

**Academic Year/course: 2022/23**

## **25631 - Diagnosis and treatment of communication pathologies**

### **Syllabus Information**

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**Academic Year:** 2022/23

**Subject:** 25631 - Diagnosis and treatment of communication pathologies

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

**Degree:** 275 - Degree in Physiotherapy  
605 - Degree in Physiotherapy

**ECTS:** 6.0

**Year:** 605 - Degree in Physiotherapy: 4  
275 - Degree in Physiotherapy:

**Semester:** First Four-month period

**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, should be able to explain the pathologies of communication and intervention techniques, applied to the professional development of Physiotherapy.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations

Goal 3: Good Health and Well-being.

Goal 5: Gender Equality.

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

The course aims to complement the degree in Physiotherapy, work by providing them with new instruments to detect, diagnose and correct the different pathologies of communication, either alone or within interdisciplinary groups, in order to achieve a more effective adaptation and readaptation to the individual's social and working life.

### **1.3. Recommendations to take this course**

It is recommended to consult the information on the subject that appears on 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 successful completion of 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 well-being, and comfort of populations, communities, groups, and individuals whose lives are affected by limited functioning, suffering, and disease.

-Respond to the needs of the patient by evaluating, planning, and developing the most appropriate individualized programs with the person and their environment, their caregivers, their family, 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 inform decision-making about health.
- Know, critically assess and know how to use information sources to obtain, organize, interpret and communicate scientific,
- Recognize the determinants of health in the population, the resources and multiprofessional teams and the actions of prevention.
- Develop professional practice with respect to other professionals, acquiring teamwork skills.
- Transmit oral and written information, both to specialized and non-specialized audiences.

## 2.2. Learning goals

In order to pass this course the student must be able to:

- 1- Analyze, synthesize and relate the fundamental concepts of communication pathologies.
- 2- Correctly apply these concepts to the field of Physiotherapy.
- 3- Know both at a theoretical and practical level the techniques of diagnosis and intervention in the pathologies of the communication.

## 2.3. Importance of learning goals

They will allow the student to be better prepared to understand the theoretical and methodological foundations of Physiotherapy, with a global vision of the human being and therefore, to be better able to start planning professional action in situations of illness and physical, mental and sensory disability 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)

The student must demonstrate that they have achieved the expected learning outcomes through the following continuous assessments:

Evaluation activities:

1.-Active and efficient participation: the student must show that he knows how to apply the theoretical bases of the subject in the classroom.

2.-Three evaluation tests.

The first at the end of the exposition of the two introductory themes and theme three dedicated to deafness.

The second at the end of the presentation of the three topics dedicated to pathologies of central origin: aphasia, cerebral palsy

The third at the end of the presentation of production disorders: stuttering, voice and articulation disorders.

Each test will be held the week after the last corresponding topic has been completed.

The type of test will be five questions of theoretical development or resolution of a practical assumption.

The score will be two points per question, accounting for a maximum score of 10 points per exam.

Final and global exam for students who have not obtained more than 15 points in the total computation of the three evaluations.

This final test will consist of 10 questions of theoretical development or resolution of a practical assumption of an assessment.

The answers to the questions must adhere to the precise and complete explanation of the concepts and contents that are

Rating system

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

Or the average of the three continuous assessment tests, being necessary to obtain 15 points or more to pass the subject.

Or the result of the global test, being necessary to obtain 5 points or more to pass the subject.

## 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 will be complemented in the hours of tutoring 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 face-to-face classes

Credits: 1.5

Teaching methodology: Master Class

2.- Resolution of tasks, problems and practical cases related to the teaching given

Credits: 2

Teaching methodology: Carrying out tasks related to the subjects of the subject and its evaluation. Aspects that the student will

3.- Other personal work activities of the student

Credits 2.5

Teaching methodology: Continuous evaluation.

Signature study.

4.- Tutoring of the student: individualized work through which it will be possible to carry out a continuous monitoring of the

## 4.3. Syllabus

The course will address the following topics:

1. Concept and aims of speech therapy.
2. The development of language.
3. Deafness.
4. Aphasia.
5. Speech therapy and cerebral palsy.
6. Developmental language disorders.
7. Fluency Disorders: Stuttering.
8. The voice: pathology and treatment.
9. Articulation disorders.

## 4.4. Course planning and calendar

Theoretical classes will be compulsory and will take place during the second semester in the proportion established by the Dep

-Theoretical classes in a large group: 3h/week throughout a semester.

-Delivery of material related to the topics developed during the course that complement the teacher's explanations and bring th

-Assessment tests as indicated in section 3 Evaluation.

## 4.5. Bibliography and recommended resources

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