

## Study Abroad Programme

The module description below is from the 2019/20 academic year and is subject to change, and for the use of study abroad students only.

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Module name	Speech Disorders, Dysfluency and Alternative and Augmentative Communication (AAC)
Module code	SL1014
School	School of Health Sciences
Department or equivalent	Division of Language and Communication Science
UK credits	15
ECTS	7.5
Level	4

### MODULE SUMMARY

#### Module outline and aims

This module will equip you with a foundation understanding of the knowledge and skills that are required when planning assessment, intervention and clinical management for clients with communication difficulties associated with child speech disorders and/or dysfluency. It builds on topics studied in Articulatory Phonetics, Phonology and Speech Development (SL1011) and Lifespan studies (SL1013).

The aims of this module are:

- To introduce you to the clinical topics of child speech disorders, dysfluency and AAC, with particular emphasis on: current theoretical issues; aetiological factors; clinical presentations; atypical development; current approaches to assessment including psychological; differential diagnosis and intervention; the wider impact of communication difficulties on well-being and quality of life; the role of multidisciplinary teams in assessment and intervention with children with complex needs; functions of specialists within paediatric teams and services; outcome measurement; and the current evidence base.
- To develop the skills required to: gather appropriate information; select and use appropriate assessment techniques; analyse and critically evaluate information collected to form hypotheses and inform differential diagnosis and intervention planning; and evaluate intervention plans using recognised outcome measures.
- You will also consider the role of the Speech and Language Therapist in health education and promotion in relation to speech, fluency and AAC

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### Content outline

- You will explore the potential levels of breakdown in the speech chain in children and learn about the aetiology, assessment, diagnosis and specific intervention techniques for children with development disorders of speech.
- You will learn about disorders of fluency across the lifespan, including aetiologies, differential diagnosis and management of normal dysfluency, stuttering, atypical dentition, cluttering and neurological dysfluency.
- You will learn about Alternative and Augmentative Communication (AAC) and its use with clients with communication impairments; and the role of the speech and language therapist in the assessment and management of clients who might benefit from the use of AAC.

### **Co-requisite Modules**

- SL1011 Articulatory Phonetics, Phonology and Speech Development
- SL101 Biomedical Sciences 1, Anatomy and Physiology
- SL1013 Lifespan Studies
- SL1015 Professional Studies 1

### **WHAT WILL I BE EXPECTED TO ACHIEVE?**

**On successful completion of this module, will be expected to be able to:**

#### Knowledge and understanding:

1. Classify and describe Child Speech and/or Fluency disorders and a range of AAC approaches and methods
2. Describe role of multi-disciplinary Team in management of individuals with Child Speech and/or Fluency disorders and AAC needs.

#### Skills:

3. Select appropriate methods for assessment and recognise different types of Child Speech and Fluency Disorders and AAC needs
4. Select meaningful intervention approaches for clients, including health promotion and health education, with Child Speech and/or Fluency disorders based on

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assessment information, drawing on relevant research where available and discussing person-centred rationale.

5. Identify clients who might benefit from the use of AAC and discuss ways in which it can be implemented to support communication
6. Choose relevant outcome measures to capture change when working with clients with child speech and/or fluency disorders and AAC needs.

### Values and attitudes:

7. Discuss the impact of Child Speech and/or Fluency Disorders and of AAC use on a client's whole life.

### **HOW WILL I LEARN?**

You will learn through a variety of teaching and learning methods. Face to face teaching will take the form of large group lectures where a range of learning approaches will be used including case based work, small group activities and discussions. Lectures will include a range of technologies such as video and audience response technologies such as Poll Everywhere.

Face to face learning and teaching will be supported by materials and activities being made available on City's Virtual Learning Environment (VLE). Lecture materials will be made available via the VLE and they will be supplemented by additional resources and activities which you can undertake in your own self-directed learning time.

You are encouraged to actively participate in the learning activities in both the face to face sessions and via the VLE. You are encouraged to relate learning to your own experiences and share this with others.

You will be expected to complete a variety of self-directed learning activities independently throughout the Autumn and Spring Terms. Within your lectures you will have the opportunity to participate in worked examples of cases similar to those you will encounter in your written exam.

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*Teaching pattern:*

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
AAC	Lecture	8	20	0	28
	Guided independent study				
Dysfluency	Lecture	16	45	0	61
	Guided independent study				
Child Speech Disorders	Lecture	16	45	0	61
	Guided independent study				
Totals		40	110	0	150

### WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

There are two summative assessments. The first is a written assignment which will assess learning in relation to the AAC topic. This assessment will be a multiple choice and short answer

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activity which students will complete as a piece of coursework. The second will be a written, case based examination which will assess Child Speech Disorders and Dysfluency.

Assessment pattern:

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
AAC Assignment	Written assignment	20%	40%	No
Child Speech Disorders and Dysfluency Exam	Written Examination	80%	40%	No

### Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully. Grade Related Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade Related Criteria for module assessments will be made available to you on Moodle.

### Feedback on assessment

Following written assignments you will receive written feedback in relation to the assessment criteria.

Following the examination, you will receive your grade in line with the Assessment Regulations and Policy. More information on when grades will be released will be available from the module leader. General feedback about the cohort's performance on the examination will be available on the Module space.

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### Assessment Regulations

The Pass mark for the module is 40%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

### External Examiner

The external examiner for this module must be from the relevant part of the HCPC Register.

### **INDICATIVE READING LIST**

#### AAC

- Battye, A. (2017). *Who's Afraid of Aac?: The Uk Guide to Augmentative and Alternative Communication*. Routledge.
- von Tetzchner, S., & Grove, N. (2003). *Augmentative and alternative communication: developmental issues*. London: Whurr
- Cockerill, H., & Carroll-Few, L. (2001) *Communicating without speech: practical augmentative & alternative communication*. London: MacKeith
- Beukelman, D., & Mirenda, P. (2005). *Augmentative and alternative communication: Supporting children and adults with complex communication needs*.

#### Dysfluency

- Guitar, B. (2014). *Stuttering: An integrate approach to its nature and treatment (4<sup>th</sup> edition)*. Philadelphia: Williams and Wilkins.

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- Stewart, T., & Turnbull, J. (1995). *Working with dysfluent children: Practical approaches to assessment and therapy*. Brackley: Speechmark.
- Yairi, E., & Seery, C. H. (2011). *Stuttering: Foundations and clinical applications*. Boston: Pearson.

### Child Speech Disorders

- McLeod, S., & Baker, E. (2016). *Children's speech: An evidence-based approach to assessment and intervention*. Pearson.
- Bowen, C. (2015). *Children's speech sound disorders*. Chichester: Wiley-Blackwell.
- Dodd, B. (2005). *Differential diagnosis and treatment of children with speech disorders (2<sup>nd</sup> edition)*. London: Whurr.
- Stackhouse, J., & Wells, B. (1997). *Children's speech and literacy difficulties: A psycholinguistic framework*. London: Singular.
- Williams, A. L., McLeod, S., & McCauley, R. J. (2010). *Interventions for speech sound disorders in children*. Baltimore: Paul H Brookes.