Psychological Evaluation of Language Disorders

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	2

Contact

Name: Sonia Vilaltella Verdes

Email: sonia.vilaltella@uab.cat

Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

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 profession's ethical code: respect professional confidentiality, apply professional criteria in the completion and referral of treatment.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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 a situation and identify points for improvement.
2. Analyse and synthesise.
3. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and/or environmental dimensions.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Appraise personal intervention and that of others so as to optimise this.
6. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.

7. Consider how gender stereotypes and roles impinge on the exercise of the profession.
8. Correctly use the terminology of the psychological evaluation, as well as various medical specialisations.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Describe and list the main aspects of the code of ethics established by the Professional Association of Speech Therapists.
11. Explain in oral and written modes the impressions gained of the diagnostic process.
12. Explain the explicit or implicit code of practice of one's own area of knowledge.
13. Explain the need for interdisciplinary treatment for patients with certain secondary language pathologies.
14. Explain the suitability of psychological assessment instruments, and their usefulness in inferring the characteristics of distinct language disorders.
15. Have a strategic and flexible attitude to learning.
16. Identify situations in which a change or improvement is needed.
17. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
18. Identify the social, economic and/or environmental implications of academic and professional activities within one's own area of knowledge.
19. Identify those specialists to whom patients should be referred when presenting non-speech-therapy pathologies associated with language disorders.
20. Identify, analyze and solve ethical problems in complex situations.
21. Organise and plan with the aim of establishing a plan for development within a set period.
22. Properly prepare reports on the results of evaluations performed and/or observed in cases under discussion.
23. Propose new experience-based methods or alternative solutions.
24. Propose new ways of measuring visibility, success and failure in the implementation of innovative proposals or idees.
25. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
26. Propose projects and actions that incorporate the gender perspective.
27. Propose viable projects and actions to boost social, economic and/or environmental benefits.
28. Propose ways to evaluate projects and actions for improving sustainability.
29. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
30. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
31. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
32. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
33. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
34. Use strategies to enable communication with patients having certain limitations.
35. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
36. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

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

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis of techniques and tools of assessment (pràctical 12h.) h.)	12	0.48	2, 5, 10, 14, 13, 11, 15, 8, 34
Analysis of tools and techniques of assessment (theory 24h.)	24	0.96	2, 5, 10, 14, 13, 11, 15, 8, 34
Type: Supervised			
Application of assesment techniques	16	0.64	2, 14, 11, 19, 20, 15, 8
Application of assesment techniques	20	0.8	2, 5, 10, 14, 13, 11, 19, 22, 15, 8
Discussion of clinical cases	12	0.48	2, 5, 10, 14, 13, 11, 19, 20, 21, 22, 15, 8, 34
Type: Autonomous			
Autonomous	14	0.56	2, 11, 19, 20, 15
Individual work	18	0.72	2, 5, 13, 19, 20, 22, 15, 8

Assessment

Assessment 1. Individual work: written format, online delivery.

Assessment 2. Written test. Individual work, written format, onsite delivery.

Assessment 3. Debate at class: individual and cooperative work, oral and written format, onsite delivery. Not possible to retake.

Assessable student: a student who has delivered the assessments with a mark under 4 points (40%) will be state as a "non-assessable".

Subject passed: when a student has a total mark of 5 (50%) points or more.

Resit assessment: any student who hasn't passed the minimum mark to pass the subject but that has delivered the assessments with a minimum total mark of 2/3rds of the total mark will be able to retake assessments 1 or 2. A student who has done this subject for the second time won't be able to do a unique assessment.

Psychology faculty access to the evaluation parameters:
https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1 Individual work	30%	20	0.8	2, 4, 6, 10, 14, 13, 19, 17, 21, 24, 32, 31, 29, 22, 15, 8
Ev2 Written test	40%	2	0.08	10, 14, 13, 11, 19, 33, 30, 15, 8
Ev3 Group discussions	30%	12	0.48	9, 3, 2, 4, 1, 5, 6, 10, 12, 14, 13, 11, 19, 18, 17, 16, 20, 21, 36, 28, 24, 23, 25, 26, 27, 31, 15, 8, 34, 7, 35

Bibliography

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Basic

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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.
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Software

Not applicable