

**COURSE DATA****DATA SUBJECT****Code:** 35286**Name:** Language Disorders**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	2	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Language pathology of central etiology	COMPULSORY

**COORDINATION**

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**SUMMARY**

The course "Language Pathology of Central Etiology" is a subject affiliated with the Department of Basic Psychology, belonging to the Faculty of Psychology at the University of Valencia. It is a mandatory, semester-long course worth 6 ECTS credits, equivalent to 150 hours of student work. It is taught in the first semester of the second year of the Speech Therapy degree.

The course is divided into three well-defined modules. The first focuses on the neurological bases of language, its explanatory models, and the etiological classification of language disorders. Its goal is to provide students with relevant knowledge about the relationship between the central nervous system and language, different models of cerebral representation, etiological classification criteria, dementias, epilepsies, and language disorders.

The second module centers on traditional aphasic semiology. Its aim is to equip students with the necessary knowledge to perform assessment and diagnosis of aphasic disorders from a traditional perspective, understanding diagnostic criteria, commonly used tests and exploration techniques, as well as the advantages and disadvantages of this approach.

The third module can be subdivided into two parts. The first focuses on the objectives and basic



assumptions of the cognitive model, diagnostic criteria, and classification of oral language disorders; productive and receptive. The goal of this part is to enable students to explore and diagnose acquired central-etiology oral language disorders from a cognitive perspective, understanding different semiological entities and the most relevant evaluation methods: tests and other techniques. The second part addresses acquired written language disorders, including reading and writing, from a cognitive perspective. Its aim is for students to acquire the knowledge, skills, and techniques necessary to explore and diagnose acquired written language disorders, understanding various semiological entities and the most relevant assessment methods.

The study of this course combines contributions from both the traditional and cognitive perspectives on central-etiology language disorders, as both are complementary. The traditional perspective remains widely used in the healthcare field, especially in Speech Therapy, while the cognitive perspective is primarily used in research and has multiple clinical applications that can complement students' clinical training.

The knowledge provided by this discipline has important clinical applications (aphasias, dementias, epilepsies), educational applications (reading and writing), and gerontological applications (aging and language). Therefore, it is particularly linked to courses such as "Language Psychology," "General and Language Neuropsychology," "Developmental Psychology and Language Acquisition," "Clinical Neurology Applied to Speech Therapy," and other subjects related to language pathologies and their intervention.

The third-year course, "Intervention in Language Pathology of Central Etiology," cannot be taken unless this course has been passed.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

Having knowledge of the subjects Psychology (Basic Psychological Processes and Psychology of Language) and Biology (General Neuropsychology and Language).

## COMPETENCES / LEARNING OUTCOMES

### 1203 - Degree in Speech Therapy

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.

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.

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

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 developed the learning skills needed to undertake further study with a high degree of autonomy.

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.

## DESCRIPTION OF CONTENTS

### **1. Introduction to language disorders of central etiology.**

This first part will provide students with relevant knowledge about the relationship between the central nervous system and language, the different models of brain representation, etiological classification criteria, dementias and language disorders, epilepsies and language disorders.

Topic 1. Classification of language disorders based on their etiology: Language and hemispheric specialization. Aphasias, Critical Aphasias, Landau-Kleffner Syndrome, Continuous Spike-Wave Epilepsy, and language disorders. Dementias and language disorders.

Topic 2. Localizationist and distributed models.

### **2. Traditional aphasic semiology.**

Topic 3. Associationism and localizationism. Lichteim's classification and derivatives. Diagnostic criteria. Aphasic syndromes. Advantages and disadvantages of traditional aphasiological classification.

Topic 4.- Exploration of aphasia from a traditional perspective. Rapid or screening examination. Boston Test, Barcelona Test, among others.

### **3. Language disorders and cognitive neuroscience.**

Finally, and as a fundamental part of the course, this block will enable students to explore and diagnose acquired oral language disorders of central etiology from a cognitive perspective.

Topic 5.- Introduction to cognitive neuroscience. Basic assumptions. Symptom dissociation. Diagnostic criteria and classification. Single-case studies.

Topic 6.- Oral language disorders: comprehension. Levels of examination and disorders: Agnosia, Verbosesemantic Deafness, Semantic Aphasia, Deep Aphasia, Asyntactic Comprehension, and Comprehensive Agrammatism.



Topic 7.- Oral Language Disorders: Language Production. Levels of Exploration and Disorders: Anomias, Perseverations, Neologisms, Jargon, Phonemic Disintegration Syndrome, Apraxia or Dyspraxia, Aphasic Mutism, Stereotypies, Dysprosody, Agrammatism, Paragrammatism.

Topic 8.- Written Language Disorders. Reading Disorders: Acquired Dyslexias. Central Writing Disorders. Peripheral Writing Disorders. Agrammatism and Writing.

Topic 9.- Assessment Techniques. Specific Tasks for Exploring Oral and Written Language, Language Production, and Comprehension.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Classroom practices	15,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	30,00
Preparation of lessons	10,00
Preparation for assessment activities	20,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

In order for the student to achieve the fundamental objectives of the course as well as the specific competencies, the following are proposed:

### Theoretical classes:

The main teaching method will be the lecture format to present the course content. PowerPoint slides will be made available in advance on the virtual platform. At the same time, participatory student involvement is encouraged to facilitate critical dialogue, which will also energize the pace of the class.

### Practical classes:

The main objective of these is twofold: on one hand, to participate in small experiments related to the concepts presented in the theoretical classes; and on the other hand, to highlight the ability to work in groups as well as interpersonal communication skills. Whenever necessary, individualized and group tutorial sessions will be held to supervise students, ensuring they can adequately follow the formative activities. The materials used will include: manuals, articles, chapters, reports, and other types of scientific documentation.

The use of the virtual classroom is required, which is the e-learning platform chosen by the University of Valencia to facilitate the teaching-learning processes, as well as professor-student interaction. It is a user-



friendly platform that offers multiple possibilities for interaction. The access link to this platform is: <http://aulavirtual.es>

## EVALUATION

The individual final assessment will be aligned with the specific objectives of the syllabus. This assessment, which will reflect the overall effort of the student and the level achieved at the end of the learning process of the course, will take place at the end of the in-person period of the course and will account for 70% of the final grade. The final exam to assess the specific objectives of the course will be a written objective-type test. Continuous or progress assessment of the work done by students throughout the course will be based on written and oral reports and comments made in practical classes and/or in collective or individual tutorials, as well as on the various activities carried out in the theoretical sessions. This part of the assessment is formative in nature, as it allows for feedback for both the professor and the student, and will account for 30% of the final grade. This part of the course is recoverable through a development exam to be taken during the official exam session. As a requirement, the student must obtain at least 3.5 in the theoretical test to pass the course and at least 1.5 in the practicals. The option for "matrícula de honor" (honor roll) will be available starting from a grade of 9.5. In cases of fraudulent practices, actions will be taken according to the guidelines established in the Protocol for Dealing with Fraudulent Practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## REFERENCES

### Basic

- Cuetos, F. (1998). Evaluación y rehabilitación de las afasias. Madrid: Medicapanamericana.
- González Lázaro, P., y González Ortuño, B. (2024). Afasia. De la teoría a la práctica (2ª ed). Editorial Panamericana.
- Perez Sanchez M. A. y Garcia Sevilla J. (2019). Intervención neuropsicológica en los trastornos adquiridos del lenguaje. Editorial Síntesis.
- Terradillos E. y Lopez Higes R. (2016) Guía de intervención logopedia en las afasia. Ed Síntesis.
- Helm-Estrabrooks, N. y Albert, M. L. (1994). Manual de terapia de la afasia. Editorial Médica Panamericana S. A.

### Supplementary

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- Parkin, A.J. (1999). Exploraciones en Neuropsicología Cognitiva. Madrid: Panamericana.
- Peña-Casanova, J. (2000). Guías en demencias. Conceptos, criterios y recomendaciones para el estudio del paciente con demencia. Barcelona: Masson.



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- Roch, A, Peña-Casanova, J. & Diéguez-Vide, F. (1998). Dislexias y disgrafías: teoría, formas clínicas y exploración. Barcelona: Masson.
- Valle, F. & Cuetos, F. (1995). Evaluación del Procesamiento Lingüístico en la Afasia. EPLA. Londres: Lawrence Erlbaum Associat.