

Psychological Evaluation of Language Disorders

Code: 101734
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Natàlia Díaz-Regañón Serra

Prerequisites

In order get the most out of the subject it is useful for students have solid knowledge of language development and broad information of the most important language disorders as well as linked to the most prevalent psychological disorders.

Objectives and Contextualisation

Subject learning objectives

1. Students will know how to use several assessment tools and techniques of the profession.
2. Students will know how to interpret the scores of several psychological assessment tools and techniques.
3. Students will know how to choose the most appropriate evaluation tools and techniques, depending on the

Contextualisation

In the professional practice of speech therapy, psychological assessment is a very important point. First because during the initial diagnostic process in addition to strict speech therapy evaluation it is necessary to

evaluate other aspects of the subject such as cognitive capacities and personality. And second, because during the therapeutic intervention it is essential to perform a continuous and final evaluation of aspects not directly related to language problems with the objective of being able to objectively assess the effects of the therapeutic process.

Competences

- Act appropriately with respect to the professions ethical code: respect professional confidentiality, apply professional criteria in the completion and referral of treatment.
- Analyse and synthesise information.
- Appraise personal intervention and that of others so as to optimise this.
- Communicate orally and in writing to the patient, family members and other professionals involved in the case, the relevant observations and conclusions, adapting these to the socio-linguistic characteristics of the environment.
- Demonstrate knowledge of the limits of competence and be able to identify whether interdisciplinary treatment is required.
- Have a strategic and flexible attitude to learning.
- Identify, analyze and solve ethical problems in complex situations.
- Manage sociocultural diversity and the limitations associated with distinct pathologies.
- Master the terminology that facilitates effective interaction with other professionals.
- Organise and plan with the aim of establishing a plan for development within a set period.
- Prepare and write reports on examination and diagnosis, monitoring, termination and referral
- Use the exploratory techniques and instruments pertaining to the profession, and register, synthesise and interpret the data provided by integrating this into an overall information set.

Learning Outcomes

1. Analyse and synthesise.
2. Appraise personal intervention and that of others so as to optimise this.
3. Correctly use the terminology of the psychological evaluation, as well as various medical specialisations.
4. Describe and list the main aspects of the code of ethics established by the Professional Association of Speech Therapists.
5. Explain in oral and written modes the impressions gained of the diagnostic process.
6. Explain the need for interdisciplinary treatment for patients with certain secondary language pathologies.
7. Explain the suitability of psychological assessment instruments, and their usefulness in inferring the characteristics of distinct language disorders.
8. Have a strategic and flexible attitude to learning.
9. Identify those specialists to whom patients should be referred when presenting non-speech-therapy pathologies associated with language disorders.
10. Identify, analyze and solve ethical problems in complex situations.
11. Organise and plan with the aim of establishing a plan for development within a set period.
12. Properly prepare reports on the results of evaluations performed and/or observed in cases under discussion.
13. Use strategies to enable communication with patients having certain limitations.

Content

1. The basic principles of psychological assessment.

1. Assessment of the intelligence
2. Assessment of challenging behaviours
3. Assessment of other skills

Methodology

- Master classes
- Description of psychometric material
- Presentation of clinical cases
- Supervised practical sessions
- Discussion forums

This methodology can suffer changes due to sanitary situation

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis of techniques and tools of assessment (practical 12h.)	12	0.48	1, 2, 4, 7, 6, 5, 8, 3, 13
Analysis of tools and techniques of assessment (theory 24h.)	24	0.96	1, 2, 4, 7, 6, 5, 8, 3, 13
Type: Supervised			
Application of assesment techniques	16	0.64	1, 7, 5, 9, 10, 8, 3
Application of assesment techniques	20	0.8	1, 2, 4, 7, 6, 5, 9, 12, 8, 3
Discussion of clinical cases	12	0.48	1, 2, 4, 7, 6, 5, 9, 10, 11, 12, 8, 3, 13
Type: Autonomous			
Autonomous	14	0.56	1, 5, 9, 10, 8
Individual work	18	0.72	1, 2, 6, 9, 10, 12, 8, 3

Assessment

Training activities

1. Individual work: written format; individual authorship, face-to-face

2. Written test: written format; individual authorship, face-to-fac

3. Group discussions: oral and written format, individual and group authorship

Assessable student: A student who has given evidence of learning with a weight below 4 points (40%), will be marked as Not Assessable (NA)

Subject passed: When the cumulative grade is equal to or greater than 5 (50%) the student has passed the subject.

Re-assessment system: Those who have not passed the subject but have a course grade of 4 or more points will be eligible for a re-assessment test of evidence not passed during week 19.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1 Individual work	30%	20	0.8	1, 4, 7, 6, 9, 11, 12, 8, 3
2 Written test	40%	2	0.08	4, 7, 6, 5, 9, 8, 3
3 Group discussions	30%	12	0.48	1, 2, 4, 7, 6, 5, 9, 10, 11, 8, 3, 13

Bibliography

REFERENCES

Basic

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- Ávila, A. (Ed.) (1996). *Evaluación en Psicología Clínica. Volumen I: Proceso, método y estrategias psicométricas*. Salamanca: Amaru.
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- Bellack, A.S. i Hersen, M. (1993). *Manual práctico de evaluación de conducta*. Bilbao. DDB
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- Fernández-Ballesteros, R. (1993). *Introducción a la evaluación psicológica I i II*. Madrid, Pirámide.

Complementary

- Fierro, A. (Ed.). (1998) *Psicología clínica*. Madrid. Pirámide
- Forns, M., Kirschner, M., i Torres, M. (1991). *Principales modelos en evaluación psicológica*. Barcelona, L'Estudi d'en Llop.
- Jiménez, F. i de Diego, R. (1990). *Lecturas de psicodiagnóstico*. Salamanca. Amaru
- Peñate, W., Matud, P. i Ibáñez, I. (1993). *Evaluación psicológica*. Valencia. Promolibro
- Pervin, L. A. (1986). *Personalidad. Teoría, diagnóstico e investigación*. Bilbao. DDB