



UNIVERSIDAD DE CASTILLA - LA MANCHA

GUÍA DOCENTE

1. General information

Course: PRODUCING DOCUMENTS AND MATERIALS FOR LOGOPAEDIC PRACTICE

Type: CORE COURSE

Degree: 310 - SPEECH AND LANGUAGE'S THERAPY

Center: 16 - FACULTY OF SCIENCES OF THE HEALTH OF TALAVERA

Year: 2

Main language: Spanish

Use of additional languages:

Web site:

Code: 32318

ECTS credits: 6

Academic year: 2020-21

Group(s): 60

Duration: C2

Second language: English

English Friendly: Y

Bilingual: N

Lecturer: LIDIA RODRIGUEZ GARCIA - Group(s): 60

Building/Office	Department	Phone number	Email	Office hours
FacSalud / 1.19	PEDAGOGÍA	925721010 ext.5638	lidia.rodriquez@uclm.es	

2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

Not established

4. Degree competences achieved in this course

Course competences

Code	Description
E03	To know the foundations of the assessment and diagnosis process.
E04	To know and be able to apply assessment models, techniques and instruments.
E05	To be able to perform an assessment of language disorders in: specific language development disorders: language specific disorder, language delays, phonetic and phonological disorders; communication and language disorders associated to hearing and visual disorders, attention deficit, mental deficiency, generalised developmental disorder, autistic spectrum disorders, cerebral palsy in childhood and multiple deficiencies; specific disorders of written language; disorders of calculus; language development disorders after social deprivation, and associated to multicultural contexts and multilingualism; disorders of speech fluidity; aphasias and associated disorders; dysarthrias; dysphonias; dysglossias; language disorders in aging and degenerative disorders; language and communication disorders in mental illnesses; mutism and language inhibitions; disorders of non-verbal oral functions: atypical swallowing, dysphagia and tubaric dysfunctions.
E06	To be able to write an SLT report.
E07	To be able to perform an assessment after treatment.
G06	To communicate correctly, in oral and written form, with an adequate production of speech, language structure and voice quality.
G07	To master the use of communication and information technologies.
G08	Ethical commitment and professional deontology.

5. Objectives or Learning Outcomes

Course learning outcomes

Not established.

Additional outcomes

6. Units / Contents

Unit 1:

Unit 1.1

Unit 1.2

Unit 1.3

Unit 1.4

Unit 1.5

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Writing of reports or projects [OFF-SITE]	Project/Problem Based Learning (PBL)	E06	1.8	45	Y	Y	
Class Attendance (practical) [ON-SITE]	project-based learning	E03	0.8	20	Y	Y	
In-class Debates and forums [ON-SITE]	Cooperative / Collaborative Learning	E04	0.8	20	Y	Y	
Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	G07	0.4	10	Y	Y	
Study and Exam Preparation [OFF-SITE]	Self-study	G08	1.8	45	Y	Y	
Problem solving and/or case studies [ON-SITE]	Case Studies	G06	0.4	10	Y	Y	

Total:		6	150	
Total credits of in-class work: 2.4		Total class time hours: 60		
Total credits of out of class work: 3.6		Total hours of out of class work: 90		

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System			
Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Self Evaluation and Co-evaluation	10.00%	10.00%	
Laboratory sessions	10.00%	10.00%	
Oral presentations assessment	10.00%	10.00%	
Progress Tests	10.00%	30.00%	
Theoretical papers assessment	10.00%	10.00%	
Assessment of problem solving and/or case studies	20.00%	10.00%	
Portfolio assessment	30.00%	20.00%	
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 1):	
Activities	Hours
Writing of reports or projects [AUTÓNOMA][Project/Problem Based Learning (PBL)]	25
Class Attendance (practical) [PRESENCIAL][project-based learning]	25
In-class Debates and forums [PRESENCIAL][Cooperative / Collaborative Learning]	25
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	25
Study and Exam Preparation [AUTÓNOMA][Self-study]	25
Problem solving and/or case studies [PRESENCIAL][Case Studies]	25
Group 62:	
Initial date: 30-09-2020	End date: 17-12-2020
Group 60:	
Initial date: 30-09-2020	End date: 17-12-2020
Global activity	
Activities	hours
Writing of reports or projects [AUTÓNOMA][Project/Problem Based Learning (PBL)]	25
Class Attendance (practical) [PRESENCIAL][project-based learning]	25
In-class Debates and forums [PRESENCIAL][Cooperative / Collaborative Learning]	25
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	25
Study and Exam Preparation [AUTÓNOMA][Self-study]	25
Problem solving and/or case studies [PRESENCIAL][Case Studies]	25
Total horas: 150	

10. Bibliography and Sources					
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year Description
Silverman, Kurtz & Draper	Skills for Communicating with Patients http://www.amazon.com/Skills-Communicating-Patients-Jonathan-Silverman/dp/1846193656	Whurr Publishers	UK		2005 This text provides a comprehensive approach to improving communication in medicine and health sciences.
Watts-Pappas, N. & McLeod, S.	Working with Families in Speech and Language Pathology https://www.pluralpublishing.com/publication_wfslp.htm	Plural Pub.	Oxford, UK	13-978-1-59756-241-6	2009 This book links research to clinical practice with studies of parents perceptions of their involvement in their childs intervention, and their relationship with the SLP being used to inform clinicians of the most effective ways of interacting with and involving parents in SLP intervention. A series of chapters covering the evidence base of effectiveness of parent and family involvement in different areas of SLP clinical practice also inform readers of what methods of parental involvement have been proven to increase child and family outcomes. Sections on practical tips for involving families and individual case studies facilitate the readers knowledge of how to use family-friendly principles in practice.
Weitzman, E. & Greenberg, J.	Learning Language and Loving it http://www.hanen.org/Programs/For-Educators/Learning-Language-Loving-It.aspx	Beacon Herald Fina	Ontario, Canada	0-921145-18-7	2002 Learning Language and Loving It¿ - The Hanen Program® for Early Childhood Educators
Weitzman, E. & Greenberg, J.	Learning Language and Loving it http://www.hanen.org/Programs/For-Educators/Learning-Language-Loving-It.aspx	Beacon Herald Fina	Ontario, Canada	0-921145-18-7	2002 Learning Language and Loving It¿ - The Hanen Program® for Early Childhood Educators
Weitzman, E. &	Learning Language and	Beacon Herald	Ontario,	0-921145-18-7	2002 Learning Language and Loving It¿ - The Hanen Program® for Early Childhood Educators

Greenberg, J.	Loving it	Fina	Canada					http://www.hanen.org/Programs/For-Educators/Learning-Language-Loving-It.aspx		En la presente década el ámbito de la Atención Temprana está viviendo importantes procesos de transformación que podemos anclar en tres protagonistas. Por una parte, los científicos, que investigan sobre un paradigma que centra sus esfuerzos en contribuir a mejorar la calidad de vida de las familias. Por otra parte, las familias, que demandan nuevas formas de entender sus necesidades y sus apoyos. Por último, los profesionales, que quieren llegar a transformar sus prácticas pero encuentran ciertos obstáculos para acceder a la evidencia científica clave que sustenta el cambio que pretenden. Se quiere que este libro sirva de puente entre el mundo científico, el ámbito profesional y las familias. Se ha invitado a participar en esta obra a las principales figuras académicas en la disciplina. El lector encontrará los últimos trabajos de autores pioneros (tanto internacionales como nacionales) con amplio recorrido histórico en prácticas centradas en la familia y en entornos naturales.
Escorcía y Rodríguez, C.T. y García, L.	Prácticas de Atención Temprana centradas en la Familia y en Entornos Naturales	UNED	Madrid	9788436275179	2019			http://portal.uned.es/portal/page?_pageid=93,23377989&_dad=portal&_schema=PORTAL&IdArticulo=2330201MR01A01		
Bray, Ross & Todd	Speech and Language: clinical process and practice		UK		2006			http://www.amazon.co.uk/Speech-Language-Clinical-Process-Practice/dp/1861564961		This book demonstrates how students can apply what they have learned to bridge the gap between theory and therapy as they begin their professional practice.
Bunning	Speech and Language Therapy Intervention: Framework and Processes	Whurr Publishers	UK		2004			http://eu.wiley.com/WileyCDA/WileyTitle/productCd-1861564007.html		This text asserts the value of problem solving within a holistic approach to human communication, which considers culture, ethnicity and psychological issues.
De las Heras, G. y Rodríguez, L.	Guía de Intervención Logopédica en Dislalias	Síntesis	Madrid	978-84-9077-214-0	2015			http://www.sintesis.com/guia-de-intervencion-132/guia-de-intervencion-logopedica-en-las-dislalias-ebook-2028.html		Este libro aborda la intervención logopédica desde el Enfoque centrado en la Persona y su entorno. Aporta materiales novedosos y recursos prácticos desde una mirada ecológica, con énfasis en el valor del juego. Asimismo, ofrece orientaciones para la familia y otros recursos socio-educativos.
Dollaghan, C.A.	A handbook for Evidence-based practice in communication disorders	Publisher Books Publishing Co	USA	13:9781557668707	2012			http://products.brookespublishing.com/The-Handbook-for-Evidence-Based-Practice-in-Communication-Disorders-P72.aspx		Serves an introductory guide to the origin, definition and use of EBP in communication disorders, specially useful for SLT
Hegde, M.N. & Davis, D.	Clinical Methods and Practicum in Speech and Language Pathology	Delmar Cengage Learning	NY-USA	978-1-4354-6956-3	2005			http://books.google.es/books?id=z6tQJJaOeToC&printsec=frontcover&dq=practicum&hl=es&sa=X&ei=4LmzU5KMDeSh0QXex4CwBg&ved=0CC0Q6AEwAQ#v=onepage&q=practicum&f=false		Practicum en Logopedia Clínica, Educativa, Social y Rehabilitadora
Hinckley, J.	Narrative-based Practice in Speech-Language Pathology: Story of Clinical Life	Plural Pub.	USA		2008			https://www.pluralpublishing.com/publication_nbpislp.htm		The author addresses the clinical side of the therapeutic equation by spotlighting the international aspects of clinical work in SLP and encourages the development of interactional skills and attitudes as the clinical gains experience
Kersner, M. & Wright, J.A.	Speech and Language Therapy. The Decision making when working with children	David Fulton Publ.	London, UK	1-85345-668-9	2001			https://www.amazon.co.uk/Speech-Language-Therapy-Decision-Children/dp/1853466689		This major text focuses on the decision-making process in the assessment and management of children with speech and language problems. Individual chapters written by experts in their field illustrate how the decisions may vary within different work settings and how they may need to be adapted when working with specific client groups. The book also provides an overview of the skills required by the developing professional and the ways in which speech and language therapists may work with others.
McAllister & Lincoln	Clinical Education in Speech and Language Pathology	Whurr Publishers	UK		2004			http://eu.wiley.com/WileyCDA/WileyTitle/productCd-1861563108.html		This text promotes the view that the clinical education process offers both clinical educators and students opportunities for personal and professional development.
McWilliam, R.A.	Routines-Based Early Intervention: Supporting young children and their families	Brookes Pub.Co.	Illinois, USA	978-1-59857-062-5	2010			http://products.brookespublishing.com/Routines-Based-Early-Intervention-P229.aspx		A proven model for family-centered intervention in natural environments, routines-based intervention is the approach thousands of professionals trust to improve the lives of young children and families. Now there's a definitive guide to this highly respected, theoretically sound model-straight from the leading authority on routines-based intervention.
Anderson & Van der Gaag	Speech and Language Practices: Issues for Professional Practice	Whurr Publishers	UK		2005			https://www.researchgate.net/profile/Anna_Gaag/publications		The contributors look at the three elements of competence, knowledge, skills and attitudes and attributes to demonstrate the relationship between observable skills and the hidden influential aspects of competence that play a vital role in SLT Clinical Placements.
Rodríguez García, L.	Elaboración de documentos y materiales para la intervención logopédica	UCLM	Cuenca	ISBN: 978-84-693-650	2010			https://play.google.com/store/books/details/Natalia_Solano_Pinto_Aspectos_te%C3%B3ricos_y_pr%C3%A1cticos?id=G1ksAwAAQBAJ		Capítulo (de descarga libre) que compila los contenidos declarativos y procedimentales de la asignatura, así como modelos de Informes, Programas de Intervención, Materiales, Bibliografía, Webgrafía y Recursos.
Rodríguez, L.	El enfoque Ecológico en	BoMarzo	Madrid		2015					Este capítulo, incluido en el libro de Laura Mora y Juan Escribano, pretende enmarcar el modelo de intervención logopédica basada en el paradigma ecológico.

