



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170203 **Name:** Assessment and diagnosis

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Assessment and diagnosis in speech and language therapy

Subject Matter: Assessment and diagnosis in Health Sciences **Type:** Compulsory

Field of knowledge: Health Sciences

Department: Personality, Assessment and Therapeutic Intervention

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Assessment and diagnosis in speech and language therapy

Subject Matter	ECTS	Subject	ECTS	Year/semester
Assessment and diagnosis in Health Sciences	6,00	Assessment and diagnosis	6,00	2/1
Assessment and diagnosis in Speech and Language Therapy	12,00	Assessment and diagnosis of language and speech	6,00	2/1
		Assessment and diagnosis of voice disorders	6,00	2/2

Recommended knowledge

None



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To know different methods and models of evaluation and diagnosis according to deontological obligations.
- R2 To be able to plan and carry out an evaluation process and to use the necessary instruments properly: observation, interview, test, etc.
- R3 To be able to measure psychological variables that may be related to the pathology that the patient may present.
- R4 To know how to analyse and interpret the results of an evaluation and to prepare oral or written reports.
- R5 To be able to work as a team and propose an interdisciplinary approach in speech and language evaluation processes.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE5 Understand and integrate the methodological foundations for research in Speech Therapy				X
CE6 To understand the fundamentals of the evaluation and diagnostic process.				X
CE7 To know and apply evaluation models, techniques and instruments			X	
CE26 To acquire practical knowledge for speech-language evaluation.		X		
CE32 Using information technology and communication	X			

TRANSVERSAL	Weighting			
	1	2	3	4
CT1 Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations			X	
CT6 Adapt to new situations arising in their profession		X		
CT7 Having an open and flexible attitude to lifelong learning	X			



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Written exam
	40,00%	Practical work assignments assessment
	10,00%	Attendance and participation of in-person formative activities

Observations

MENTION OF DISTINCTION:

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

Comments:

Note 1 In order to sum up percentages is essential to pass, in both modalities, each and every one of the assessment tools. Failure to follow the rules and deadlines for the completion of academic activities invalidate the note.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 On-Campus Class
- M2 Practical Class
- M3 Seminar



- M4 Laboratory
- M5 Individual Work
- M6 Group Work
- M7 Work Exhibition
- M8 Clinical Case Analysis
- M9 Prácticas en clínicas y centros



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1, M5, M6	R1, R2, R3, R5	18,00	0,72
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M2, M6	R2, R3, R4, R5	18,00	0,72
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M6, M7	R3, R4	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R4	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M5	R1	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M8	R1, R2, R3, R4, R5	3,00	0,12
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M6	R1, R2, R3, R4, R5	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M5	R1, R2, R3, R4	54,00	2,16
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Didactic Unit I	The speech therapy evaluation process.
Didactic Unit II	The scientific method: - Empirical verification - Operational definition - Controlled observation - Statistical generalization - Empirical confirmation
Didactic Unit III	. Scientific assurance criteria in the evaluation process speech therapy: - Tests, technical and other evaluation procedures- Used scores- Guarantees of tests and other assessment techniques -Reliability -Validity
Didactic Unit IV	Assessment instruments:-General characteristics of the different procedures used in evaluation-Interview-Scales



Temporary organization of learning:

Block of content	Number of sessions	Hours
Didactic Unit I	7,00	14,00
Didactic Unit II	9,00	18,00
Didactic Unit III	8,00	16,00
Didactic Unit IV	6,00	12,00



References

Basic Bibliography

- Acosta, V. (2002). La evaluación del lenguaje: Teoría y práctica del proceso de evaluación de la conducta lingüística infantil. Málaga, Aljibe.
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- Lum, C. (2002). Scientific thinking in speech and language therapy. Efficacy of intervention, pp: 154 – 198. Mahwah, New Jersey London.
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- Puyuelo, M., Rondal, J.A. y Wiig, E. (2010). Evaluación del lenguaje. Barcelona, Masson.
- Zúñiga, A. F., & de León, M. (2008). Habilidades terapéuticas en terapia de lenguaje. Relación terapeuta-paciente. Revista de Logopedia, Foniatria y Audiología, 28(1), 34-45.

Complementary bibliography

- Barbu, S., Nardy, A., Chevrot, J. P., & Juhel, J. (2013). Language evaluation and use during early childhood: Adhesion to social norms or integration of environmental regularities?. Linguistics, 51(2), 381-411.
- Cormier, W. H., & Cormier, L. S. (2008). Estrategias de entrevista para terapeutas: habilidades básicas e intervenciones cognitivo-conductuales. Bilbao: Desclée de Brouwer.
- De las Heras Mínguez, G., Madrid, A. I. L., Galán, V. M., López, T. S., González, J. M. T., Expósito, J. A. C y Pinto, N. S. (2010). Aspectos teóricos y prácticos de la intervención logopédica. Universidad de Castilla La Mancha.
- Falkus, G., Tilley, C., Thomas, C., Hockey, H., Kennedy, A., Arnold, T., ... & Shah, R. (2015). Assessing the effectiveness of parent-child interaction therapy with language delayed children : A clinical investigation. Child Language Teaching and Therapy.
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- Lichtenberger, O; Mather, N; Kaufman, N y Kaufman, A. (2015). Claves para la elaboración de informes de evaluación. Madrid: TEA Ediciones
- Márquez, M.O., Vizcarro, C. y Zamarrón. M.D. (2010). Buenas prácticas y competencias en Evaluación Psicológica. Madrid: Pirámide
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- Ríos, J.A; Periañez, M. (2017). Guía de intervención logopédica en las funciones ejecutivas



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Triadó, C.; Forns, M. (1989). La evaluación del lenguaje. Barcelona: Ed. Anthropos.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

- Microsoft Teams
- Blackboard Collaborate Ultra
- Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

- Microsoft Teams
- Blackboard Collaborate Ultra
- Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: