COURSE DATA

DATA SUBJECT

Code: 35298
Name: Speech Therapy Intervention in Language Disorders of Central Aetiology
Cycle: Undergraduate Studies
ECTS Credits: 9
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	3	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Speech therapy intervention in language disorders of central etiology	COMPULSORY

COORDINATION

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SUMMARY

The subject "Speech therapy intervention in language disorders of central etiology" is a subject attached to the Department of Basic Psychology, belonging to the Faculty of Psychology and Speech Therapy at the University of Valencia.
It is a compulsory subject and consists of 9 credits (ECTS), equivalent to 225 hours of student work.
It is taught in the third year of the Speech Therapy degree, in the first four-month period. The subject is divided into 3 different blocks:
The first of these, Block 1, is an introductory block to the subject and its aim is for students to learn about the neurological foundations and mechanisms of rehabilitation in language disorders of central etiology, the different designs and types of rehabilitation, as well as the most important variables that influence the processes of language recovery.
The second block, Block 2, focuses on the semiological rehabilitation of oral language in patients with language disorders of central etiology, reviewing the different methods, techniques and resources for designing the rehabilitation of oral communication, both in the comprehensive and expressive aspects, with special interest in the rehabilitation of communication and pragmatic aspects, as well as specific techniques in the treatment of global aphasia.
The third block, Block 3, focuses on the rehabilitation of literacy in language disorders of central etiology, as

well as on the rehabilitation of the most common associated disorders: sensory disorders, attention, perception, memory, planning and executive function.
The study of the subject shares techniques of assessment, diagnosis and rehabilitation of language disorders and associated disorders used in neurology, psychology, neuropsychology and neurolinguistics. The knowledge provided by this discipline has important clinical applications, especially in the field of aphasia and its associated disorders; educational, since the methodologies and techniques used are also useful and applicable to subjects with communication disorders in general, and social, since they help the families of patients to understand communication disorders by integrating them into the rehabilitation process. Therefore, it is especially linked to the subjects: "Neurology and general and language neuropsychology", "Basic psychological processes and language psychology", "Neurodegenerative disorders", "Language pathology of central etiology", "Clinical neurology applied to speech therapy" and those subjects related to language pathologies and intervention in these pathologies.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

1203 - Degree in Speech Therapy

Obligation to have previously passed the subject(s)	35284 - Clinical Neurology Applied to Speech Therapy 35286 - Language Disorders

OTHER REQUIREMENTS

No enrollment restrictions have been specified with other subjects in the curriculum.

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.

Apply speech therapy treatments with the most effective and appropriate methods, techniques and resources in disorders of central origin.

Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.

Develop communication skills in the general population.

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

Have an adequate speech production, language structure and voice quality.

Know the psycholinguistic processes and other basic psychological processes that support speech therapy

techniques in disorders of central origin.

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.

Understand and be able to integrate the biological principles (anatomy and physiology), psychological principles (evolutionary development and processes), linguistic principles and pedagogical principles of speech therapy into communication, language, speech, hearing, voice and non-verbal oral communication.

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.

DESCRIPTION OF CONTENTS

Topic 1. Neurological foundations and mechanisms of rehabilitation.
Neurological foundations of aphasia and associated disorders.
Diaschisis.
Reorganization and substitution.
Basis for prognosis in language disorders of central etiology.
General considerations on rehabilitation.
Treatment effectiveness.
Impact of central etiology disorders on the patient and their family, basic guidelines for the patient and their family.

Topic 2. Rehabilitation designs and types.
Rehabilitation designs.
Generalisation effects.
Type of rehabilitation.
Group rehabilitation.
Specific programs for each type of disorder. Use of the process-centred approach.
Augmentative and alternative communication systems. Intervention focused on pragmatic aspects.
Measurement of treatment outcomes.
Information technology resources for the rehabilitation of language disorders of central etiology.

3. Oral Comprehension Rehabilitation.
Oral Comprehension Rehabilitation Programs.
Speech Therapy Intervention for Impaired Listening Comprehension of Words and Their Components.

Articulatory Auditory Analysis.
Access to the Input Phonological Lexicon. Semantic System and Its Access.
Acoustic-Phonological Conversion.
Asyntactic Comprehension and Sentence Comprehension Rehabilitation.

Topic 4. Oral Production Rehabilitation.
Anomia Rehabilitation.
Apraxia Rehabilitation.
Stereotypy Control.
Perseveration Treatment.
Syntactic Stimulation Program.
Back-to-the-Blackboard Program.
Melodic Intonation Therapy (M.I.T.).

Topic 5. Communication and Pragmatic Rehabilitation.
P.A.C.E. Therapy
Augmentative and alternative communication systems used in LDCE rehabilitation.
Intervention focused on pragmatic aspects.

Topic 6. Specific techniques in the treatment of aphasia.
Visual action therapy.
Other methods, resources, and techniques.

Topic 7. Rehabilitation of LDCE-associated reading disorders.
Speech-language pathology intervention for word comprehension disorders.
Intervention for agnostic alexia and aphasic alexia.
Intervention in the direct and phonological pathways.

Topic 8. Rehabilitation of LDCE-associated reading disorders.
Rehabilitation of handwriting disorders.
Rehabilitation of dysorthographic disorders.
Writing rehabilitation at the lexical and morpho-syntactical levels.

Topic 9. Rehabilitation of other LDCE-associated disorders.
Sensory disturbances.
Attention.
Perception.
Memory.
Planning.
Executive function.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours

Theory	60,00
Laboratory	30,00
Total hours	**90,00**

NON PRESENCIAL ACTIVITIES

Activity	**Hours**
Attendance at other activities	15,00
Individual or group project	50,00
Independent study and work	45,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	5,00
Total hours	**135,00**

TEACHING METHODOLOGY

Theoretical classes taught by the teacher in which the different contents of the subject will be developed, while promoting the participatory intervention of the students through the resolution of the questions that arise throughout the presentation.
Practical classes, demonstrations and case studies with the aim of students acquiring the necessary knowledge for the evaluation, establishment of a diagnosis and development of intervention programs appropriate to each patient.
Individualised and group tutorials in which students will be supervised so that they can carry out an adequate follow-up of the training activities.
Study, preparation and performance of exams.
Individual and group work of the student, preparation of practical activities, preparation of exercises and reports.

EVALUATION

The information to obtain the final grade of the subject will be obtained through three basic procedures: an individual final evaluation (final exam) and two continuous evaluation or progress procedures: on the one hand, reports and/or individual and group work, and on the other hand, activities carried out in theory class, access to content available in the virtual classroom, blocks or similar, attendance at conferences, conferences or congresses, etc. The individual final evaluation will be adjusted to the specific objectives of the teaching guide. This evaluation, which will reflect the level achieved at the end of the learning process of the subject, will be carried out at the end of the face-to-face period and will represent 60% of the total grade of the subject (maximum 6 points). The final test to evaluate the specific objectives of the subject will be written, and will contain both objective questions and short questions. The continuous evaluation or progress of the work carried out by the students throughout the course will be carried out based on the written and oral reports and comments made in the practical classes and/or in the collective or individual tutorials, as well as in the different activities carried out in the theoretical sessions. These two sources of evaluation together make up a formative block that allows a feedback process for both the teacher and the student, and will represent 40% of the grade of the subject. Attendance at the internship is mandatory and to pass the subject you will need to attend at least 80% of the classes. The non-attendance must be due to well-documented reasons of force majeure (supervening health condition, death of a family member up to the third degree, court date, official examination, accompaniment of a first-degree relative for medical

reasons). For those students who do not reach the mandatory minimum of 80% attendance or have not passed a minimum of 5 points (out of 10) in this part, the content and activities carried out in the face-to-face classes are considered recoverable by means of a written test that will be carried out at the end of the official final test. This part of reports/comments from the practical classes contributes up to 30% of the total grade of the subject (maximum 3 points). The part of activities carried out in the theory classes (reports and/or individual and group work not mandatory, access to content available in the virtual classroom, blocks or similar, tests carried out in class, etc.) contribute up to 10% of the total grade of the subject (maximum 1 point). The total final grade is obtained from the weighted sum of the marks of each part of the evaluation (60%+30%+10%), provided that the part corresponding to the written tests officially convened and the part corresponding to the reports of the practical classes have been passed.

WARNING The copying or manifest plagiarism of any task that is part of the evaluation will make it impossible to pass the subject, then submit to the appropriate disciplinary procedures. It should be borne in mind that, in accordance with Article 13. d) of the University Student Statute (RD 1791/2010, of 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 documents of the university. During tutorial hours, teachers may require individual or group interviews to verify the degree of participation and achievement in the objectives set for any task carried out. Not accepting this verification will mean not passing the task or activity in question. In the event of fraudulent practices, the second procedure will be as established by the Protocol of Action against Fraudulent Practices at the University of Valencia (ACGUV 123/2020): https: //www.uv.es/sgeneral/protocols/c83.pdf RATING SYSTEM The evaluation of the subject and the challenge of the grade obtained will be subject to the provisions of the Evaluation and Qualification Regulations of the University of Valencia for Bachelor's and Master's Degrees (ACGUV 108/2017 of May 30, 2017). http: //www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

According to this, it is specified in numerical expression from 0 to 10 with a decimal, using the rating scale: - From 0 to 4.9: fail. - From 5 to 6.9: passed. - From 7 to 8.9: remarkable. - From 9 to 10: excellent or excellent honors. The different sections contemplated in the evaluation will only be added when the minimum requirements established for each of them are exceeded. If the student has obtained 3 points or more in the final individual test, the final grade will be the result of adding the grade obtained in this test and those obtained in the practical activities and in the activities in the theory classes. If you have obtained less than 3 in the final individual test, the final grade will be equal to the mark of the final individual test. The grade obtained in the first call will be incorporated in the course of the course in accordance with the following rules: - If there is no grade in the evaluation section with the highest weighting, the grade will be NOT PRESENTED, regardless of the rest. - If there is a grade in the evaluation section with the highest weighting, and this does not meet minimum requirements, FAIL and numerical grade will be recorded in base 10 of the grade in this section. - If there is a grade in the evaluation section with the highest weighting, and it exceeds the minimum requirements established, but these requirements are not achieved in any of the other sections, FAIL and numerical grade will be recorded in base 10 of the grade of the section for which the subject is not passed.
- Honours will be awarded to the two best grades with excellent. In the event of a tie in the mark of the exam and the activities, an oral or written test will be carried out to break the tie. On second call, the following rules will be followed: - The NOT SUBMITTED option will only be used, when it has not been presented in addition to one of the evaluation sections, including among these the most weighted. - If there are grades in all the evaluation sections and minimum requirements are not met in any of them, FAIL and the grade in base 10 corresponding to the section that has not been passed will be recorded. If more than one section is not passed, the maximum grade will be recorded within the fail in base 10. - If you do not pass one or more of the minimum requirements and an evaluation section is required, you must state FAIL and numerical grade based on 10 of the grade of the section not passed. - If the test with the highest

weighting is passed, but evidence is missing in one or more of the remaining sections, it will be FAILED. The parts shall be added and: (a) if the sum is less than 5, the result shall be recorded; b) If the sum is greater than 5, 4.9 shall be recorded. The consultation and challenge of the grade obtained in evaluation tasks will be subject to the provisions of the Regulations on Challenge of Grades (ACGUV 108/2017). (Http: //www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)

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