

Degree programme	Type	Course
Speech therapy	OP	4

Contact lecturer

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Prerequisites

In order to get the most out of the subject it is useful for students to 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

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 language disorder of the patient.

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

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

disorders, psychological assessment and other related disciplines.

Contents

1. The basic principles of psychological assessment.
2. Assessment of the neurodevelopmental disorders
3. Assessment of challenging behaviours
4. Assessment of other skills

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Application of assessment techniques	20	0.8	CM23
Individual work	18	0.72	SM45
Analysis of techniques and tools of assessment (practical 12h.)	12	0.48	KM60
Discussion of clinical cases	12	0.48	CM23
Application of assessment techniques	16	0.64	CM23
Autonomous	14	0.56	SM45
Analysis of tools and techniques of assessment (theory 24h.)	24	0.96	KM60

- 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

Continuous assessment activities

Title	Weight	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

Assessment:

This course does not provide for a single-assessment option.

EV1 (Individual AssignmentI): ndividual authorship. Written format. Online submission. Conducted during the second assessment period

EV2 (Written Examination): Individual authorship. On-campus/in-person assessment. Conducted during the first assessment period

EV3 (Group Discussions): Individual and group participation. Oral and written format. Conducted in person. Takes place during both the first and second assessment periods

As EV3 consists of group discussions, it is not eligible for reassessment (resit).

Assessable Student Status: Students who have submitted assessment evidence representing less than 40% of the total course grade will be recorded as "Not Assessable".

Passing the Course: To pass the course through continuous assessment, students must obtain: A weighted average grade of 5.0 or higher across all assessment activities; and a minimum grade of 4.0 out of 10 in each on-campus assessment activity (EV2 and EV3) whose contribution to the continuous assessment grade is equal to or greater than 20%. If these requirements are not met, the maximum grade that may be recorded on the academic transcript will be 4.5.

Resit Assessments (During the Resit Period): Only students with a course grade equal to or higher than 3.5 and lower than 5.0 will be eligible to take any of the resit examinations. The course will be considered passed when the student obtains a grade of 5.0 or higher in the resit assessment.

Students who have already passed the course may not take resit assessments for the purpose of improving their grade.

Faculty Assessment Regulations:

Link to the Faculty of Psychology assessment guidelines:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.htm>

Examination Translation:

Translation of on-campus assessment examinations will be provided provided that the requirements established in Article 263 are met and the request is submitted online (via the e-form) during Week 4. Further information is available on the Faculty website:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Use of Artificial Intelligence:

Prohibited use: The use of Artificial Intelligence (AI) technologies is not permitted at any stage of this course.

Any assignment containing content generated by AI will be considered a breach of academic integrity and may result in partial or total penalties on the assessment grade, or more severe disciplinary sanctions in serious cases.

Feedback:

Feedback Type	Assessment Activity and Format	Week
Written feedback	EV1 (Rubric)	17
Digital tool	EV2 (Virtual Campus)	8
Tutorial	EV3 (upon prior appointment)	16

Bibliography

REFERENCES

Basic

- Ávila, A. i Rodríguez, C. (Eds). (1992) *Psicodiagnóstico clínico*. Salamanca. Eudema Universidad
- 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
- 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. Amaru
- 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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	second semester	morning-mixed
(SEM)	111	Catalan	second	morning-mixed

Seminars			semester	
(SEM) Seminars	112	Catalan	second semester	morning-mixed