

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

**Code:** 46939  
**Name:** Speech and Voice Disorders  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

**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.

**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**

Analyse and plan responses regarding assessment and/or intervention in relation to professional practice in therapeutic pedagogy, in hearing and language or in disability care.

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, implement and evaluate inclusive education strategies.

Design, implement and evaluate programmes for transitioning to adult life and programmes for implementing autonomous and independent living for people with different disabilities to improve their quality of life.

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 procedures for research, assessment and intervention in the school environment for children with specific educational support needs.

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 contributions of assistive technologies, authoring programmes and alternative and/or augmentative communication systems.

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

Know the programmes offered by the educational administration.



## DESCRIPTION OF CONTENTS

### 1. Introduction to speech and voice disorders

Conceptual review of speech and voice disorders. Etiology and classification of speech and voice 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
<b>Total hours</b>	<b>30,00</b>

### 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
<b>Total hours</b>	<b>54,00</b>

## 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](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**

- GALLARDO, J. y GALLEGU, J. L. (1993). Manual de logopedia escolar. Un enfoque práctico. Málaga: Aljibe. MARTIN, J. D. (2002). Logopedia escolar y clínica. Últimos avances en evaluación e intervención. Madrid: CEPE. PERELLÓ, J. y otros. (1981). Audiofoniología y Logopedia. Tomo VIII: Trastornos del Habla. Barcelona: Científico-Médica. PERELLÓ, J. y otros. (1981). Audiofoniología y Logopedia. Tomo IX: Alteraciones de la Voz. Barcelona: Científico-Médica. SALGADO, ALFONSO (2005). Manual práctico de tartamudez. Madrid: Síntesis VILLEGAS, F. (2004). Manual de Logopedia. Evaluación e intervención de las dificultades fonológicas. Madrid:



Psicología Pirámide.

- GALLEGO, J.L. y RODRÍGUEZ, A. (2005). Atención logopédica al alumnado con dificultades en el lenguaje oral. Málaga: Aljibe. RODRÍGUEZ, A. (2003). Tartamudez, naturaleza y tratamiento. Barcelona: Herder.