SLTH 21132 Intro to SLT 1-Observation & Assessment

Status	Optional (SLT)
No of Hours	30 hours
No of Credits	2
Learning Outcomes	• To understand the importance of case history taking and gain clinical knowledge of case history taking with different client group • To understand the basic terminologies and concepts used in observation, assessment and diagnostic procedures • To gain knowledge in different types of diagnostic approaches and methods • To identify different types of assessment used in speech and language therapy for variety of client groups
Method of Teaching and Learning	Lectures and field work (30 h)
Module Content	**Unit 1** a. Case history • Need for the case history • Essential factors to be included in the case history • Comparison of adults versus children case history • Usefulness of the case history b. Basic terminologies and concepts • Introduction to Diagnostics • Terminologies in the diagnostic process • Define the term diagnosis and prognosis • General principles of diagnosis • Diagnostic set up and tools **Unit 2** a. Diagnostic approaches and methods • Approaches to diagnosis • Interview – principles and techniques • Self-reports, questionnaires, observations • Diagnostic models – Speech language processing model, Wepman, Bloom and Lahey • Types of diagnosis – Clinical diagnosis, Direct diagnosis, Differential diagnosis, Diagnosis by treatment, Diagnosis by exclusion, Team diagnosis, Instrumental diagnosis, Provocative diagnosis, Tentative diagnosis – advantages and disadvantages of each of these • Characteristics of a diagnostic clinician

	• Advantages and disadvantages of classifying communication impairments
	
	b. Procedures for assessment in speech and language therapy
	• List the main aspects of communication which should be included in a comprehensive assessment of a child with a possible speech and language impairment and explain the importance of each of the areas
	   o Preverbal communication
	   o Comprehension
	   o Grammar
	   o Articulation
	   o Phonology
	   o Pragmatics
	   o Non-verbal communication
	   o Cognitive skills
	   o Play skills and behaviour
	   o Attention and listening skills
	• How the assessment process will differ from adults and children
	• Demonstrate and explain the process of carrying out an oral examination with and adult and child
	• Assessment for various disorders of speech and language

Assessment	Exam 100 %