

**Advanced Practicals in Speech-Therapy Intervention**

Code: 43618  
ECTS Credits: 12

Degree	Type	Year	Semester
4315497 Communication and Language Disorders	OT	0	2

## Contact

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## Use of Languages

Principal working language: catalan (cat)

## External teachers

Laura Gonzalez

## Prerequisites

None

## Objectives and Contextualisation

G1 To expand the practical training of speech-therapy professionals.

G1.1 To observe and gradually participate in activities that prepare for professional practice as a speech therapist.

G1.2 In the context of applied practice, to relate previous theoretical knowledge with that obtained in the master's degree.

G1.3 To learn to identify the limits of future professional competence and to know how to refer the specialist to cases not corresponding to their training as a speech therapist.

G1.4 To identify and understand situations requiring advice or supervision from the specialist.

G2 To broaden the theoretical-practical knowledge facilitated by qualification and specialization in diagnosis and speech therapy intervention.

G2.1 To be familiar with the deontological code of the profession.

G2.2 To interact with other professionals.

G2.3 To learn how to manage speech-therapy centers.

## Competences

- Adjust and monitor speech therapy plans, depending on the evaluation and individual and social variables concurrent versus new and complex problems.
- Apply the fundamentals of bioethics and act according to the ethical code of the profession considering the cultural diversity and the limitations associated with various diseases.

- Apply the scientific method in professional practice.
- Collect, analyze and critically use sources of information necessary for the evaluation and speech therapy.
- Develop professional practice from the perspective of quality and continuous improvement, able to evaluate and optimize.
- Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
- Master the skills and resources necessary to teamwork and multidisciplinary groups.
- Show interpersonal communication skills and managing emotions for effective interaction with patients, families and caregivers in the process of problem identification, evaluation, communication of diagnosis and intervention and monitoring.
- Students can communicate their conclusions and the knowledge and rationale underpinning these to specialist and non-specialist audiences clearly and unambiguously.
- That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
- That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.
- That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Update, relate critically and apply to the professional activity of different theoretical frameworks on the processes of learning and acquisition of communicative processes.

## Learning Outcomes

1. Adapt communication taking into account the socio-cultural diversity of users and their families and communities.
2. Adapt the speech to the user's language and communication skills and your family.
3. Adjust the performance the code of conduct in the context of speech therapy practices.
4. Analyze speech therapy treatments in the context of learning theories that support them.
5. Critically interpret the results of assessment instruments and techniques most relevant to exploration and speech therapy intervention.
6. Critically use the tools and techniques relevant evaluation and exploration for speech therapy.
7. Establish the objectives of speech therapy from an interdisciplinary perspective.
8. Identify the characteristics of the family and social environment to determine their influence on the intervention process.
9. Knowing the language of speech therapy no sources of information in order to properly interpret the information provided by other professionals in the context of speech therapy practices.
10. Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
11. Mastering the techniques of speech therapy interview.
12. Meet and intervene on the facilitators and barriers to treatment adherence.
13. Proper use of procedures and technologies for effective communication between professionals.
14. Recognize affective states and experiential processes user and his family.
15. Recognizing the importance and identify resources for continuous updating in the exercise of professional activity in the context of speech therapy practices.
16. Recognizing the need for additional scans, complementary sources of information gathered in the context of speech therapy practices.
17. Selected so argued, based on screening criteria and quality, relevant documentary sources for the purpose of research, evaluation or speech therapy intervention in the context of speech therapy practices.
18. Students can communicate their conclusions and the knowledge and rationale underpinning these to specialist and non-specialist audiences clearly and unambiguously.
19. That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
20. That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.

21. That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

## Content

Modules 3 and 4 of the master's degree do not have a specific syllabus; instead, they have objectives that are described in the OBJECTIVES section and which must be fulfilled in accordance with the Learning Outcomes, in the internship centers.

## Methodology

Students will have to attend the internship centers and specialist workshops relating to the contents of the distinct modules on the master's degree, which represents 70% of the training activities. Students will also need to attend an informal group tutorial session and follow up on the internship process, which will provide information on the general organization and characteristics of the report that must be presented at the end of the internship.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Expert workshop sessions	32	1.28	3, 4, 9, 5, 19, 21, 20, 15
Healthcare practices	178	7.12	2, 1, 4, 9, 12, 11, 7, 5, 19, 18, 21, 14, 15, 16, 13, 6
Type: Supervised			
Tutoring	2	0.08	19, 20, 15
Type: Autonomous			
Reading of articles and reports and elaboration of the report, agenda of activities or procedure that is agreed with the internship center	88	3.52	9, 8, 5, 19, 18, 20, 17

## Assessment

Two evidences:

1. Report or schedule of activities or procedure that is agreed upon
2. Healthcare practices

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Report or schedule of activities or procedure that is agreed upon	20%	0	0	9, 19, 18, 20, 17
Healthcare practices	80%	0	0	2, 3, 1, 4, 12, 11, 7, 8, 5, 19, 21, 20,

## **Bibliography**

Compulsory readings will be indicated at each practice center.