

**COURSE DATA****DATA SUBJECT**

Code: 35279
Name: Educational Fundamentals of Speech Therapy
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Educational foundations of speech therapy	BASIC

COORDINATION

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SUMMARY

The subject Educational Foundations of Speech Therapy is taught in the second semester of the first year of the Speech Therapy degree. This course introduces the student to the didactic and organizational bases of how to intervene in the most common special educational needs related to language, voice, speech and communication that may occur in the educational environment. It has, therefore, a dual purpose: on the one hand, it aims to provide the future speech therapist with knowledge and resources on teaching and learning processes in the school setting (which will facilitate the achievement of subsequent learning in the modules of evaluation, diagnosis and intervention) and, on the other hand, to acquire those principles of didactic and organizational character that will help them to design educational speech therapy intervention programs.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS



No specific prior knowledge is required. However, it is recommended that students have basic notions of the educational system, oral and written communication, and general language functions. This course connects particularly with future subjects related to educational intervention, attention to diversity, and school speech therapy.

COMPETENCES / LEARNING OUTCOMES

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Advise families and other persons in the social environment of users, encourage their participation and collaboration in the speech therapy, address the peculiarities of each case and bear gender perspective in mind.

Assess and develop strategies to improve communication skills in formal educational environments.

Be able to develop skills such as regulating their own learning, solving problems, reasoning critically and adapting to new situations.

Be able to work in a school setting as part of the teaching team.

Certify the findings made in the practice of the profession, regarding diagnosis, prognosis and speech therapy treatment in the education setting.

Communicate findings and conclusions to patients, their families and other professionals involved in their care, both orally and in writing, considering the sociolinguistic characteristics of the environment.

Develop communication skills in the general population.

Develop measures to prevent, identify and overcome situations of gender-based discrimination in the field of speech therapy.

Explore, evaluate, diagnose and predict the evolution of communication and language disorders from a multidisciplinary perspective.

Know the limits of their field of activity and learn to identify when an interdisciplinary treatment is necessary.

Organise, supervise, direct and integrate activities related to the professional practice in the area of education.

Participate in the preparation, implementation and evaluation of collective educational programmes.

Prepare and write reports of assessment, diagnosis, monitoring, completion of treatment and referral to another professional.

Promote the culture of peace, democratic values and sustainability.

Show an active ethical commitment to human rights, equal opportunities and non-discrimination based on gender, age, beliefs, language, culture or other reasons.



Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Understand and critically evaluate the terminology and research methodology of speech therapy.

Understand the organisation of speech therapy services in education.

Use the exploration techniques and instruments typical of the profession and record, synthesize and interpret the data provided by integrating them into the information set.

Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.

Write reports on progress and completion of treatment in the field of education.

DESCRIPTION OF CONTENTS

1. Basic concepts in Speech Therapy: Educational theories and implications in speech therapy care.

Educational theories provide conceptual frameworks for understanding how learning occurs and how it is taught. Future speech-language pathologists must take into consideration and understand the different models, strategies and variables for the future design of effective interventions.

2. Attention to diversity, special educational needs, models of didactic individualisation and support teams

This block focuses on the study of attention to diversity with the aim of implementing multidimensional support networks (as a systemic process involving multiple components) from inclusion in early childhood and primary education centers that favor the development of students with and without special educational



needs.

In relation to didactic individualisation models, these will focus on offering resources to adapt teaching to the characteristics and needs of each learner. Considering both the specific dimension of the deficit and the personal and social dimension of the subject and his/her context.

3. Organization of speech therapy intervention in educational setting.

This block focuses on the intervention process of the speech therapist in the educational environment from prevention, evaluation/diagnosis, to the planning of the speech therapy intervention, taking into account the communication profile, the intervention objectives, the interpretation and writing of reports and teamwork.

4. Didactic design of speech therapy intervention: The design of speech therapy intervention programmes

This block focuses on speech therapy intervention as a teaching and learning process. It requires a didactic programming or design prior to the intervention itself according to some general parameters.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Classroom practices	15,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	20,00
Independent study and work	35,00
Preparation of lessons	5,00
Preparation for assessment activities	15,00
Resolution of case studies	10,00
Total hours	90,00

TEACHING METHODOLOGY



The teaching methodology combines lectures with participatory dynamics, case studies, individual assignments, and practical activities. Meaningful learning is promoted through the analysis of real or simulated situations, critical reflection, cooperative work, and the use of digital resources. Students are encouraged to engage in autonomous learning and problem-solving related to educational contexts and speech therapy intervention. The methodological approach is active, integrative, and inclusive.

EVALUATION

The evaluation system will be the same for both the first and the second call:

SE1.- Assessment of theoretical and practical content by means of written tests. This section will account for 60% of the final grade.

SE2.- Oral or written presentation of reports, individual or group work, clinical cases, problem solving and handling of diagnostic tests. This section will account for 40% of the final grade. It can be made up in the second sitting by means of a competency test.

Minimum requirements:

To pass the subject, both in first and second call, it will be necessary to obtain a minimum of:

3 points out of 6 in SE1.

2 points out of 4 in SE2.

WARNING

Copying or plagiarism of any assignment in any part of the evaluation will make it impossible to pass the course, and the student will be subject to the appropriate disciplinary procedures.

Please note that, in accordance with article 13. d) of the University Student Statute (RD 1791/2010, 30 December), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in assessment tests, in the work carried out or in official university documents.

In the event of fraudulent practices, the following procedure will be followed as determined by the Protocol of action in the event of fraudulent practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

During tutorial hours, the teaching staff may request individual or group interviews in order to verify the degree of participation and achievement of the objectives set for any task carried out. Failure to accept such verification will mean failing the task or activity in question.

**GRADING SYSTEM**

The assessment of the subject and the challenge of the grade obtained will be subject to the provisions of the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 de 30 de mayo de 2017). http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

In accordance with this, it is specified in numerical expression from 0 to 10 with one decimal place, using the following grading scale:

0 to 4.9: fail.

From 5 to 6.9: pass.

From 7 to 8.9: outstanding.

From 9 to 10: outstanding or outstanding with honours.

As indicated in the regulations for the assignment of Honours Grants, this will be done in strict order of marks. In the event of a tie, the student with the highest mark in SE1 will be awarded the Honours Diploma. If there is still a tie, the mark in SE2 will be used. If all the marks are equal, the teacher may give an additional test to the students involved.

The different sections included in the evaluation will only be added together when the minimum requirements established for each of them are exceeded.

REFERENCES**Basic:**

- Coll, C., Palacios, J. & Marchesi, Á. (2007). *Desarrollo psicológico y educación, Vol. 2: Psicología de la educación escolar*. Alianza Editorial.
- González Manjón, J. (2020). *Fundamentos de la intervención logopédica*. Pirámide
- Ortega, M. (coord.) (2021). *Atención a la diversidad desde la logopedia escolar*. Síntesis
- UNESCO (1994). *Declaración de Salamanca y marco de acción para las necesidades educativas especiales*.

Supplementary:

- Ausubel, D. P. (2002). *Psicología educativa: Un punto de vista cognoscitivo*. Trillas
- Vigotsky, L. S. (2009). *El desarrollo de los procesos psicológicos superiores*. Crítica.



- Monfort, M. & Juárez, A. (2010). *El lenguaje oral en contextos escolares*. CEPE.
- Hernández, R., Fernández, C. & Baptista, P. (2014). *Metodología de la investigación*. McGraw-Hill.
- Acosta, V. y Moreno, A. (2007). Atención educativa a las necesidades especiales relacionadas con el lenguaje oral. En F. Salvador (Dir.), *Enciclopedia Psicopedagógica de necesidades educativas especiales, vol. II*, pp. 387-406. Málaga: Aljibe.