

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.

Module name	Language sciences (3)
Module code	SL3002
School	School of Health Sciences
Department or equivalent	Division of Language and Communication Science
UK credits	30
ECTS	15
Level	6

MODULE SUMMARY

Module outline and aims

To provide you with a theoretical underpinning for therapeutic investigations and intervention with children and adults with language, cognition and communication disabilities.

Content outline

Language processing in children and adults:

1. To familiarise you with single word and sentence processing models.
2. To enable you to apply these models when assessing clients, e.g. so that they can formulate processing hypotheses from speech and observational data; select appropriate tests to explore their hypotheses; interpret test results in order to arrive at a processing `diagnosis'.
3. To familiarise you with memory models, and their relationship to language processing

Study Abroad Programme

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4. To familiarise you with patterns of memory impairment, and how these impact upon language
5. To enable you to use the results of a processing assessment in formulating therapy decisions.

Brain & behaviour:

1. To revise the development, structure and blood supply of the central nervous system.
2. To familiarise you with the neural supports for language and other brain - behaviour relationships.
3. To familiarise you with methods of neurological investigation.
4. To familiarise you with disorders of the central nervous system, their presentation, diagnosis, prognosis and clinical management.

Language Processing in Children and Adults

Topics covered include: models of single word processing; acquired lexical disorders of reading, naming, comprehension and writing; lexical therapies for people with acquired disorders; Developmental disorders of single word processing; developmental dyslexia; models of semantic, episodic and working memory; disorders of episodic and semantic memory; the role of working memory in language development; models of sentence

processing; acquired disorders of sentence processing and therapy for sentence processing impairments; sentence processing disorders in children - theory and therapy; bilingualism and aphasia in bilingual speakers.

Brain and Behaviour

Topics covered will include: brain anatomy and the relationship between anatomy and function; imaging methods; causes of brain damage; neurological signs and symptoms and how these relate to aphasic syndromes; head injury and its impact on language; dementias, focusing on neural changes and behavioural symptoms; the functions of the right hemisphere and the consequences of right hemisphere damage; memory and amnesia

Study Abroad Programme

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Pre-requisite Modules

SL1001 Hearing & speech sciences (1)

SL1002 Bio-medical sciences (1)

SL1003 Life span studies

SL1004 Social context

SL1005 Language sciences (1)

SL1006 Professional studies (1)

SL2001 Hearing & speech sciences (2)

SL2002 Bio-medical sciences (2)

SL2003 Developmental psychology

SL2004 Language sciences (2)

SL2005 Speech, communication & swallowing disabilities

SL2006 Professional studies (2)

Co-requisite Modules

SL3001 Research and Evidence-Based Practice (1)

SL3003 Language, cognition & communication disabilities

SL3004 Professional studies (3)

WHAT WILL I BE EXPECTED TO ACHIEVE?

Study Abroad Programme

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

Knowledge and understanding:

- Demonstrate detailed knowledge of language processing models in children and adults.
- Demonstrate knowledge of memory models and their relevance for language.
- Demonstrate detailed knowledge of psycholinguistic therapy approaches.
- Demonstrate detailed knowledge of neural supports for language and other cognitive functions and an ability to understand basic neurological terminology.
- Demonstrate detailed knowledge of specific disorders of the central nervous system including their clinical investigation, presentation, prognosis and management.

Skills:

- Apply language processing models to acquired and developmental language disorders.
- Interpret psycholinguistic assessments and formulate hypotheses for therapeutic intervention
- Interpret neurological reports and understand the implications for communication.
- Communicate basic neurological information to clients and relatives

Values and attitudes:

Study Abroad Programme

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- Draw on research and test evidence in making clinical decisions

HOW WILL I LEARN?

You will be taught in lectures and through linked self-directed learning exercises. Lectures will provide you with the theoretical background and will take you through example cases. Tasks in lectures will develop practical skills, such as data and test analysis.

Teaching pattern:

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Brain & behaviour	Lecture	12	82	0	94
Language processing in children & adults	Lecture	38	168	0	206
Totals		50	250	0	300

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will be assessed through a Language Processing worksheet and a Language Processing written examination.

Topics covered in the Brain and Behaviour lectures will be addressed via a self-directed learning exercise. This exercise will not contribute to the module mark, but it is expected to be completed

Study Abroad Programme

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to a 40% pass mark. If you do not meet this mark, you will be asked to resubmit until you reach the required standard.

Assessment pattern:

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
Language processing Coursework	Written assignment including essay	50%	40%	N/A
Language Sciences Exam	Written exam	50%	40%	N/A
Brain and Behaviour self-directed learning exercise	Online multiple choice test	-	40%	Pass/Fail

Assessment criteria

You will be given assessment and grade-related criteria for module assessments prior to those assessments taking place.

In the language processing assessments you will be required to:

- Demonstrate an understanding of the theoretical principles covered in the language processing lectures
- Demonstrate evidence of relevant reading and an understanding of the literature
- Demonstrate an understanding of different language tests, show that you can interpret data from those tests and generate hypotheses from them
- Show an understanding of psycholinguistic therapy approaches and an ability to relate test data to therapy decisions

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.

- Demonstrate an ability to integrate psycholinguistic language processing analyses with broader therapeutic considerations, such as clients' functional needs.

In the Brain and Behaviour self-directed learning exercise you will be invited to:

- Demonstrate knowledge of the neural supports for language and other cognitive functions
- Demonstrate an understanding of basic neurological terminology
- Demonstrate an ability to interpret neurological referral information
- Demonstrate knowledge of specific conditions and disorders of the nervous system including their clinical investigation, presentation, prognosis and management

Feedback on assessment

Following an assessment, you 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 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.

INDICATIVE READING LIST

Chapey R (2008) Language Intervention Strategies in Aphasia and Related Neurogenic Disorders, Fifth Edition. Lippincott Williams and Wilkins

Chiat S (2000) Understanding Children with Language Problems. Cambridge: Cambridge University Press.

Ellis A and Young A (1996) Human cognitive neuropsychology (2nd edition). Hove: Psychology Press.

Harley T (2008) The psychology of language (third edition). Hove: Psychology Press.

Hillis A (2002) The Handbook of Adult Language Disorders: Integrating Cognitive Neuropsychology, Neurology and Rehabilitation. Hove: Psychology Press.

Gurd J, Kischka U and Marshall, J.C. (2010) Handbook of Clinical Neuropsychology. Second Edition Oxford University Press, UK

Joffe J, Cruice M & Chiat S (2008) Language disorders in children and adults (chapter 3)

Love R J (2000) Neurology for the speech-language pathologist. London: Butterworth-Heinemann

Rapp B (2000) The Handbook of Cognitive Neuropsychology

Stackhouse J and Wells B (1997) Childrens Speech and Literacy Difficulties Book 1: A Psycholinguistic Framework. London: Whurr

Stackhouse J and Wells B (2000) Childrens Speech and Literacy Difficulties Book 2: Identification



Study Abroad Programme

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and Intervention. London: Whurr

Whitworth A, Howard D and Webster J (2005) A cognitive neuropsychological approach to assessment and intervention in aphasia. Hove: Psychology Press

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