



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1170205 **Name:** Assessment and diagnosis of language and speech

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

**Module:** Assessment and diagnosis in speech and language therapy

**Subject Matter:** Assessment and diagnosis in Speech and Language Therapy **Type:** Compulsory

**Field of knowledge:** Speech and Language Therapy

**Department:** Personality, Assessment and Therapeutic Intervention

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

1172A      Inmaculada Baixauli Fortea (**Responsible Lecturer**)      INMACULADA.BAIXAULI@UCV



## 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

## 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 formal and informal procedures for the evaluation of people with speech and language disorders.
- R2 To know the instruments of speech-language evaluation, both in children and adults. To know how to select and apply them.
- R3 To communicate effectively and professionally, verbally and in writing, the results of the speech-language evaluation and diagnosis process.
- R4 To recognize the limits of the professional skills of the speech-language pathologist profession and to know how to bring them into multidisciplinary teams.



## 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
CE6 To understand the fundamentals of the evaluation and diagnostic process.				X
CE7 To know and apply evaluation models, techniques and instruments				X
CE8 To evaluate language alterations in specific language developmental disorders: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.				X
CE9 To write a logopedical evaluation report.				X
CE10 To carry out an evaluation after the intervention.			X	
CE11 Know the classification, terminology and description of communication disorders, language, speech, and voice, in addition to hearing and nonverbal oral functions			X	
CE21 Know how to design and write speech therapy reports				X
CE22 Know how to design, develop and evaluate the performance of speech therapy	X			



CE25	Understand the organization of educational, health and social institutions	X		
CE26	To acquire practical knowledge for speech-language evaluation.		X	
CE32	Using information technology and communication	X		
CE33	Final project involving transversally applicable material; to be carried out in association with different subjects			X
CE36	To use the techniques and tools of exploration specific to the profession, and record, synthesize and interpret the data provided by integrating them into the set of information.			X
CE37	Master the terminology that allows one to interact effectively with other professionals			X
CE41	Work in school environments, health care and part of a professional team. Advise on the development, implementation of care and education policies on issues related to speech therapy	X		
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary			X
CE46	Being able to develop skills such as regulating one's own learning, solving problems, thinking critically and adapting to new situations	X		
CE47	Know and be able to integrate the biological (anatomical and physiological), psychological (and evolutionary development processes), linguistic and pedagogical foundations of speech therapy intervention in communication, language, speech, hearing, speech and non-verbal oral functions	X		
CE48	Being familiar with communication disorders, language, speech, hearing, speech and nonverbal oral functions		X	
CE49	Know and critically evaluate the techniques and tools for evaluation and diagnosis in speech therapy, as well as speech therapy intervention procedures			X
CE50	Understand and critically evaluate the terminology and specific methodologies used in speech therapy research			X
CE51	Communicate orally and in writing one's observations and conclusions to the patient, their families and other professionals involved in treatment, adapting to the sociolinguistic characteristics of the environment			X



CE52 Develop and prepare reports for examination, diagnosis, monitoring, termination and referral X

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations	X			
CT2	Critically evaluate own job performance and that of other professionals to improve results	X			
CT3	Have the flexibility to work within teams integrated by other professionals belonging to the same field		X		
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations		X		
CT6	Adapt to new situations arising in their profession	X			
CT8	Know and use of technical advances in the exercise of their profession		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

Note: In order to pass the subject the student must pass both the theoretical and the practical content separately. **MENTION OF DISTINCTION:** The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.5. 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).

## 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	R1, R2, R3, R4	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	R1, R2, R3, R4	18,00	0,72
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M5, M6, M7	R1, R2, R3, R4	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R1, R2, R3, 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, M6, M7	R1, R2, R3, R4	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M5, M6, M7	R1, R2, R3, R4	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## 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	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
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Part 1: General aspects about the evaluation of language	<p>Topic 1. Introduction. Evaluation objectives: specific diagnosis, additional diagnostic interdisciplinary program of speech therapy treatment. General evaluation techniques: interviews, scales, tests, observations, analysis. Limits on the language evaluation performed by speech therapists, psychological evaluation, audiological, neurological, ENT, educational, neuropsychological. Initial collection of information.</p> <p>Practice 1: developing protocols for evaluation of anamnesis children and adults.</p> <p>Practice 2: analysis of a history.</p>
Part 2: Assessment of language development	<p>Topic 2. Assessing the level of language development. Scales and general test of language development.</p> <p>Topic 3. Assessment of levels of language. Assessment of language levels: phonological level, level morphosyntactic, lexical-semantic, pragmatic level. Investigations nonlinguistic.</p> <p>Topic 4. Performance evaluation. Protocol for the evaluation of language development. Interpretation of tests based on models of language processing. Case analysis.</p> <p>Practice 3: Use of tests and assessment test.</p> <p>Practice 4: Analysis of language assessments of clinical cases.</p>



### Temporary organization of learning:

Block of content	Number of sessions	Hours
Part 1: General aspects about the evaluation of language	4,00	8,00
Part 2: Assessment of language development	26,00	52,00

## References

- 1.Acosta, V.M. (2006): La evaluación del lenguaje oral. En: J.L. Gallego (Com): Enciclopedia temática de Logopedia (2<sup>o</sup> vol.). Málaga: Aljibe.
- 2.Acosta, Víctor; Moreno, Ana (1996). La evaluación del lenguaje: teoría y práctica del proceso de evaluación de la conducta lingüística infantil. Archidona, Málaga: Aljibe
- 3.Aguado, Gerardo (1989). El desarrollo de la morfosintaxis en el niño (TSA). Madrid: CEPE.
- 4.Belinchón M, Rivière, A, Igoa JM. (1992). Psicología del lenguaje. Investigación y teoría. Madrid: Trotta.
- 5.Bosch Galcerán, Laura (2004). Evaluación fonológica del habla infantil, Barcelona: Masson.
- 6.Branca M, Ferrer A, Alcántud F, Quiroga M. (1998). Evaluación de la discriminación auditiva y fonológica. Barcelona: Lebn.
- 7.Bustos Barcos, M. Carmen (1995). Manual de logopedia escolar. Madrid: CEPE.
- 8.Clemente, Rosa Ana (1995). Desarrollo del lenguaje. Manual para profesionales de la intervención en ambientes educativos. Barcelona: Octaedro universidad.
- 9.Gorospe Arocena, J.M.; Garrido Gallego, M.; Vera Jiménez, J.; Málaga Guerrero, J. (1997). Valoración de la deficiencia y la discapacidad en los trastornos del lenguaje, el habla y la voz. Madrid: Ministerio de Trabajo y Asuntos Sociales.
- 10.Kenneth, S.; McAfee, J. (2016) Assessment in Speech-Language Pathology. Boston (USA): Cengage learning
- 11.Narbona J, Chevrie-Muller C. (1997). El lenguaje del niño. Desarrollo normal, evaluación y trastornos. Barcelona: Masson.
- 12.Puyuelo, M., Rondal y Wiig (2010). Evaluación del lenguaje. Barcelona: Masson
- 13.Triadó, C.; Forn, M. (1989). La evaluación del lenguaje. Barcelona: Ed. Anthropos, 1989
- 14.Shipley, K. G., & McAfee, J. G. (2016). Assessment in speech-language pathology: A resource manual (5th edition). Boston, MA, USA: Cengage Learning.
- 15.Alemán Gómez, N., Centro de Recursos de Educación Especial de Navarra, Navarra, & Departamento de Educación. (2006). Evaluación de la comunicación y del lenguaje (ECOL): Manual. Pamplona: Gobierno de Navarra. Departamento de Educación.



## 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: