

Academic Year/course: 2021/22

## 25426 - Diagnosis and treatment of communication pathologies

### Syllabus Information

**Academic Year:** 2021/22

**Subject:** 25426 - Diagnosis and treatment of communication pathologies

**Faculty / School:** 127 - Facultad de Ciencias de la Salud

375 - Escuela Universitaria de Enfermería de Teruel

**Degree:** 559 - Degree in Nursing

561 - Degree in Nursing

**ECTS:** 6.0

**Year:** 4

**Semester:** First semester

**Subject Type:** Optional

**Module:**

## 1. General information

### 1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives:

The general objective of this subject is that the student, from the knowledge of its contents, be able to explain the pathologies of communication and intervention techniques, applied to the professional development of Nursing.

### 1.2. Context and importance of this course in the degree

The subject will complement the performance of the nursing graduate, providing him with new instruments to detect, diagnose and correct the different pathologies of communication, for, either alone or within interdisciplinary groups, get a more effective adaptation and readaptation to social life of the individual.

### 1.3. Recommendations to take this course

It is recommended to consult the information on the subject that appears in the Moodle to plan from the beginning of the course the personal work of each student, work that will be essential to achieve the expected learning results and the progressive acquisition of competences.

## 2. Learning goals

### 2.1. Competences

Upon passing the subject, the student will be more competent to ...

Work in a holistic, tolerant, non-judgmental, careful and sensitive way, ensuring that the rights, beliefs and wishes of different individuals or groups are not compromised.

- Educate, facilitate, support and encourage the occupational functioning, welfare and comfort of populations, communities, groups and individuals whose lives are affected by limitation in functioning, suffering, illness.
- Responder to the needs of the patient by evaluating, planning and developing the most appropriate individualized programs with the person and their environment, their caregivers and families and other professionals.
- Intervene in the adaptation and readaptation of the physical, social and cultural environment.
- Communicate effectively with the user, families, social groups and other professionals.
- Establish a relationship of empathy with the user, families, social groups and other professionals.
- Obtain and use epidemiological data and assess trends and risks to base decision-making on health.
- Know, critically assess and know how to use the sources of information to obtain, organize, interpret and communicate the kinetic, health, socio-health and social information, preserving the confidentiality of the data.
- Recognize the determinants of health in the population, resources and multiprofessional teams and the actions of

prevention, maintenance and health promotion, both at the individual and community level.

-Develop professional practice with respect to other professionals, acquiring teamwork skills.

-Transmit oral and written information, both to specialized and non-specialized public.

## 2.2. Learning goals

he student, to pass this subject, must demonstrate the following results ...

The student to pass this subject must demonstrate that ...

1- Analyze, synthesize and relate the fundamental concepts of communication pathologies.

2- Apply these concepts correctly to the field of Nursing

3- Apply the Vancouver norms correctly and carry out bibliographic documentation works as a fundamental requirement for the use of the practices in the subject.

4- Know both theoretical and practical techniques of diagnosis and intervention in the pathologies of communication.

## 2.3. Importance of learning goals

They will allow the student to be more prepared to understand the theoretical and methodological foundations of Nursing with a global vision of the human being and therefore, be better able to start in the planning of professional action in situations of illness / physical disability, psychic, sensory or marginalization situation throughout the life cycle of the person.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

he student must demonstrate that he has achieved the expected learning outcomes through the following assessment activities

Evaluation activities

The student must demonstrate that he has achieved the learning outcomes through the following evaluation activities:

1.-Active and efficient participation: the student must demonstrate that he / she knows how to apply the theoretical bases of the subject in the resolution of questions or practical cases, with a precise, clear and well-argued language.

2.-Final exam at the end of the school term.

The answers to the questions must follow the precise and complete explanation of the concepts and contents indicated in the statement, as well as demonstrate that they have been correctly understood and assimilated.

Grading system

The final grade of the subject results from the following weighting.

Theoretical exam: 80%

Attendance to class: 20%

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

The knowledge will be acquired by applying different methodologies: on the one hand in the theoretical classes, the participation of the students will be promoted as well as the exhibition in them of some of the subjects of the program, on the other, it will be completed in the tutorial hours in which the Students will have the opportunity to learn individually and directly.

### 4.2. Learning tasks

The program offered to the student to help him achieve the expected results includes the following activities.

1.- Theoretical classes. Credits: 2,5

Teaching methodology: Class group work on the contents to be discussed. Debates and commentary of texts.

2.- Development of a field journal/portfolio by the student. Credits: 1

Teaching methodology: Tool for self-learning control: expectations, experiences, doubts, ideas that the student will record throughout the course and that will help him to self-evaluate his achievements in the subject.

3.- Other activities of the personal work of the student. Credits: 2,5

Teaching methodology: the Final exam.  
Study of the subject.

4.- Student tutoring: individualized work through which a continuous evaluation of the evolution of the teaching-learning process of each student can be carried out, as well as enhancing the same using techniques of motivation towards the personal effort.

### 4.3. Syllabus

The course will address the following topics:

1. Concept and purpose of speech therapy.
2. The development of language.
3. Deafness.
4. Aphasia.
5. Speech therapy and child brain paralysis.
6. Developmental language disorders.
7. Fluency Disorders: Stammering.
8. The voice pathology and treatment.
9. Articulation disorders.

### 4.4. Course planning and calendar

Calendar of face-to-face sessions and presentation of works

The theoretical classes will be compulsory and will be developed during the first semester in the proportion established by the Department and fulfilling the POD of the teaching staff.

\* Theoretical classes in a large group: 2h / week throughout a semester.

\* Delivery of material related to the portfolio or field notebook (theory and practice) that the student must be performing throughout the course on the dates awarded for this purpose.

\* Final exam theory of the whole subject.

### 4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26032>