



COURSE DATA

DATA SUBJECT

Code: 35314
Name: Psychopathology applied to Speech Therapy
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	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Psychopathology applied to speech therapy	ELECTIVES

COORDINATION

RONCERO SANCHIS MARIA

SUMMARY

The subject of psychopathology applied to speech therapy is an optional subject taught in the fourth year of the degree programme. Its 4.5 credits are theoretical and practical in nature.

This subject is introductory in nature and its fundamental objective is for speech therapy professionals to learn about the fundamental characteristics of the clinical pictures present in people diagnosed with a psychopathological disorder and who have language impairments. In turn, this basic knowledge will enable speech therapists to identify and refer to psychology professionals any psychological problems that may be associated with language disorders. The aim is to raise awareness of the need for a multidisciplinary and comprehensive approach to the study of people with language problems and to facilitate communication and collaboration between the health professionals involved in this process.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS



COMPETENCES / LEARNING OUTCOMES

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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.

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

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 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.

Have a concern for ensuring the quality of professional performance.

Have autonomy and take responsibility for decision making.

Hold interconsultations and make referrals to other healthcare and education professionals.

Know the different developmental stages of the human being.

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

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 and evaluate the scientific production underpinning the professional development 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.

DESCRIPTION OF CONTENTS

1. Introduction to the anxiety disorders.

- Introduction to the clinical characterisation of anxiety disorders.
- Linguistic and language abnormalities typical of speakers with anxiety disorders.

2. Introduction to the mood disorders.

- Introduction to the clinical characterisation of mood disorders.
- Linguistic and language abnormalities typical of speakers with mood disorders.

3. Introduction to somatoform, dissociative disorders, and trauma- and stressors-related disorders.

- Introduction to the clinical characterisation of somatoform, dissociative disorders, and trauma- and stressors-related disorders.
- Linguistic and language abnormalities typical of speakers with somatoform, dissociative disorders, and trauma- and stressors-related disorders.

4. Introduction to the schizophrenia spectrum disorders.

- Introduction to the clinical characterisation of schizophrenic spectrum disorders
- Linguistic and language abnormalities typical of speakers with schizophrenic spectrum disorders



5. Introduction to the Personality Disorders.

- Introduction to the clinical characterisation of personality disorders.
- Linguistic and language abnormalities typical of speakers with personality disorders.

6. Introduction to the disorders of childhood and adolescence; delirium, dementia, amnesias and other cognoscitive disorders.

- Introduction to the clinical characterisation of disorders specific to childhood and adolescence; delirium, dementia, amnesia and other cognitive disorders.
- Linguistic and language abnormalities typical of speakers with disorders specific to childhood and adolescence; delirium, dementia, amnesia and other cognitive disorders.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	10,00
Preparation of lessons	10,00
Preparation for assessment activities	27,50
Resolution of case studies	10,00
Total hours	67,50

TEACHING METHODOLOGY

- Face-to-face classes (theoretical and practical).
- Preparation of individual assignments, case studies, reports and other practical activities, such as role-playing.
- Scheduled individual and group tutorials: Fluid and continuous communication.
- Study, preparation and completion of exams.



EVALUATION

- 1) Assessment of theoretical and practical content through written tests (70%).
- (2) Participation in class activities, written presentation of reports, individual or group work, clinical cases, problem solving and management of diagnostic tests, seminars and workshops, participation in research tasks, and motivation for quality learning outcomes (30%).

MINIMUM REQUIREMENTS

To pass the course in the first or second exam session, students must meet the following requirements:

- (1) Pass the exam, achieving a minimum of 50% (minimum 3.5 out of 7). The exam may be retaken in the second exam session.
- (2) Students must pass with a grade of 5 out of 10, adding up the two assessment sections: written test, reports and class activities, with a minimum of 50% of the grade in the written test.
- (3) Activities carried out and supervised in class throughout the semester, such as clinical case studies, reports, oral presentations, seminars, workshops, participation in research tasks, and motivation for the quality of learning outcomes, given their nature, cannot be submitted in either the first or second exam session. If the student has not completed the assignments given in class throughout the semester and wishes to be considered for this section of the grade (30%), they may take a written exam during the official exam periods. This exam will cover material related to the subject matter covered in class. There is no minimum pass mark for this section.

Honours will be awarded in accordance with Article 17 of the UV Assessment and Grading Regulations. The procedure to be followed in the event of a tie in the grade will be established by the teaching staff at the time, notifying the students concerned, in the case of a written or oral test in which the contents of the subject will be assessed.

REFERENCES

Basic:

- Belloch, A., Sandín, B. y Ramos, F. (2024). *Manual de Psicopatología*. Volumen I. 4ª Ed. McGraw Hill.
- Belloch, A., Sandín, B. y Ramos, F. (2024). *Manual de Psicopatología*. Volumen II. 4ª Ed. McGraw Hill.
- American Psychiatric Association (APA). (2023). *DSM-5-TR. Manual Diagnóstico y Estadístico de los Trastornos Mentales*. Texto Revisado. 5ª Ed. Editorial Médica Panamericana.
- Zúñiga, A. F., y de León, M. (2008). Habilidades terapéuticas en terapia de lenguaje. Relación terapeuta-paciente. *Revista de logopedia, foniatría y audiolología*, 28(1), 34-45.

Supplementary:

- Organización Mundial de la Salud. (2022). *Clasificación Internacional de Enfermedades CIE-11*. <https://icd.who.int/browse11>.



- Perpiñá, C. y Baños, R. M. (2019). *Manual básico de exploración psicopatológica*. Síntesis.
- Rodríguez Testal, J. F. y Mesa Cid, P. J. (Coords). (2011). *Manual de psicopatología Clínica*. Pirámide.