

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

Code: 46939
Name: Speech and Voice Disorders
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Intervención en los Trastornos de la Audición y del Lenguaje	ELECTIVES

COORDINATION

SANCHEZ DELGADO MARIA PURIFICACION

SUMMARY

The course Speech and Voice Disorders aims to provide the knowledge and tools necessary to design and implement intervention programs related to speech and/or voice pathologies. For this, first a conceptual approach to the concepts of speech and voice will be made. Subsequently, the different existing classifications of speech and voice disorders will be addressed. Finally, each of the different disorders, both speech and voice, will be developed, as well as the way to evaluate and plan an intervention adjusted to the differential characteristics presented by each of them.

This course will focus on fostering an understanding of the regulatory framework and the fundamental principles of Organic Law 10/2022, dated September 6, on the comprehensive guarantee of sexual freedom. It will cover topics related to equality and a gender perspective, and will address strategies for the prevention, awareness-raising, and detection of sexual violence in educational settings, while integrating teaching practices aimed at preventing and detecting sexual violence, in coordination with the institutional resources and protocols established by the UV.

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

2276 - Master's Degree in Special Education

Be able to communicate conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Design, plan and evaluate ordinary and specific care measures according to the different specific educational support needs, as well as in social and work contexts.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know and understand the impact of specific educational support needs on family relationships.

Know and understand the terminology, concepts and basic principles related to different types of language, speech and voice disorders, as well as their diagnostic criteria, evolutionary course, prevalence and comorbidities.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the ethical principles of professional action in the field of specific educational support needs.

DESCRIPTION OF CONTENTS

Conceptual review of speech and voice disorders. Etiology and classification of speech and voice



1. Introduction to speech and voice disorders

disorders. Speech and voice disorders in different settings (family, school and social-occupational).

2. Speech disorders: articulation

Tests and evaluation techniques. Design of intervention programs.

3. Speech disorders: fluency

Tests and evaluation techniques. Intervention program design.

4. Voice disorders.

Tests and evaluation techniques. Design of intervention programs.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	30,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	14,00
Preparation of lessons	20,00
Preparation for assessment activities	5,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

Participative lecture



Problem-based learning

Academic tutoring

Group and cooperative work

EVALUATION

The final grade of the course will be obtained through **2 basic procedures**:

1. Final individual evaluation (exam). The exam of the course grants a **40%** of the final grade. It may include the development of practical cases, open questions and multiple choice questions.
2. Continuous or progress evaluation (activities carried out in class, individual and group work, attendance to conferences, seminars or workshops, etc.). The value of this section is **60%** of the final grade.

Minimum requirements:

- To pass the exam test.
- Hand in the activities and assignments in due time and form.
- Given the characteristics of the subject and the degree, a high command of oral and written language will be required.



In order to pass the first call, the following is the minimum requirement: to achieve 50% of the maximum grade in the exam and 50% of the maximum grade in each paper. Students who have passed one of the parts in the first round, i.e., either the exam or the assignments, will keep that grade for the second round.

In the second call, the exam will vary depending on the part or parts not passed in the first call.

Copy or plagiarism:

The obvious copying or plagiarism of any task that is part of the evaluation will mean the impossibility of passing the subject, then submitting to the appropriate disciplinary procedures. Please note that, in accordance with article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in evaluation tests, 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 in the objectives set for any task carried out. Not accepting said verification will mean not passing the task or activity in question.

Action against fraudulent practices:

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

Rating system:

The qualification of the subject will be subject to the provisions of the Regulation of Assessment and Qualification of the University of Valencia per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017). http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

In accordance with these regulations, the rating will be specified on a numerical scale from 0 to 10, with an expression of one decimal place, to which a qualitative rating is added as indicated below:



- Between 0 and 4.9: Failure.
- Between 5 and 6.9: Approved.
- Between 7 and 8.9: Notable.
- Between 9 and 10: Outstanding or outstanding honors.

Obtaining the honors degree:

As indicated in the regulations for the assignment of honorary degrees, this will be done in strict order of grade, as long as the student has obtained a minimum of 9.5 in the final grade. Thus, in the first instance, the final grade will be used to assign the available honorary degrees. In case of a tie in the final grade, the student with the highest grade in the exam will be assigned the registration. In case of a tie, an oral test will be given or a paper will be requested.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

COLL-FLORIT, M. (Coord.). (2014). Trastornos del habla y de la voz. Editorial UOC. DE LAS HERAS, G., & RODRÍGUEZ, G. (2015). Guía de intervención logopédica en las dislalias. Síntesis. FERNÁNDEZ-ZÚÑIGA, A. (2005). Guía de intervención logopédica en tartamudez infantil. Síntesis. GALLEGO ORTEGA, J. L. (2019). Nuevo Manual de Logopedia Escolar. Los problemas de comunicación y lenguaje del niño. Aljibe. GRÀCIA, M. y SÁNCHEZ CANO, M. (2022). Competencia comunicativa oral. Su desarrollo en la escuela inclusiva: evaluación e intervención: Giunti Psychometrics EOS. ORNAT, S. L. (2025). Del balbuceo al discurso: avances sobre la psicología y la neurociencia de la adquisición del lenguaje. Alianza.VV.AA. (2016). Trastornos del habla. De los fundamentos a la evaluación. EOS.

9.2 Referencias Complementarias

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logopedia. Universidad de Málaga.

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