



## 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:** Speech Therapy

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

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

**Lecturer/-s:**

1172A

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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

## 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

Continuous assessment will be carried out through the completion of tasks (correcting and interpreting assessment tests, preparing reports, etc.).

The final assessment will consist of a written exam with short-answer questions, multiple-choice questions, and a practical question (interpreting language and/or speech assessment results).

To pass the course, the student must separately pass the different assessment systems (attendance and active participation, practicals, and the exam).

Criteria for awarding Honors: Demonstrating excellence in all competencies and learning outcomes.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



## 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 tehe evaluation of language	4,00	8,00
Part 2: Assessment of language development	26,00	52,00



## References

### BASIC REFERENCES

- Acosta, V., & Moreno, A. (1996). *La evaluación del lenguaje: teoría y práctica del proceso de evaluación de la conducta lingüística infantil*. Archidona, Málaga, Aljibe.
- Moya-Galé, G. (Ed.). (2020). *Evaluación y diagnóstico en logopedia*. Vol.II: Población pediátrica. Barcelona, UOC.
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### COMPLEMENTARY REFERENCES

- Acosta, V.M. (2006). La evaluación del lenguaje oral. En: J.L. Gallego (Comp.): *Enciclopedia temática de Logopedia* (2º vol.). Málaga, Aljibe.
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- Belinchón, M., Rivière, A., & Igoa, J.M. (1992). *Psicología del lenguaje. Investigación y teoría*. Madrid, Trotta.
- Bosch, L. (2004). *Evaluación fonológica del habla infantil*. Barcelona, Masson.
- Branca, M., Ferrer, A., Alcantud, F., & Quiroga, M. (1998). *Evaluación de la discriminación auditiva y fonológica*. Barcelona, Lebón.
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- Narbona J., & Chevrie-Muller, C. (1997). *El lenguaje del niño. Desarrollo normal, evaluación y trastornos*. Barcelona, Masson.
- Stein-Rubin, C. (2018). *A guide to clinical assessment and professional report writing in speech-language pathology*. SLACK Incorporated.
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