MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Cognitive Communication Impairments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>HCM003</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Language and Communication Science</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
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<tr>
<td>Level</td>
<td>7</td>
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</table>

MODULE SUMMARY

Module outline and aims

This module will lead you through current research on the nature of cognitively based communication impairments such as dementia and head injury, and cognitive deficits in communication impairments such as acquired aphasia and developmental language impairment. You will learn about current theories of relations between cognition and language in different clinical populations, and current approaches to intervention.

This module will deepen your knowledge and understanding of
- cognitive processes involved in language and communication
- the impact of cognitive deficits on language and communication
- the interface between cognition and language processing in children and adults with language impairments
- methods to assess cognition in relation to language and communication
- current approaches to intervention for deficits in cognition that are responsible for or related to language and communication.

Content outline

- Introduction: language, communication and cognitive interfaces
- Dementia: assessment and intervention
- Head injury: assessment and intervention
- Neglect and agnosia: assessment and intervention
- Acquired language impairment: cognitive processing and implications for intervention
- Quality of life issues in acquired cognitive communication impairments
- Developmental language impairment: cognitive processing, social communication and the implications for intervention.
WHAT WILL I BE EXPECTED TO ACHIEVE?

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

Knowledge and understanding:

- Demonstrate a comprehensive knowledge of the impact on communication skills of a variety of neurological and cognitive impairments.
- Evaluate a range of relevant recent research findings.
- Determine the implications of different cognitive communication impairments for assessment, differential diagnosis and intervention.

Skills:

- Critically evaluate and synthesise relevant research from a range of sources.
- Synthesise relevant research publication with your clinical experience.
- Demonstrate critical appraisal skills.
- Engage confidently in academic and professional communication.

Values and attitudes:

- Demonstrate sensitivity to issues of human diversity including culture, ethnicity and disability and act accordingly.
- Show an insight into and respect for the experience of service users and participants in research.

HOW WILL I LEARN?

You will learn through lectures, in-depth reading, interactive discussion

Teaching pattern:

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures, in-depth reading, interactive discussion</td>
<td>Lecture</td>
<td>30</td>
<td>120</td>
<td>0</td>
<td>150</td>
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</table>
WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will be assessed through a 3000 word essay in which you compare and contrast language and cognition in two clinical groups and discuss the clinical implications (for assessment and/or intervention).

Assessment pattern:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000 word essay</td>
<td>Written assignment, including an essay</td>
<td>100%</td>
<td>50%</td>
<td>N/A</td>
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</table>

Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate to achieve a certain grade or mark in an assessment. Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

Feedback on assessment

Following an assessment, students will be given their marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Assessment Regulations

The Pass mark for the module is 50%. The Programme Specification contains information on what happens if you fail an assessment.

INDICATIVE READING LIST


Version: 4.0
Version date: September 2017
For Use from: 2017-18

Appendix:

<table>
<thead>
<tr>
<th>CODES</th>
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<tbody>
<tr>
<td><strong>HESA Code</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>05</td>
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</table>

<table>
<thead>
<tr>
<th><strong>JACS Code</strong></th>
<th><strong>Description</strong></th>
<th><strong>Percentage (%)</strong></th>
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<tbody>
<tr>
<td>B630</td>
<td>Language pathology: The study of the principles and</td>
<td>100</td>
</tr>
<tr>
<td>techniques of therapies for persons with physical or behavioural disorders that affect speaking or comprehension.</td>
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