

**COURSE DATA****DATA SUBJECT****Code:** 36294**Name:** Anatomy, Physiology and Neurology of Voice, Speech and Language**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	3	

SUBJECT-MATTER

Degree	Subject-matter	Character
1339 - Grado en Maestro/a Educación Primaria	Especialista en Audición y Lenguaje	ELECTIVES

COORDINATION

FORNER GINER JUANA

SUMMARY**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****1305 -**

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.



Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Know the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

Use information and communication technologies effectively as usual working tools.

1339 - Grado en Maestro/a Educación Primaria

Achieve the progressive integration of each student into the school community, according to their specific cultural, psychological and sociological characteristics.

Apply basic educational research methodologies and techniques, and be able to design innovation projects with appropriate evaluation indicators.

Carry out curricular adaptations to support pupils with special abilities and those with mild learning difficulties.

Commit to professional teaching development and lifelong learning adapted to scientific, pedagogical and social changes.

Communicate effectively, both orally and in writing, in the official languages of the autonomous community.

Critically analyse and incorporate the most relevant contemporary social issues affecting family and school education, including the social and educational impact of audiovisual media and screens, multiculturalism and interculturality, and social inclusion.

Demonstrate the ability to prevent, identify and respond to sexual violence within educational settings, in accordance with Organic Law 10/2022.

Design, plan and evaluate teaching activities and classroom learning in multicultural and co-educational contexts.

Design and implement effective tutorial action across all areas.

Develop an in-depth understanding of all the possibilities offered by educational compensation programmes.

Establish cooperative networks with institutions and families.

Identify and remove barriers to the inclusion of pupils with different abilities and learning rates.

Promote cooperative work as well as individual effort and achievement.



Recognise the identity of each educational stage and its cognitive, psychomotor, communicative, social and emotional characteristics.

Support the integration of students with special educational needs into the school community.

Teach pupils to communicate in an empathetic and assertive manner.

Understand that systematic observation is a fundamental tool for reflecting on practice and reality, and contribute to innovation and improvement in education.

Understand the basic principles of emotional education and be able to design effective interventions.

Understand the processes of interaction and communication in the classroom.

Understand the tools that information and communication technologies provide for addressing diversity in education.

Use information and communication technologies confidently as standard professional tools.

Use public and private resources appropriately to support learner diversity.

Work effectively as part of a multidisciplinary team, both within and outside the educational setting, to support each pupil, plan learning sequences and organise classroom and play-based learning environments.

DESCRIPTION OF CONTENTS

1. General introduction and organization of the nervous system

- 1.1-Nervous system cells
- 1.2-Structure and organization of the nervous system
- 1.3-. Anatomy of the spinal cord
- 1.4-. Anatomy of the brain
- 1.5-. Anatomy of cranial nerves

2.

3.

4.



5.

6.

WORKLOAD**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

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

TEACHING METHODOLOGY**EVALUATION****REFERENCES**

-
- - Andre Allali (1992) Anatomía y fisiología terapèutica. Masson
- -Le Huche, F. y Allali, A. (1999). Anatomía y Fisiología de los órganos de la voz y el habla. Barcelona. Masson.
- -Rosenzweig, M.R., Leiman, A.I. Psicología Fisiológica (1992) 2ª Ed. Traducción: Departamento



Psiquiatría y Psicobiología Universidad de Barcelona; revisión técnica de la UNED. Madrid.
McGraw-Hill.

- Sobotta. (1990)Atlas de Anatomía Humana. Panamericana