

## Psychological Evaluation of Language Disorders

Code: 101734  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Logopedia	OP	4

### Contact

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### Teaching groups languages

You can view this information at the [end](#) of this document.

### 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.

## Learning Outcomes

1. CM23 (Competence) Prepare evaluation and diagnosis reports that guarantee effective communication with other professionals based on cases.
2. KM60 (Knowledge) Explain the suitability of psychological assessment tools, and their usefulness in deducing the characteristics of different language disorders.
3. SM45 (Skill) Use basic research terminology in the field of psychological disorders, psychological assessment and other related disciplines.

## Content

### 1. The basic principles of psychological assessment.

1. Assessment of the neurodevelopmental disorders
2. Assessment of challenging behaviours
3. Assessment of other skills

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis of techniques and tools of assessment (pràctical 12h.) h.)	12	0.48	KM60, KM60
Analysis of tools and techniques of assessment (theory 24h.)	24	0.96	KM60, KM60
Type: Supervised			
Application of assesment techniques	16	0.64	CM23, CM23
Application of assesment techniques	20	0.8	CM23, CM23
Discussion of clinical cases	12	0.48	CM23, CM23
Type: Autonomous			
Autonomous	14	0.56	SM45, SM45
Individual work	18	0.72	SM45, SM45

- 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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1 Individual work	30%	20	0.8	CM23
Ev2 Written test	40%	2	0.08	KM60
Ev3 Group discussions	30%	12	0.48	SM45

This subject does not consider a single 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 5,0 (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>

THE TRANSLATION OF THE FACE-TO-FACE ASSESSMENT TESTS WILL BE DELIVERED IF THE REQUIREMENTS ESTABLISHED IN ARTICLE 263 ARE MET AND THEIR APPLICATION IS MADE. APPLICATION WEEK 4 ONLINE (EFORM) (more information on the Faculty website).

## Bibliography

### REFERENCES

#### Basic

- Ávila, A. i Rodríguez, C. (Eds). (1992) *Psicodiagnóstico clínico*. Salamanca. Eudema Universidad
- Ávila, A. (Ed.) (1996). *Evaluación en Psicológica 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
- Fernández-Ballesteros, R. (Ed.). (1992). *Evaluación conductual hoy*. Madrid. Pirámide
- 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. Amarú
- Peñate, W., Matud, P. i Ibáñez, I. (1993). *Evaluación psicológica*. Valencia. Promolibro
- Pervin, L. A. (1986). *Personalidad. Teoría, diagnóstico e investigación*. Bilbao. DDB

#### Software

Not applicable

#### Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	second semester	morning-mixed
(SEM) Seminars	112	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed