

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

Code: 35302
Name: External Internship
Cycle: Undergraduate Studies
ECTS Credits: 24
Academic year: 2026-27

STUDY (S)

| Degree | Center | Acad. year | Period |
|---------------------------------|------------------------------------|------------|--------------------------|
| 1203 - Degree in Speech Therapy | Facultat de Psicologia i Logopèdia | 4 | Indefinite (Individuals) |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|---------------------------------|----------------|-------------|
| 1203 - Degree in Speech Therapy | Practicum | INTERNSHIPS |

COORDINATION

PONS CAÑAVERAS DIANA

CASTRO CALVO JESUS

SUMMARY

The Practicum is a compulsory subject of 24 credits from the Study Plan of the Degree in Speech and Language Therapy, in which the students carry out a total of 720 hours of professional practice distributed as follows:

- 144 hours (20% of the internship) dedicated to the preparation and monitoring of practices.
- 504 hours (70% of the internship) dedicated to the attendance of the students in the center.
- 72 hours (10% of the internship) dedicated to preparing the report and other evaluation activities.

External practices are a fundamental component in the training of future graduates in Speech and Language Therapy, since it is a matter oriented both to the consolidation of the knowledge acquired and to the acquisition of the necessary skills and practice for the exercise of the role speech therapist professional. The contact with the professional reality in one of the fields of activity of the Speech Therapy professionals will undoubtedly facilitate the labor of insertion of the students by providing them with a certain mastery of the skills and performance of their professional activity. In short, this subject pursues a double objective:



1. To consolidate the knowledge, skills, and competences acquired during the first three years of the Degree in Speech and Language Therapy: Achieving this objective implies the ability to integrate the theoretical knowledge learned in the Degree with professional practice, showing flexibility and adaptability to users and to the context when applying theories, techniques and instruments of analysis and intervention. Likewise, the ability to acquire new knowledge derived from practical intervention would be required.

2. Learning the professional role in a professional area of Speech and Language Therapy: Achieving this objective requires the ability to face situations from the perspective of what society demands of a Speech and Language Therapy professional, knowing the deontological obligations of the profession and the peculiar forms that identify the professional practice of Speech and Language Therapy. Among others, this entails the ability to work with other professionals from the perspective of the role of the Speech and Language Therapist.

IMPORTANT--> All the information briefly presented in this teaching guide is explained in much more detail in the document entitled "Informative document on speech therapy practice", located at the following link: <https://www.uv.es/uvweb/grau-logopedia/ca/estudia/practiques/practicum-grau-1285931991471.html>

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

The following requirements are established to carry out the practicum:

- 1- Having passed two thirds of the total credits of the degree (160 credits).
- 2- Knowing the general deontological requirements and those applicable to the field of Speech Therapy in which the external practices will be carried out.

Likewise, it is important to meet the specific requirements detailed in the position to be filled, as well as to all the aspects detailed in the Practicum Information Document, complementary to this teaching guide:

<https://www.uv.es/uvweb/undergraduate-degree-speech-therapy/en/what-can-study-/work-placements/practicum-1285931991471.html>

COMPETENCES / LEARNING OUTCOMES

1203 - Degree in Speech Therapy

Adapt actions to the different human developmental stages in voice pathology.

Adapt performance to the different developmental stages of the human being and to gender perspective.

Adapt professional action to the pre-primary stage of education.



Adapt professional performance to the different developmental stages in the periods of primary and secondary education.

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 through early intervention with the most appropriate and effective methods, techniques and resources.

Apply speech therapy treatments with the most effective and appropriate methods, techniques and resources according to the specific hearing pathology.

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

Apply speech therapy with the most effective and appropriate methods, techniques and resources according to the specific orofacial pathology.

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

Be able to apply methodological knowledge to solve the problems usually encountered in professional practice.

Be able to carry out the rehabilitation of the speech and language disorder in different patients.

Be able to determine the characteristics of a functional and comprehensive assessment of vocal behaviour.

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

Be able to perform a brief neuropsychological assessment of a real case.

Be able to perform a neuropsychological assessment of a patient with a neurodegenerative disorder.

Be able to plan an intervention in a clinical case of brain injury.

Be able to plan an intervention in a clinical case of neurodegeneration.

Be able to produce a neuropsychological report to inform of an actual clinical case of a patient with a neurodegenerative disorder.

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

Be competent in the assessment of orofacial alterations, which are of great importance in speech therapy practice.

Be familiar with communication, language, speech, hearing, voice and non-verbal communication disorders.

Be familiar with the organisation of pre-primary schools and the different actions involved in their management.



Be trained to prepare a neuropsychological report of a real clinical case.

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

Communicate correctly in the language of the autonomous region where the professional activity is carried out.

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.

Design, implement and evaluate actions to prevent communication and language disorders.

Design, implement and evaluate actions to prevent literacy disorders.

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.

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

Evaluate, diagnose, predict, rehabilitate and prevent communication disorders associated with cognitive dysfunction.

Evaluate ones own professional intervention in order to optimise it.

Explain and argue the treatment selected for each patient.

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

Explore, evaluate and diagnose communication and speech disorders arising from hearing diseases and establish a prognosis of evolution.

Explore, evaluate and diagnose literacy disorders and establish a prognosis of evolution.

Have a concern for ensuring the quality of professional performance.

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

Have autonomy and take responsibility for decision making.

Identify correlations between the activities proposed in tests and protocols and the verbal categories that these tools intend to assess or modify.

Identify the different components of language and the linguistic relations that can be affected by a language deficit.



Improve communication skills in children.

Integrate the analysis of the different linguistic levels from a single sample of data on linguistic deficits.

Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.

Know how to perform speech therapy in speech disorders.

Know the diagnosis and treatment of diseases that affect hearing and, concretely, hearing aids and cochlear implants.

Know the evolution of language in early childhood and be able to identify alterations in order to ensure an appropriate development.

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

Know the organisation of primary and secondary schools and the diversity of actions involved in their management.

Know the procedure of neuropsychological evaluation.

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

Know the techniques and tools of assessment and diagnosis of voice disorders.

Learn the different neuropsychological disorders, their diagnostic techniques and their main causes.

Learn to establish clear correlations between assessment and intervention procedures and the specific categories or linguistic units that these have an effect on.

Participate in the preparation, implementation and evaluation of collective linguistic intervention programmes in pre-primary education.

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.

Recognise and differentiate between a variety of articulation disorders.

Recognise and differentiate between a variety of fluency disorders.

Select, implement and facilitate the learning of augmentative communication systems, as well as the design and use of prostheses and technical aids adapted to the physical, psychological and social conditions of the patient.

Select appropriate alternative and augmentative systems of communication considering the needs of children with developmental communication and language disorders.



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 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.

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

Understand the organisation of speech therapy services in education.

Understand the profession and the legal status of the speech therapist.

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.

Work in the school, welfare and healthcare environments as part of the professional team. Moreover, advise in the preparation and implementation of care and education policies for the hearing impaired.

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

DESCRIPTION OF CONTENTS

1. Practicum course content.

The places offered in the Practicum subject try to cover the set of professional profiles typical of the professional field of speech therapy, taking into account that some of them are much more represented as they constitute professional opportunities with a greater number of active professionals.

Some of the profiles to which the positions offered are assigned are: speech therapy intervention in the



private healthcare field, speech therapy intervention in early care, speech therapy intervention in the hospital field, speech therapy intervention in the educational field or speech therapy intervention in the associative field (e.g., for children with ASD).

In all cases, the practices are aimed at stimulating and producing learning, knowing how to do, wanting to do, be able to do and know how to be, that is, knowing how to perform the professional role. It's not just about know and know how to apply intervention techniques and strategies, but above all to acquire a role learning.

Below are some tasks that students must complete for each of the profiles:

2. Speech therapy intervention in the private healthcare setting.

- Evaluation and intervention in craniofacial anomalies and velopharyngeal insufficiency (resonance alterations, articulatory disorders, tubal dysfunction, myofunctional alterations, feeding difficulties, etc.).
- Evaluation and intervention in speech disorders in children and adults (phonological disorders, motor speech disorders, fluency disorders, speech disorders of neurological origin).
- Evaluation and intervention in language disorders in children and adults (late onset of language, language disorders, language problems derived from mild cognitive impairment or dementia, etc.).
- Evaluation and intervention in communication disorders in children and adults (social communication disorders, communication problems derived from mild cognitive impairment or dementia, etc.).
- Evaluation and intervention in difficulties in the acquisition of reading and writing (problems with accuracy and speed in reading, comprehension problems, dysgraphia and dysorthography, etc.).
- Evaluation and intervention in dysphagia.
- Evaluation and intervention in voice disorders (dysphonias of functional and organic origin, childhood dysphonia, erygmophonic/esophageal voice, feminization of the voice in transsexuals, etc.).
- Evaluation and intervention in orofacial motor skills (intervention of feeding, breathing, and swallowing functions, feeding difficulties in neonates and premature babies, etc.).
- Participation in individual intervention sessions with children, adolescents and adults with the aforementioned problems.
- Participation in outreach activities.

3. Speech therapy intervention in early care.

- Assessment of the child's level of communicative and linguistic development-



- Early detection of communication and/or language disorders.
- Family intervention and individual or group intervention.
- Conducting interviews/anamnesis with the patient and/or her parents.
- Administration of tests, questionnaires and other speech therapy evaluation techniques.
- Observation of non-verbal/verbal communicative behaviors during the game.
- Programming of the intervention adjusted to each case.
- Intervention at the family level (family counseling, offering guidelines and strategies so that the family environment actively participates in stimulation, intervention or re-education) and formal intervention with the child in sessions.
- Continuous reevaluation of the child's evolution and achievement of therapeutic objectives.
- Design and/or creation of materials for early care intervention.

4. Speech therapy intervention in the hospital setting.

- Observation, evaluation and intervention in common pathologies that come to hospital speech therapy services, both in children and adults (deafness, dysphonia, aphasia, dyslalia, dysarthria, difficulties in learning to read, neurodevelopmental disorders...).
- Assistance to prosthetic implantation surgeries.
- Observation of implant schedules.
- Collaboration in audiological evaluations.
- Preparation and application of intervention materials.
- Participation in group sessions related to learning social skills.
- Participation in activities and free time with people with special educational needs.
- Specific training on the users of the service and the work tools used.
- Creation and adaptation of materials based on the specific needs of users.
- Activity program.
- Preparation of specific therapeutic dynamics and activities.
- Search and management of services in the community.
- Learning and knowledge of community resources for family orientation.
- Participation in multidisciplinary team coordination meetings.

5. Speech therapy intervention in the educational field.

- Conducting interviews and anamnesis in children and adolescents.
- In each history, note each session the examination or evaluation carried out, as well as the material that is applied for therapy.
- Detect disorders and difficulties in reading, writing, calculation, difficulties in language fluency, voice disorders, disorders or difficulties in language and communication, and apply rehabilitation or therapy related to the case.
- Observation of the direct work of colleagues to expand knowledge, techniques and have more resources.
- Evaluate communication and language disorders.
- Design specific material for each case.
- Explore, evaluate, diagnose and issue a prognostic evaluation of communication and language disorders.



- Use exploration techniques and consumables.
- Design of specific material, alternative/augmentative communication.
- Know all the general and own material.
- Counseling families, as well as arguing treatment.
- Give guidelines and provide resources for home.

6. Speech therapy intervention in the associative context.

- Collaborate in individualized intervention in the work classroom with the supervision of the speech therapist, following the guidelines established in the activity record to achieve the set objectives.
- Create, with the supervision of the speech therapist, a therapeutic environment that promotes autonomy skills in natural contexts according to individual needs (nutrition, hygiene, etc.).
- Activities carried out outside the center: Excursions and recreational and educational activities (visits to the zoo, museum, shopping, parks...).
- Collaborate in the development of teaching material with the supervision of the speech therapist (anticipation panels, social stories, adapted materials...).
- Collaborate in promoting communication and social skills in natural contexts with young people by carrying out leisure and recreation activities outside of school hours, so that active leisure is encouraged, self-direction skills of leisure time are improved where the skills Communications are a basic point.

7. Catalog of internship places.

The characteristics that define each place offered are included in the Catalog of internship places that the Faculty publishes before the student registration period for the Practicum:

<https://www.uv.es/uvweb/undergraduate-degree-speech-therapy/en/what-can-study-workplacements/practicum-1285931991471.html>

This Catalog is made up of a series of files, as many as there are places offered by the Faculty. The data that appears on a card is the following:

(a) Center and plaza identification data: plaza code; company name of the entity (address, telephone...), managers and contact persons, section, department and location.

(b) Program of activities/tasks for the position: chronology: dates, times and days, objectives of the professional practice, skills to be developed, activities and tasks, tools and instruments.

(c) Necessary or recommended prerequisites/access requirements.

(d) Observations: other specific relevant or interesting elements in the Practicum position such as: existence of a scholarship or other advantages, special permits required, pre-selection interview, basic computer knowledge, etc.



Despite the existing heterogeneity of places, a series of results can be extracted from common learning outcomes, which appear in most of them and are detailed in the previous learning results section.

WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|----------------------------------------|---------------|
| Attendance at the internship centre | 504,00 |
| Attendance at supplementary activities | 0,00 |
| Monitoring and tutoring of internships | 144,00 |
| Total hours | 648,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|-----------------------------------------------------------------------|--------------|
| Independent study and work | 72,00 |
| Preparation of supplementary reports | 0,00 |
| Preparation of the internship report and evaluation of the internship | 0,00 |
| Total hours | 72,00 |

TEACHING METHODOLOGY

1.1. In the Faculty of Psychology and Speech Therapy

- Lectures in which students will interact through questions, doubts, or personal reflections.
- Group or individual tutorials to advise students on specific content of interest for their training and development of the Practicum.
- Analysis of situations, cases and problems related to the position he occupies. This analysis can be done both individually and in small groups.
- Preparation of reports and public exhibition of the same.

1.2. At the Internship Center

- Participant observation.
- Individual tutoring sessions.
- Analysis of relevant situations, cases and problems.

EVALUATION

The final responsibility for the student's grade lies with the Academic Tutor.

In the evaluation of the internships, the following three aspects will be considered:

- Quality of the final report submitted (30% of the grade, recoverable).



- Continuous assessment by the Tutor at the Collaborating Center regarding the student's predisposition, interest, and performance (40% of the grade). The evaluation is processed through ADEIT, which sends the evaluation document to the center's tutor, collects it, and forwards it to the academic tutor. This component is not recoverable if the evidence of not having passed this section occurs at a time that makes it unfeasible to conduct the internship at an alternative location.
- Assessment by the Academic Tutor (30% of the grade) regarding the student's compliance during the different follow-up sessions throughout the course. Additionally, it is an indispensable requirement to pass the mandatory UVocupació training course and to complete the internship evaluation survey once finished: <https://encuestas.uv.es/index.php/854735?lang=es>

Attendance at employability promotion activities organized by the Faculty will also be valued. This component is not recoverable if the evidence of not having passed this section occurs at a time that makes it unfeasible to redirect for proper internship follow-up.

Minimum requirements: To obtain the final grade, the different sections included in the evaluation will only be added up when at least a 5 out of 10 is obtained in each of them.

Plagiarism warning

The copying or manifest plagiarism of any task that is part of the evaluation will mean the impossibility of passing the subject, and will then be submitted to the appropriate disciplinary procedures. Keep in mind that, in accordance with article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the student's duty to refrain from the use or cooperation in fraudulent procedures in the tests of evaluation, in the works that are carried out or in official documents of the university.

During tutoring hours, teachers may request individual or group interviews in order to verify the degree of participation and achievement of the objectives established for any task carried out. Not accepting this verification will mean failing the task or activity in question.

Rating system

The grade of the subject will be subject to what is provided in the Grading Regulations of the University of Valencia (ACGUV 108/2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

The consultation and challenge of the qualification obtained in evaluation tasks, will be subject to the provisions of the Regulation of Challenge of Qualifications (ACGUV 108/2017)

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

Action against fraudulent practices

In the event of fraudulent practices, the procedure determined by the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed.

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES



All the information that students need to know about the practicum, especially the Practicum Information Document (complementary to the Course Guide) and the Placement Catalogue 2025;2026, can be found at the following link:

<https://www.uv.es/uvweb/undergraduate-degree-speech-therapy/en/what-can-study-/work-placements/practicum-1285931991471.html>

Based on the content of each internship position, both the academic tutor and the external tutor may provide the most appropriate bibliography to further support the external internship experience.