



# 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:** 2022-23

**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.rodriguez@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
E01	To know the classification, terminology and description of communication, language, speech, hearing and voice disorders, as well as disorders of oral non-verbal functions.
E02	To know, recognize and discriminate between varieties of disorders: 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.
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.
E21	To acquire practical knowledge for SLT assessment.
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

##### Description

Students will know the Speech and Language Therapist role in the assessment as a part of the diagnosis process and in prevention and treatment work

Students will know the resources and complementary tests used by reading and commenting on exploration and assessment reports of the professionals involved:

Physicians (Phoniatrist, ENT, Radiologist, Pediatrician, Orthodontist, etc.) and other related professionals (Psychologist, Pedagogue).

Students will be prepared for the assessment and to design adequate intervention programmes according to their scope of action

To write SLT reports and to integrate them in a clinic report. In both cases, to be able to carry out a multidisciplinary collaboration.

Students will be able to identify the need for SLT treatment through the life cycle

Students will be able to integrate all the information of an assessment report and to communicate it to relatives, patients and other related professionals. Finally, they will have to assess their own performance to improve it.

Students will be able to perform an SLT assessment of language independently, applying tests and instruments required to diagnose any communication, oral and written language disorders.

Students will be able to write and SLT assessment report and will be able to design, program and assess SLT work, showing their group work skills and their co-operative and mediation capacities.

To know to present their own reflections in a backed-up discussion and in a critical manner

To know to work in an independent fashion individually and in group

To know to propose didactic strategies of assessment, programming and SLT intervention

To know to design, implement and assess materials and actions for preventing voice, communication, language, speech and swallowing disorders

Students will be able to develop personal resources for intervention: social and communicative skills, professional skills, assessment of own professional performance, observation techniques, facilitation techniques, decision-making, etc

## Additional outcomes

### 6. Units / Contents

Unit 1:  
Unit 2:  
Unit 3:  
Unit 4:  
Unit 5:

### 7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (practical) [ON-SITE]	Project/Problem Based Learning (PBL)	E01 E03 E21 G06 G07 G08	0.8	20	Y	Y	
Project or Topic Presentations [ON-SITE]	Project/Problem Based Learning (PBL)	E02 E03 E04 E06 E21 G06 G07 G08	0.4	10	Y	Y	
Study and Exam Preparation [OFF-SITE]	Project/Problem Based Learning (PBL)	E03 E04 E21 G07 G08	1.2	30	Y	Y	
Problem solving and/or case studies [ON-SITE]	Cooperative / Collaborative Learning	E21 G06 G07 G08	0.8	20	Y	Y	
Laboratory practice or sessions [ON-SITE]	project-based learning	E02 E05 E21 G06 G07 G08	0.4	10	Y	N	
On-line debates and forums [OFF-SITE]	Online Forums	E07 G06	0.4	10	Y	N	
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	E01 E02 E03 E04 E21 G07 G08	0.4	10	Y	N	
Writing of reports or projects [OFF-SITE]	Self-study	E01 E02 E03 E04 E05 E21 G06 G07 G08	1.6	40	Y	N	
<b>Total:</b>			<b>6</b>	<b>150</b>			
<b>Total credits of in-class work: 2.4</b>			<b>Total class time hours: 60</b>				
<b>Total credits of out of class work: 3.6</b>			<b>Total hours of out of class work: 90</b>				

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%	
<b>Total:</b>	<b>100.00%</b>	<b>100.00%</b>	

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
<b>Unit 1 (de 5):</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (practical) [PRESENCIAL][Project/Problem Based Learning (PBL)]	20
Project or Topic Presentations [PRESENCIAL][Project/Problem Based Learning (PBL)]	10
Study and Exam Preparation [AUTÓNOMA][Project/Problem Based Learning (PBL)]	30
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	20
Laboratory practice or sessions [PRESENCIAL][project-based learning]	10
On-line debates and forums [AUTÓNOMA][Online Forums]	10
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	10
Writing of reports or projects [AUTÓNOMA][Self-study]	40
Group 62:	
<b>Initial date:</b> 30-01-2023	<b>End date:</b> 09-06-2023
Group 60:	
<b>Initial date:</b> 30-01-2023	<b>End date:</b> 09-06-2023
<b>Global activity</b>	
<b>Activities</b>	<b>hours</b>
Class Attendance (practical) [PRESENCIAL][Project/Problem Based Learning (PBL)]	20
Project or Topic Presentations [PRESENCIAL][Project/Problem Based Learning (PBL)]	10
Study and Exam Preparation [AUTÓNOMA][Project/Problem Based Learning (PBL)]	30
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	20
On-line debates and forums [AUTÓNOMA][Online Forums]	10

Laboratory practice or sessions [PRESENCIAL][project-based learning]	10
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	10
Writing of reports or projects [AUTÓNOMA][Self-study]	40
<b>Total horas:</b>	<b>150</b>

10. Bibliography and Sources					
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year Description
Simon-Cereijido, G., Conboy, B. T., & Jackson-Maldonado, D. (2020).	El derecho multilingüe: recomendaciones para logopedas.				2020 Position Paper
NetQues/ CPLOL, (2013)	<a href="http://j.rfa.2020.09.001">j.rfa.2020.09.001</a> NetQues Project report: speech and language therapy education in Europe. United in Diversity. <a href="http://www.netques.eu">www.netques.eu</a>		download		
Rodríguez García, L., Escorcia Mora, C.T., Grandi de Trepas, D., Sastre Vidal, M., Cardona Pera, C., Cabello Luque, F., Bravo del Cerro, N., Ochando Cerdán, A., e Ygal Fernández, A. (2022).	Comunicación: Derecho y Calidad de Vida.	Editorial UNED. 458 pág.		ISBN electrónico: 97	2022
Watts-Pappas, N. & McLeod, S.	Working with Families in Speech and Language Pathology	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 child's 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.
Silverman, Kurtz & Draper	Skills for Communicating with Patients	Whurr Publishers	UK		2005 This text provides a comprehensive approach to improving communication in medicine and health sciences.
Weitzman, E. & Greenberg, J.	Learning Language and Loving It	Beacon Herald Fina	Ontario, Canada	0-921145-18-7	2002 Learning Language and Loving It - The Hanen Program® for Early Childhood Educators
Escorcia Mora, C.T. y Rodríguez García, L.	Prácticas de Atención Temprana centradas en la Familia y en Entornos Naturales	UNED	Madrid	9788436275179	2019 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.
De las Heras, G. y Rodríguez, L.	Guía de Intervención Logopédica en Dislalias	Síntesis	Madrid	978-84-9077-214-0	2015 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 Serves an introductory guide to the origin, definition and use of EbP in communication disorders, specially useful for SLT

Hegde, M.N. & Davis, D.	http://products.brookespublishing.com/The-Handbook-for-Evidence-Based-Practice-in-Communication-Disorders-P72.aspx Clinical Methods and Practicum in Speech and Language Pathology	Delmar Cengage Learning	NY-USA	978-1-4354-6956-3	2005	Practicum en Logopedia Clínica, Educativa, Social y Rehabilitadora
Hinckley, J.	http://books.google.es/books?id=z6tQJJaOeToC&printsec=frontcover&dq=practicum&hl=es&sa=X&ei=4LmzU5KMDDeSh0QXex4CwBg&ved=0CC0Q6AEwAQ#v=onepage&q=practicum&f=false Narrative-based Practice in Speech-Language Pathology: Story of Clinical Life	Plural Pub.	USA		2008	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.	https://www.pluralpublishing.com/publication_nbpislp.htm Speech and Language Therapy. The Decision making when working with children	David Fulton Publ.	London, UK	1-85345-668-9	2001	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	https://www.amazon.co.uk/Speech-Language-Therapy-Decision-Children/dp/1853466689 Clinical Education in Speech and Language Pathology	Whurr Publishers	UK		2004	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.	http://eu.wiley.com/WileyCDA/WileyTitle/productCd-1861563108.html Routines-Based Early Intervention: Supporting young children and their families	Brookes Pub.Co.	Illinois, USA	978-1-59857-062-5	2010	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.
Rodríguez García, L.	http://products.brookespublishing.com/Routines-Based-Early-Intervention-P229.aspx Elaboración de documentos y materiales para la intervención logopédica	UCLM	Cuenca	ISBN: 978-84-693-650	2010	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.	https://play.google.com/store/books/details/Natalia_Solano_Pinto_Aspectos_te%C3%B3ricos_y_pr%C3%A1cticos?id=G1ksAwAAQBAJ El enfoque Ecológico en Logopedia	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.
Utianski, R. L., Spencer, T. D., & Wallace, S. E. (2022).	Clinical impact requires clinical practice research.				2022	
Nieva, S., Conboy, B., Aguilar-Mediavilla, E., & Rodríguez, L. (2020).	2021_PERSP-21-00197 Prácticas en logopedia infantil en entornos bilingües y multilingües. Recomendaciones basadas en la evidencia. Position Paper.		Barcelona			2020 Position Paper. Documento de Consenso científico.
	j.rfa.2020.05.001					