research on acquired disorders of communication and oral and written language, as well as swallowing and dysphagia.
- SA15 (Use the relevant elements of the history and initial interview for research on the evaluation of acquired disorders of communication and oral and written language, as well as swallowing and dysphagia.) Use the relevant elements of the history and initial interview for research on the evaluation of acquired disorders of communication and oral and written language, as well as swallowing and dysphagia.
- SA16 (Analyse the need for additional examinations, complementary to the sources of information collected on acquired disorders of communication and oral and written language, as well as swallowing and dysphagia.) Analyse the need for additional examinations, complementary to the sources of information collected on acquired disorders of communication and oral and written language, as well as swallowing and dysphagia.

Contents

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- Etiology of acquired brain injury in children and adults.
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- Updates and advances in research and assessment of acquired brain injury.
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- Assessment of brain injuries in adults.
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- Updates and advances in the rehabilitation of acquired brain injury.
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- Foundations of language rehabilitation (aphasia, aging, and dementia).
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- Foundations of speech rehabilitation (dysarthria and anarthria).
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- Foundations of swallowing rehabilitation (dysphagia).
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- Foundations of rehabilitation in pediatric acquired brain injury.
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Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Clinical case analysis	19	0.76	KA10, SA14, SA15, SA16
Reading of articles and reports	25	1	CA09, CA10, CA11, KA10
Problem based learning	8.5	0.34	KA10, SA14, SA15, SA16
Tutorials	6	0.24	CA11, KA10
Lectures	31.5	1.26	CA09, CA10, CA11, KA10, SA16
Independent study	60	2.4	CA09, CA10, CA11, KA10, SA16

The contents of the module will be addressed through different types of learning activities:

- Guided activities: lectures, problem-based learning, and debates.
- Supervised activities: tutorials.
- Autonomous activities: oral presentations, reading of relevant articles and reports, as well as independent study.

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
Evidence 3: Individual written reflection assessment activity.	30	0	0	CA10, CA11, SA14, SA15, SA16
Evidence 2: Written multiple-choice test on a theoretical-practical case.	35	0	0	SA14, SA15,

				SA16
Evidence 1: Written assessment activity with closed-ended responses through a self-assessment questionnaire..	35	0	0	CA09, CA10, CA11, KA10

Bibliography

1. Alberca, R. & López-Pousa, S. (2011). *Enfermedad de Alzheimer y otras demencias*. Barcelona: Médica Panamericana.
2. Triviño, M., Arnedo, M. & Bembibre, J. (2021). *Neuropsicología a través de casos clínicos*. Evaluación y Rehabilitación. Barcelona: Médica Panamericana.
3. Arnedo, M., Bembibre, J., Montes-Lozano A. & Triviño, M. (2015). *Neuropsicología infantil a través de casos clínicos*. Barcelona: Médica Panamericana.
4. Artigas, J. & Narbona, J. (2011). *Trastornos del neurodesarrollo*. Barcelona: Viguera.
5. Coll, M., Aguado, G., Fernández-Zúñiga, A., Gamba, S., Perelló, E. & Vila-Rovira J.M. (2013). *Trastornos del habla y de la voz*.
6. Cuetos, F., González, J. & De Vega, M. (2015). *Psicología del lenguaje*. Madrid: Médica Panamericana.
7. Deus, J., Deví, J. & Sáinz-Pelayo, P. (2018). *Neuropsicología de la enfermedad de Alzheimer*. Madrid: Editorial Síntesis.
8. Dieguez-Vide, F. & Peña-Casanova, J. (2012). *Cerebro y lenguaje. Sintomatología neurolingüística*. Madrid: Médica Panamericana.
9. Jurado-Fernández, V. (2012). *Patología neurológica para logopeda*. Madrid: Editorial Learning.
10. Jurado, M.Q., Mataró, M. & Pueyo, R. (2014). *Neuropsicología de las enfermedades neurodegenerativas*. Madrid: Síntesis.
11. Barinagarrementeria-Aldatz, F. & Arauz-Góngora A. (2023). *Temas selectos en enfermedad vascular cerebral*. Madrid: Editorial Elsevier.
12. Lasprilla, A., Rodríguez, J.C., Olivera, W. & Romero I. (2025). *Manual para la práctica clínica de la neuropsicología*. Madrid: Editorial Manual Moderno.
13. Mendez, M.F. (2022). *The mental status examination handbook*. Madrid: Editorial Elsevier.
14. Terradillos, E. & López-Higes, R. (2016). *Guía de intervención logopédica en las afasias*. Madrid: Síntesis.
15. Tisaire De Dios, A. & Ordoñez-Miyar, B. (2021). *Guía de intervención logopédica en las disfagias*. Madrid: Editorial Síntesis.
16. Stanfield, C.L. (2023). *Principios de fisiología humana* (6ª ed.). Pearson.

17. Tirapu, J., Ríos, M. & Maestú, F. (2011). *Manual de Neuropsicología* (2ª ed.). Barcelona: Viguera.
18. Webb, W. & Adler, R. (2010). *Neurología para el logopeda* (5ª ed.). Barcelona: Masson.

The teacher of each module may expand the bibliography further according to the subject matter.

Software

You will need to know and be able to use health bibliographic databases, such as PubMed, to complement the study of the thematic content and the production of learning evidence.

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	second semester	afternoon