



## COURSE DATA

### DATA SUBJECT

**Code:** 35306  
**Name:** Development of Professional Skills and Professional Deontology  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	4	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Development of professional skills and professional ethics	ELECTIVES

### COORDINATION

ROSELL CLARI VICENTE JOSE

## SUMMARY

The subject "Development of professional skills and professional deontology" deals with knowledge for the practice of the speech therapist profession. It starts with an explanation of the professional role and its different fields of action, with special emphasis on the participation of the speech therapist in multidisciplinary contexts, teamwork, and coordination with other professionals. The skills of presentation and communication of information are discussed, with special attention to reporting, activity records and the management of confidential patient information. Subsequently, the general principles of bioethics that govern the health sciences and that are embodied in the professional code of ethics are taken into consideration. Some cases specific to speech therapy are discussed. It ends with the consideration of ethical principles related to professional excellence, good professional practices, and quality assurance systems.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS



There are no enrollment restrictions with other subjects in the curriculum.

## COMPETENCES / LEARNING OUTCOMES

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

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

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

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

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

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 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 critically evaluate the terminology and research methodology of speech therapy.

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

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.



## DESCRIPTION OF CONTENTS

### **1. Professional role of the speech therapist. Areas of action.**

The purpose of this thematic unit is to delimit the professional role of the speech therapist and the different fields of action. Regulation of the profession in Spain. The professional profile of speech therapy and the speech therapist. Spheres of action.

### **2. The participation of the speech therapist in multidisciplinary contexts. Coordination and teamwork. Limits of the professional performance of speech therapy.**

This thematic unit explains the functions of the speech therapist and the limits of professional performance within a multidisciplinary team and in the different fields of action, coordination with other professionals and teamwork. The functions of the speech therapist and the limits of professional performance in the health, social health and educational fields. The speech therapist in clinics and private practices.

### **3. Information presentation and communication skills.**

The skills and guidelines necessary to communicate appropriately and efficiently with Speech Therapy users (adults and children), relatives and other professionals are introduced. Information to patients during the assessment-diagnosis-rehabilitation-follow-up process. Oral and written information. Communicating with the family and other professionals. Communication of information in specific populations. Clinical cases.

### **4. The management of the speech-language pathologist's professional information: activity records and confidentiality of information.**

This thematic unit considers the basic regulations on the patient's right to privacy, data protection and the handling of confidential information. Basic guidelines to ensure and protect the patient's right to privacy. Basic regulations on data protection in health sciences. Informed consent. Right of opposition. Rights of access, rectification, and cancellation. Safekeeping and custody of confidential data.



## 5. Professional deontology: ethical criteria of professional performance of the speech therapist. Case studies.

The general principles of bioethics that govern the health sciences and that have materialised in the professional code of ethics are taken into consideration. Some cases specific to speech therapy are discussed. Bioethics in health sciences. The principles of autonomy, non-maleficence, beneficence, and justice. Professional deontology. Ethics in the speech therapy profession. Case studies.

## 6. Professional development and quality assurance in speech-language pathology practice.

Ethical principles related to professional excellence and good professional practices are discussed. The need to develop quality assurance systems for speech-language pathology practice is introduced. Ethical principles and professional excellence. Best practices and quality assurance in speech therapy centers.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
<b>Total hours</b>	<b>45,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	28,00
Preparation of lessons	4,00
Preparation for assessment activities	8,00
Resolution of case studies	7,50
<b>Total hours</b>	<b>67,50</b>

### TEACHING METHODOLOGY

**Theoretical classes** in the classroom, during which the basic concepts of the different contents of the subject will be developed, at the same time promoting the active participation of the students and enabling



critical dialogue.

**Practical classes** highlight the ability to work in groups as well as interpersonal communication skills.

Individual and/or group tutoring sessions will be held in which supervision will be carried out to adequately monitor the training activities.

## EVALUATION

### English

The final grade for the course will be obtained through two basic procedures:

- 1) Individual final test.
- 2) Continuous evaluation activities or progress through individual and/or group activities, carried out both inside and outside the classroom, together with attendance at conferences, seminars and/or conferences

The individual final test will be adjusted to the specific objectives of the teaching guide. It will take place on the date and time designated by the Faculty of Psychology and Speech Therapy and will represent 50% of the grade for the subject. The final test of the first call to assess the specific objectives of the subject will contain multiple-choice and short-answer questions. This section will be recoverable in the second call using a written test with the same structure as that carried out in the first call.

Continuous assessment activities will represent 50% of the course grade, which will be divided as follows:

- 1.- Practice reports. There will be a single practice report with a maximum value of 3 points.
- 2.- Elaboration of group work with the presentation in the classroom. The maximum value of 1 point.
- 3.- Other activities carried out in the classes: non-mandatory individual and/or group reports/work, access to content available in the virtual classroom, blogs or similar, tests carried out in class, etc. The value of this part will be a maximum of 1 point.

The contents and activities carried out in the practical classes are considered recoverable by means of a written test that will be carried out as soon as the official final test is over.

In order to add the qualification of continuous assessment activities to the qualification of the final test, a minimum of 2.5 points must have been obtained in the final test out of 5. If this score has not been reached in the first call, the student /a must be presented in the second call of the final test. The latter will have the same structure as in the first call.

If you have not passed the continuous assessment part in the first call (score below 2.5 points out of 5), you must also recover this part in the written exam of the second call.

Students who obtain a grade equal to or greater than 9 will be eligible for honours enrolment, which will be awarded based on the grade in order from highest to lowest. In the event of a tie, an oral exam will be held to decide who will obtain the honours enrolment qualification.



In the event of fraudulent practices, the provisions of the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed: <https://www.uv.es/sgeneral/Protocols/C83.pdf>

## REFERENCES

### Basic:

- Logopedes. Col·legi Oficial de la Comunitat Valenciana (Versión online). Código deontológico del Logopeda . [https://s3-eu-west-1.amazonaws.com/public.logopedasvalencia.vfges.com/documents/Codigo\\_castellano.pdf](https://s3-eu-west-1.amazonaws.com/public.logopedasvalencia.vfges.com/documents/Codigo_castellano.pdf)
- Orden SSI/81/2017, de 19 de enero, por la que se publica el Acuerdo de la Comisión de Recursos Humanos del Sistema Nacional de Salud, por el que se aprueba el protocolo mediante el que se determinan pautas básicas destinadas a asegurar y proteger el derecho a la intimidad del paciente por los alumnos y residentes en Ciencias de la Salud.
- Ley Orgánica 3/2018 de 5 de diciembre de protección de datos de carácter personal y garantía de derechos digitales
- Cervera, J.F., Calabuig, B., & Ygual, A. (2023). *Competencias y habilidades profesionales del logopeda*. Ed. Síntesis. Valencia
- Monfort, M. (2020). *Ser logopeda (o fonoaudiólogo-a)*. Entha Ediciones. Madrid.

### Supplementary:

- Mendizábal de la Cruz, N., Santiago, R.B., Jimeno, N., García, N., y Díaz-Emparanza, M. (2013). *Guía práctica para la elaboración de informes logopédicos*. Ed. Médica Panamericana. Madrid.
- Borrego, R. S. (2021). Los informes de intervención logopédica. En *Fundamentos de la intervención logopédica* (pp. 209-222). Editorial UOC
- Cárdenas Aldana, B y Valles-González, B. (2014). Dilemas éticos en torno al proceso de selección de candidatos a implantes cocleares. *Revista de Investigación*, 38 (83), 33-55
- MacKay, AP y Valles-González, B. (2018). Fonoaudiología y derechos humanos. *CASUS: Revista de Investigación y Casos en Salud*, 3 (2), 117-122
- Naude, A., Bornman, J., & Kanji, A. (2022). A systematic review of ethics knowledge in audiology literature: A follow-up study (2011¿2020). *American Journal of Audiology*, 31(3), 835-844.
- Zúñiga, A. F., & de León, M. (2008). Habilidades terapéuticas en terapia de lenguaje. Relación terapeuta-paciente. *Revista de logopedia, foniatría y audiolología*, 28(1), 34-45.
- Monfort, I., Monfort, M., & Juárez Sánchez, A. (2014). Investigación y práctica profesional en logopedia. *Revista de Neurología*, 58 (supl.1), 111-115.