

B. Assessment, evaluation & diagnosis

4 ECTS

Learning objectives

The goal of this module is for students to develop a detailed theoretical and clinical knowledge of and high level of skill in the various components of assessment, evaluation and diagnosis of clients with fluency disorders.

Related competencies

- Detecting high risk in an early stage, by means of screening.
- Carrying out, processing, interpreting appropriate detection instruments.
- Planning, executing, evaluating and adjusting various assessments of the client and client system using standardized procedures where possible.
- Processing, analyzing and interpreting qualitative and quantitative information.
- Formulating, adjusting and reporting on the (differential) diagnosis and referral to appropriate services.
- Assessing complex cases.
- Acting as a consultant on assessment to other speech-language therapists and other professionals.
- Self-evaluation and discussion of one's own professional acts.
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- Scientific reading of clinical and research literature.

Course outline

The course will build on the student's available knowledge of phenomenology, causal and maintaining variables, and will incorporate preparatory reading and tasks that will serve as a basis for lectures and exercises during the intensive weeks. The use of primary research literature will be stressed.

This course module will follow the diagnostic process that involves assessment, evaluation, and classification of fluency and fluency disorders, including screening assessments, appropriate age-related formal and informal procedures for qualitative and quantitative evaluations, synthesis of collected data, and clinician-client communication.

The discussion will provide an in-depth description and analysis of stuttering, encapsulating all aspects of overt and covert features including core features, secondary behaviours, cognitions, emotions and attitudes.

Assessment of individual differences and the complexity arising from the range of symptoms and experiences of people who stutter (PWS) and how they interrelate will be included.

A focus on the impairment will be balanced with attention to the other components included in the influential ICFH (WHO, 2002) framework to ensure all aspects of fluency disorders and their impact on the person and his/her environment are taken into account.

Consultation with clients regarding personal priorities and clinical decision making will be regarded as essential parts of assessment and evaluation.

Special attention will be given to data synthesis and report writing.

Mode of assessment

1. Preparatory home assignment: a video sample on a CD and a critical analysis of 2 different assessment procedures for different age groups, chosen from the data bank, using the Guidelines forms provided. Evaluations are to be discussed at the intensive weeks.
2. Written evidence of having completed a comprehensive evaluation of an assessment of 1 client and reporting on the data from the assessment itself, as well as outlining other issues (referral source, onward referral to SLT, report to parents or teachers). This evaluation must be included in the portfolio and the student will prepare a 10-minute presentation during the 2nd intensive week.
3. Group work exercises

Number of written papers/assignments: 5 (number 4 to 8)

Bibliography

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