



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: 2023-24

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
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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

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

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
 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 E02 E03 E04 E05 E06 E07 E21 G06 G07 G08	0.8	20	Y	Y	
Project or Topic Presentations [ON-SITE]	Project/Problem Based Learning (PBL)	E01 E02 E03 E04 E05 E06 E07 E21 G06 G07 G08	0.4	10	Y	Y	
Study and Exam Preparation [OFF-SITE]	Project/Problem Based Learning (PBL)	E01 E02 E03 E04 E05 E06 E07 E21 G06 G07 G08	1.2	30	Y	Y	
Problem solving and/or case studies [ON-SITE]	Project/Problem Based Learning (PBL)	E01 E02 E03 E04 E05 E06 E07 E21 G06 G07 G08	0.8	20	Y	Y	
Laboratory practice or sessions [ON-SITE]	project-based learning	E01 E02 E03 E04 E05 E06 E07 E21 G06 G07	0.4	10	Y	N	
On-line debates and forums [OFF-SITE]	Online Forums	E01 E02 E03 E04 E05 E06 E07 E21 G06 G07 G08	0.4	10	Y	N	
Analysis of articles and reviews [OFF-SITE]	Reading and Analysis of Reviews and Articles	E01 E02 E03 E04 E05 E06 E07 E21 G06 G07 G08	0.4	10	Y	N	
Writing of reports or projects [OFF-SITE]	Self-study	E01 E02 E03 E04 E05 E06 E07 E21 G06 G07 G08	1.6	40	Y	N	
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 5):	
Activities	Hours
Class Attendance (practical) [PRESENCIAL][Project/Problem Based Learning (PBL)]	10
Project or Topic Presentations [PRESENCIAL][Project/Problem Based Learning (PBL)]	30
Study and Exam Preparation [AUTÓNOMA][Project/Problem Based Learning (PBL)]	10
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	10
Laboratory practice or sessions [PRESENCIAL][project-based learning]	20
On-line debates and forums [AUTÓNOMA][Online Forums]	10
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	20
Writing of reports or projects [AUTÓNOMA][Self-study]	40
Group 60:	
Initial date: 29-01-2024	End date: 16-05-2024
Global activity	
Activities	hours

Project or Topic Presentations [PRESENCIAL][Project/Problem Based Learning (PBL)]	30
Study and Exam Preparation [AUTÓNOMA][Project/Problem Based Learning (PBL)]	10
Laboratory practice or sessions [PRESENCIAL][project-based learning]	20
On-line debates and forums [AUTÓNOMA][Online Forums]	10
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	10
Analysis of articles and reviews [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	20
Class Attendance (practical) [PRESENCIAL][Project/Problem Based Learning (PBL)]	10
Writing of reports or projects [AUTÓNOMA][Self-study]	40
Total horas: 150	

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Escorcía Mora, CT., Rodríguez en Atención García, L., (2023)	Guía de intervención logopédica en Atención Temprana centrada en la Familia		Madrid	ISBN: 9788413572512	2023	Este libro, pensado desde la accesibilidad, está motivado por un deseo genuino de compartir lecturas y experiencias que contribuyan a transformar las prácticas en logopedia en Atención Temprana. Si un profesional ¿logopeda o de cualquier otra disciplina¿ se enfrenta al reto de trabajar con un niño comprometido en su desarrollo y con su familia, ha de hacerlo desde una comprensión sistémica y ecológica, entendiendo que la familia es un sistema de equilibrios, cambiante y en proceso de evolución, capaz de afrontar los retos de educar a un hijo. El lector o la lectora de esta obra no va a encontrar una receta ni un protocolo cerrado para intervenir con niños con alteraciones de la comunicación, ni tampoco soluciones sobre casos clínicos en abstracto, pero sí hallará herramientas basadas en la evidencia científica que le permitan formarse y reflexionar para acercarse, desde un paradigma centrado en la familia, al bienestar y la calidad de vida del niño, su familia y la comunidad.
	https://www.sintesis.com/gu%C3%ADa%20de%20intervenci%C3%B3n-132/gu%C3%ADa%20de%20intervenci%C3%B3n%20logop%C3%A9dica%20en%20atenci%C3%B3n%20temprana%20centrada%20en%20la%20familia-ebook-3060.html					