



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: -

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

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):

GENERAL		Weighting			
		1	2	3	4
CG1	Analysis and synthesis		X		
CG2	Organize a work plan being able to carry it out within a specified period			X	
CG3	Find, evaluate, organize and manage information systems		X		
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction				X
CG5	Make decisions and being responsible for them				X

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; dysglusia; 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
CE49	Know and critically evaluate the techniques and tools for evaluation and diagnosis in speech therapy, as well as speech therapy intervention procedures					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	
CT4	Gain a commitment to ethics and deontology in their professional 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%	Oral and/or written tests: exams, reports, resolution of internships.
	40,00%	Attendance, participation, continued work.
	10,00%	Performance and/or presentation of individual theoretical and practical activities.

Observations

Continuous assessment will be carried out through the completion of tasks (correction and interpretation of 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 Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.
- M2 Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge.
- M3 Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.
- M4 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M5 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M6 Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes.</p> <p>M1</p>	R1, R2, R3, R4	18,00	0,72
<p>PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc.</p> <p>M2, M3, M6</p>	R1, R2, R3, R4	18,00	0,72
<p>LABORATORY PRACTICES: Laboratory activities for obtaining, analyzing and interpreting samples. Learning of measurement techniques by means of instruments. Learning of safety measures.</p> <p>M2</p>	R1, R2, R3, R4	11,00	0,44
<p>SEMINARS. Monographic sessions with the participation of students, teachers and professionals. They focus on specific aspects related to the competencies of the module, subject or subject. They can be held in the classroom, in other academic environments or in other different ones.</p> <p>M1</p>	R1, R2, R3, R4	2,00	0,08
<p>TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process</p> <p>M1, M6</p>	R1, R2, R3, R4	7,00	0,28



EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included.

M1, M2

R1, R2, R3, R4

4,00

0,16

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 delivered in theory classes, practical classes or small group tutorials.

M2, M3, M6

R1, R2, R3, R4

36,00

1,44

AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests.

M2, M3, M6

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
Part 1: General aspects about the evaluation of language	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, educational, neuropsychological. Initial collection of information.
Part 2: Assessment of language development	Topic 2. Assessing the level of language development. Scales and general test of language development. Topic 3. Assessment of language levels: phonological level, level morphosyntactic, lexical-semantic, pragmatic level. Topic 4. Protocol for the evaluation of language development. Interpretation of tests based on models of language processing. Case analysis.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Part 1: General aspects about the evaluation of language	8,00	16,00
Part 2: Assessment of language development	22,00	44,00



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.
- Puyuelo, M., Rondal, J., & Wiig, E. (2010). *Evaluación del lenguaje*. Barcelona, Masson

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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- Alemán, N. (2006). *Evaluación de la comunicación y del lenguaje (ECOL): Manual*. Centro de Recursos de Educación Especial de Navarra. Pamplona, Gobierno de Navarra. Departamento de Educación.
- 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.
- Bustos, M. C. (1995). *Manual de logopedia escolar*. Madrid, CEPE.
- Díaz-Martínez, F. (2020). *Técnicas de evaluación cualitativa en logopedia*. Madrid, Síntesis.
- Clemente, R. (1995). *Desarrollo del lenguaje. Manual para profesionales de la intervención en ambientes educativos*. Barcelona, Octaedro universidad.
- Gorospe, J.M., Garrido, M.; Vera, J., & Málaga, 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.
- 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.
- Shipley, K. G., & McAfee, J. G. (2016). *Assessment in speech-language pathology: A resource manual* (5th edition). Boston, Cengage Learning.
- Triadó, C., & Forns, M. (1989). *La evaluación del lenguaje*. Barcelona, 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

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

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: