

Academic Year/course: 2022/23

26683 - Treatment of Disorders of Speech and Voice

Syllabus Information

Academic Year: 2022/23

Subject: 26683 - Treatment of Disorders of Speech and Voice

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The aim of the subject of Treatment of Disorders of Speech and Voice is for students to recognise and distinguish the most common speech and voice disorders in school-age children and to have the educational resources to manage them. The aim is for them to know techniques, strategies, and resources to tackle and prevent disorders, to know how to manage them and to access resources to update and maintain their ongoing training in this field. However, as these are new contents in the degree that are not very related to those previously acquired and given the time limitations, the focus will be on students learning to detect, assess and intervene in these communicative disorders at a basic level. And above all, to be able to prevent them by means of intervention and guidance for teachers, tutors, and families.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to their achievement. These objectives are introduced at a reflective level. In the evaluation, the allusion to these objectives will be valued in the different academic works, activities and exams.

- Goal 3: Good Health and Well-being
- Goal 4: Quality Education
- Goal 5: Gender Equality
- Goal 10: Reduced Inequalities

1.2. Context and importance of this course in the degree

This subject is included in the Degree in Teaching in Primary Education, in the Hearing and Language Mention. Through its study, specific knowledge is acquired to address, at a basic level, the care of children with difficulties and disorders in communicative development, related to speech and voice. Given that the aim of teacher training is to be able to design the teaching-learning processes that take place at school, there is a need to put them into practice in a multicultural context and with different learning rhythms and to be able to collaborate with families and the educational community so that, together with the school, they contribute to the comprehensive development of the pupils.

This subject introduces the A&L student to basic training in this specific field which includes, on the one hand, knowledge of the educational context in hearing and language and introduces the student to working together with the rest of the teaching staff, other professionals, and families. On the other hand, it provides linguistic, evolutionary, psychobiological, communicative, and relational foundations in the interaction between human beings and the development of speech and voice and its re-education when it deviates from the expected. This allows, among other things, to promote adapted and inclusive learning, attending to all areas of children's development understood from an integral perspective. It also brings the

student teacher closer to the use of available educational resources as well as to the creation of new resources adapted to the needs and characteristics of students in the different educational stages. In this way, they will develop complex competences to offer inclusive attention to the difficulties and diversity they may encounter in the classroom.

1.3. Recommendations to take this course

The subject Treatment of Disorders of Speech and Voice is part of the subjects of the mention of Hearing and Language, in the first semester of 4th year of the Degree of Teaching in Primary Education. This subject aims to provide students with the foundations and competences that enable them to understand, assess and intervene in the different communication, speech and voice difficulties and disorders in the school environment. It is a basic subject to obtain the minimum knowledge necessary for the mention, given that its objective is the treatment of children with these types of difficulties in the educational context.

The knowledge acquired through the study of this subject is essential for work in the school as a teacher of Hearing and Language, as it provides fundamental knowledge for the exercise of the profession.

It is important to carry out the practical activities that are proposed and requested throughout the semester, as a large part of the proposed learning is based on the reflective and decision-making process necessary to carry out these tasks and activities.

2. Learning goals

2.1. Competences

Upon successful completion of the course, the student will be more competent to...

GC: Core Competences

CB1 - Students have demonstrated possession and understanding of knowledge in an area of study which builds on the foundation of general secondary education, and is usually at a level which, while relying on advanced textbooks, also includes some aspects involving knowledge from the cutting edge of their field of study.

CB2 - Students can apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.

CB3 - Students can gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 - Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

GC: General Competences

CG02 - Design, plan and evaluate teaching-learning processes, both individually and in collaboration with other teachers and professionals at the centre. Consider evaluation not only in its accreditation function, but also in its pedagogical function as a regulatory element and promoter of the improvement of teaching and learning.

GC10 - Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among future students. Assume the need for continuous professional development through reflection, self-evaluation, and research on their own practice.

GC13 - Commit to motivating and encouraging students' academic progress within the framework of a comprehensive education, and promoting their autonomous learning based on the objectives and contents of each educational level, with positive expectations of student progress, renouncing established stereotypes that are external to learning, developing strategies that avoid exclusion and discrimination.

TC: Transversal Competences

CT01 - Integrate the competences of the different subjects to guide the Final Degree Project and be able to apply knowledge to professional practice.

CT02 - Understand learning as a global, complex, and transcendent fact, designing and developing

situations that cater for the diversity of students and involve them in their learning and work.

CT03 - Manage and self-regulate the progression of learning by adapting to new situations and interrelating knowledge to develop new ones.

CT04 - Work in a team being able to exercise different roles within the group.

CT05 - Use and apply Information and Communication Technologies (ICT) to learn, communicate and share knowledge in different contexts.

CT06 - To develop the ability to communicate to teach in one's own language and in one or more other European languages.

CT07 - Seek, manage, process, analyse and communicate information effectively, critically, and creatively.

CT08 - Understand and reflect on educational practice in rural settings.

CT09 - Develop, manage, process, and analyse processes related to research applied to education.

EC: Specific Competences

SC01 - Understand learning processes related to the 0-6-12 period in the family, social and school context.

CE02 - Know the characteristics of these students, as well as the characteristics of their motivational and social contexts, to develop their autonomy.

SC03 - Understand the personality development of these students and identify dysfunctions, helping them to acquire an adjusted self-concept.

CE04 - Identify learning difficulties, report them, and collaborate in their treatment.

CE05 - Be familiar with current proposals and developments based on competence learning.

CE06 - Identify and plan the resolution of educational situations affecting students with different abilities and learning paces.

CE07 - Analyse and understand educational processes in the classroom and outside the classroom relating to the 0-12 period.

SC11 Know the processes of interaction and communication in the classroom.

SC15 - Know the different democratic ways of facing diversity and dealing with school situations in multicultural contexts, favouring openness, dialogue, and non-exclusion.

SC19 Know and applying basic educational research methodologies and techniques and being able to design innovation projects identifying evaluation indicators.

CE20 - Show social skills to understand and be understood by families.

CE23 - Critically analyse and incorporate the most relevant issues today that affect family and school education: social and educational impact of audio-visual languages and screens; changes in gender and intergenerational relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development.

CE44 - Understand the basic principles of language and communication sciences.

CE63 - Know and apply the processes of interaction and communication in the classroom and master the necessary social skills and abilities to foster a classroom climate that facilitates learning and coexistence.

CE69 – Know several ways of collaborating with the different sectors of the educational community and the social environment.

CE70 - Know the characteristics of educational organizations that care for children from 0 to 12 years of age.

2.2. Learning goals

The results of learning that define this subject:

1. Know the role of the Hearing and Language teacher in the field of speech and voice disorders.
2. Know the general aspects of these disorders and be able to recognise the presence of alterations and assess their relevance
3. Know the assessment process used with such disorders. Be capable of establishing the required intervention programmes.
4. With teachers, promote the preparation and use of resources, activities and strategies that enable these disorders to be treated and prevented.
5. Know how to guide parents and tutors when having to develop communication skills in interactions with children who present such difficulties

2.3. Importance of learning goals

Future teachers within the Hearing and Language Mention, it is essential to acquire competence to attend to children with disorders and difficulties in the communicative field at the level of oral language use.

The training of these teachers includes knowing the specific behaviours that these children present in relation to the rest of the pupils, adequately identifying the basic characteristics of the different disorders and having sufficient knowledge of the factors that explain their appearance and evolution.

These professionals must be able to relate and integrate them into appropriate interventions and treatments through the selection of techniques, resources and activities that allow them to carry out the different types of treatments without forgetting the relational and communicative environment.

Likewise, they must be prepared to work in collaboration with other teachers and professionals linked to the care of these pupils, from the teaching staff of the centre to the socio-health services, early intervention, among others. They must also learn to manage resources to advise families to promote the optimal development of these children.

3. Assessment (1st and 2nd call)

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

The student must demonstrate have achieved the intended learning outcomes through the following assessment activities:

1. **Written test.** The test will be organised in two sections: 1) multiple-choice questions and/or short questions and 2) resolution of a short case study or practical case about the contents of the syllabus seen in the theoretical and practical sessions and in the compulsory readings.

2. **Assessable practical activities.** These activities represent the practical work that is carried out throughout the course and requires attendance at the practical classes, to meet the teaching objectives and facilitate the learning linked to them. They will be delivered punctually through the Moodle platform. It will include:

- Practical exercises for each topic: glossary development, review of assessment and intervention resources, and analysis and resolution of cases and assumptions.
- Final project of the course: planning of a prevention and intervention programme carried out in the school context and focused on one of the Speech and Voice difficulties or disorders included in the contents of the course.

Evaluation criteria

Adequate completion of assignments, including examinations, requires (as a minimum):

- Identify the subject matter of the case or material in question.
- Use the theoretical knowledge presented by the teacher and/or included in the basic readings to answer the specific questions posed and use the lexicon of the subject.
- Show at least a functional level of understanding (Biggs' taxonomy) of the content covered.
- Prepare their written reports/examinations in accordance with minimum quality criteria, establishing an appropriate sequencing of the ideas presented in a clear and orderly manner, differentiating between data, theoretical contributions and personal assessments, all in appropriate, comprehensible, relevant language without conceptual or spelling mistakes.
- Present with sufficient eloquence, in front of a group of peers and the lecturer, the most relevant ideas of a case, material or group discussion and use an orderly and structured discourse in their oral presentation, relating data, ideas and theories and using the specific technical language of the area.

- Comment on and argue the ideas put forward by other students, expanding on their contributions, exemplifying, or relativising them.

Qualification criteria and requirements for passing the subject.

To pass the course, it is necessary to have obtained a 5/10 in the written test and a 5/10 in the practical exercises of the course. In turn, these grades are averaged in the following way:

- Written test: 60% of the grade.
- Assessable practical activities: 40% of the grade.
- Total or partial fraud or plagiarism in any of the evaluation tests will lead to the suspension of the subject with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

The marking of the written test is based on:

- Multiple-choice questions and/or short questions: 60% of the written test mark.
- Resolution of a short case study or practical case: 40% of the written test mark.
- A minimum mark of 5/10 in both parts of the written test is required for **averaging**.

The marking of the Practical Assessable Activities is based on:

- Practical activities linked to the subjects, which will be individual and/or group activities: 50% of the mark in this section.
- The final project of the course: This is a group project that must be delivered on the date indicated and defended publicly, in which aspects of individual performance of each of the people who belong to the group must be defined. This is supervised work: 50% of the mark in this section.

For the evaluable activities during the course to be graded and counted in the final summative grade, they must be handed in in their entirety on the established dates. They are designed to encourage continuous learning and not merely as a final grade.

Global test and second sitting

The global test will consist of a written test with theoretical questions (objective and/or developmental) and practical exercises to be taken by all registered students.

Those students who have not passed the evaluable activities carried out throughout the course, which represents 40% of the grade, will be graded, in accordance with the evaluation regulations established by the University of Zaragoza, in a single final evaluation test to be held on the official dates established by the centre. This final individual test will include the aforementioned written test which accounts for 60% of the grade and will also include a second section of strict practical application which will consist of planning a case intervention/ analysing a report or an evaluation test, etc... and which will account for 40% of the final grade, in such a way that, as a whole, it will allow the achievement of competences similar to those of the students who have followed the delivery of the "evaluable practical activities" throughout the course to be confirmed. It is necessary to obtain a 5/10 in both sections to pass the course.

The second call will be the same as the first for students who have taken the summative assessment. In this case, the grades of the practical activities passed in the 1st call will be maintained (if their overall grade is equal to or higher than 5/10).

Remaining calls and fifth and sixth calls

The evaluation in the 2nd and 3rd call will be done by means of a global exam and in the 5th and 6th call will be governed by the University of Zaragoza regulations and following the procedure determined by the faculty. At the academic level, the same evaluation criteria and requirements specified for the subject in the overall exam will be applied.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The methodology followed in this course is oriented towards achievement of the learning objectives. It is based on active participation, case studies, teamwork etc. that favors the development of communicative skills and critical thinking.

To obtain the expected learning outcomes in this subject, access to specialised knowledge is required, involving compulsory readings of texts as well as attendance to classes that facilitate the conceptual understanding of these previous readings. The subject is organised in such a way as to combine lecture and discussion activities in large groups with more applied and practical activities in smaller groups. In the first case, the lecturers will present the general contents of the subject in a global manner and the readings and texts that will be worked on in greater depth in the practical and small group work sessions will be debated.

The student will have access to the timetable and the corresponding timetable at the beginning of the course on the Moodle platform. Further information regarding the course will be provided on the first day of class.

4.2. Learning tasks

The planned learning activities will include, inter alia, the following elements:

- Large group presentations by the teaching staff that include both the fundamental theoretical elements of the subject and illustrative videos of different aspects of communicative development, speech, language and hearing and their disorders. It requires prior individual work by the student, through the readings assigned to each topic, which facilitates discussion and clarification of doubts.
- Group work that may involve the analysis of cases, texts, videos, audio recordings, educational resources for assessment and intervention and other elements that illustrate aspects of the different disorders or their treatment. They will be organised with groups with similar availability in terms of attendance, even allowing for duly justified situations of individual work. Various formats can be used for their presentation, such as large group presentation, web resources, group discussions or peer review formats, audio and/or video recordings can be used.
- Individual work on the reading of specialised texts, analysis, cases studies, etc...
- Individual and group teaching-learning of practical sensory-motor activities of the speech organs, related to phonoarticulatory exercises, respiratory, postural and relaxation exercises of the speech organs. Also, phonological and phonetic awareness tasks.
 - Individual and group work to search for updates to the corpus through the best evidence offered in research and/or educational practice in the subject area and the use of glossaries.
- Observation activities in natural contexts (voluntary) and search for audio-visual documentation.
- Self-assessment report of learning carried out at different times, including an explanation of the learning process and achievements, with special emphasis on the student's ability to relate theory and practice. It can be collected in the form of a work placement diary.
- Whenever possible, teachers specialising in Hearing and Speech will be involved, through the different programmes (e.g. Expertia programme).

The course includes 6 ECTS organized according to:

- Lectures (3 ECTS): 30 hours.
- Practice sessions (2 ECTS): 20 hours.
- Autonomous work (ECTS): 87 hours.
- Tutorials (1 ECTS): 10 hours.
- Assessment (0,3 ECTS): 3 hours.

Lectures: the professor presents theoretical contents.

Practice sessions: they can involve discussion and presentation of case studies, practical work outside the classroom (field work or visits), and seminars.

Autonomous work: students do tasks such as autonomous study, reading of the course book, preparation of practice sessions and seminars, and summative assignments.

Tutorials: professors' office hours can be used to solved doubts and to follow-up students' work.

Assessment: final examination.

4.3. Syllabus

Course programme

1. Introduction: Basic concepts. Speech and voice. Mechanisms involved in the production.
2. Development of communication skills. Prevention at school. SDGs
3. Prevention and intervention of speech and voice disorders at school.
4. Phonetic and phonological difficulties.
5. Bad habits and diglossia.
6. Secondary disorders and other difficulties.
7. The voice and the vocal disorders.
8. Intervention from schools in other communication disorders: stuttering and elective mutism.
9. Educational resources (transversal)

4.4. Course planning and calendar

The calendar of face-to-face sessions and presentation of papers is communicated through the Virtual Campus (ADD).

The course has a mixed development system, with activities that can be assessed throughout the course and a final exam on the official dates set by the centre. The activities and key dates will be communicated through the Virtual Campus (ADD) at the beginning of the course period and/or in a written document provided by the teacher. The dates of final exams can be consulted on the website of the different faculties that teach the degree.

For further details concerning the timetable, classroom and further information regarding this course please refer to the Facultad de Educación de Zaragoza website (<http://educacion.unizar.es/>); the Facultad de Ciencias Humanas y Sociales de Teruel website (<https://fcshteruel.unizar.es/>) and the Facultad de Ciencias Humanas y de la Educación de Huesca (<https://magister.unizar.es/>)

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26683>