

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, Cognition and Communication Disabilities
Module code	SL3003
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

This module will provide you with a comprehensive understanding of to language, cognition and communication difficulties. It will provide an evidence based grounding for you to think about therapy intervention and management.

Content outline

1. You will be introduced to the range of difficulties affecting the development and process of language, cognition and communication. There will be specific attention to terminology, definitions and presentation of disorders, client profiles and assessment & management options.
2. You will receive a broad overview of developmental language disorders which will include the aetiology and presentation, as well as how you assess & manage these difficulties.
3. You will receive a comprehensive review of approaches to understanding, investigating and addressing the impact of acquired language disorders on the individual, the family and the broader social context.

Study Abroad Programme

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4. You will receive a comprehensive review of learning disabilities: aetiology, classifications and associated difficulties (sensory and motor impairments, problem behaviour, mental health problems); typical patterns of communication, presenting difficulties and their assessment and management options within a range of environments.
5. You will be provided with a comprehensive review of the different types / degrees of hearing impairment and you will explore the psychological, cultural and communication issues associated with prelingually and postlingually deaf clients across the age range. You will also consider assessment and management options and the role of the Speech and Language Therapist working with deaf clients within a multidisciplinary team.
6. You will be provided with an overview of relevant childhood and adult psychiatric disorders: their presentation, case history, classifications and associated difficulties, and to consider aspects of differential diagnosis in relation to other neurological and/or developmental disorders.
7. You will be provided with a comprehensive review of people who have difficulty with the autistic spectrum, the typical patterns of communication, learning styles that will impact on strategy management, presenting difficulties and assessment and management within a range of environments.

You will be taught about: Developmental language impairment Learning disabilities

Acquired language impairments, Mental health, Autism, Hearing impairment

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)

Study Abroad Programme

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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 & evidence-based practice (1)

SL3002 Language sciences (3)

SL3004 Professional studies (3)

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 detailed knowledge of the range of difficulties affecting the development and process of language, cognition & communication, with specific reference to developmental & acquired language impairment, learning disabilities, deafness & hearing impairment, autistic spectrum disorders, mental health problems.

Study Abroad Programme

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- Demonstrate a detailed knowledge of the aetiologies, presentation, differential diagnosis of language, cognition & communication disabilities.
- Demonstrate a detailed knowledge and understanding of the implications for development, functioning & lifestyle.
- Demonstrate a detailed knowledge of the range of assessment methods as appropriate to the clinical presentation.
- Demonstrate a detailed knowledge of the intervention and management options for the different language, cognition & communication disabilities.

Skills:

- Have an opportunity to interact effectively within a team/learning group, contributing ideas, receiving information, modifying responses and collaborating with others in pursuit of a common goal.
- Analyse data with minimum guidance using the recommended frameworks and methods.
- Identify and describe the critical features in the clinical presentation of language, cognition and communication disabilities.
- Select appropriate techniques of evaluation and can evaluate the relevance of data collected.
- Have an opportunity to evaluate your own strengths and contributions, challenge received opinion and develop own criteria and judgement.
- Identify assessment tools as appropriate to the client's presentation with increasing autonomy.
- Identify key elements of problems and choose appropriate methods for their resolution in a considered manner.

Study Abroad Programme

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- Analyse and interpret data arising from language, cognition and communication disabilities, using a range of data types and with increasing autonomy.
- Identify key areas of a problem and choose appropriate methods/tools for their resolution.
- Organise information within a given format.
- Manage learning using resources for the discipline.
- Have an opportunity to take into consideration the wider social and lifestyle implications in the management of language, cognition and communication disabilities.
- Present information in a variety of formats appropriate to the stated goal and target audience.

Values and attitudes:

- Demonstrate awareness of the wider social and environmental implications for people who have language, cognition & communication disabilities.
- Demonstrate awareness of issues of safe practice and the minimum standards laid down by the professional body, the RCSLT and Health Professions Council (HPC).

HOW WILL I LEARN?

You will be taught in the following ways; Lectures, buzz groups, student directed activities, video demonstrations, large group discussion.

Teaching pattern:

Study Abroad Programme

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Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Learning disabilities	Lecture	12	38	0	50
Developmental language impairment	Lecture	14	39	0	54
Deafness & hearing impairment	Lecture	10	38	0	48
Acquired language impairment	Lecture	14	39	0	54
Mental health	Lecture	10	38	0	47
Autistic spectrum disorders	Lecture	10	38	0	47
Totals		70	230	0	300

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will be assessed in the following ways;

There is a formative piece of coursework that will enable you to demonstrate your knowledge of: Dementia and mental health difficulties, and/or Autism.

The coursework is a formative task. You will receive formative feedback that will help you develop skills to support your learning for placements, and to fulfil the requirements of the exam.

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There are two written examinations in the summer term:

Paper 1 enables you to demonstrate your knowledge of Developmental Language Impairment and Learning Disabilities. There are two sections in the paper.

Paper 2 enables you to demonstrate your knowledge of Acquired Language Impairment and Hearing Impairment. There are two sections in the paper.

Assessment pattern:

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
LCCD - Autism Coursework	Written assignment including essay	0 % Formative	0 % Formative N/A	N/A
LCCD - Mental Health Coursework	Written assignment including essay	0% Formative	0 % Formative N/A	N/A
SL3003(1) LD & DLI Exam	Written exam	50%	40%	N/A
SL3003(2) ALI & HI Exam	Written exam	50%	40%	N/A

Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully and 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 prior to an assessment taking place. More information will be available from the module leader.

Study Abroad Programme

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Feedback on assessment

Following an assessment, you will be given your 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

Acquired Language Impairment:

Chapey, R. (2001). Language intervention strategies in aphasia and related neurogenic communication disorders. 4th edition, Baltimore: Lippincott, Williams & Wilkins. 5X7DL; 3X3WK (2008) 8X7DL; 2XSL

Pound, C., Parr, S., Lindsay, J., & Woolf, C. (2000). Beyond aphasia: Therapy for living with communication disability. Bicester: Speechmark. 7X7DL; 3XSL

McDonald, S., Togher, L., & Code, C. (Eds.) (1999). Communication disorders following traumatic brain injury. Hove: Psychology Press. 9X7DL; 3XSL

Learning Disability:

Abudarham S & Hurd A (2002) Management of Communication Needs in People with Learning Disability. London: Whurr. 9X7DL; 2XSL

Fawcus M(Ed) (1995) Children with Learning Disabilities. A Collaborative Approach to their Education and Management. London: Whurr. 6X7DL

Rondal, J. and Edwards, S. (1997). Language in mental retardation. London: Whurr. 7X7DL; 1XREF; 2XSL

Van der Gaag, A. & Dormandy, K. (1993). Communication and adults with learning disabilities. London: Whurr Publishers. 7X7DL; 2X3WK; 2XSL

Autistic Spectrum Disorders:

Happe F. (1994) Autism: An introduction to psychological theory. Psychology Press. 7X7DL; 2XSL

Jordan R. (1999) Autistic Spectrum Disorders. David Fulton 7X7DL; 2XSL

Jordan R & Powell S D (1997) Autism and Learning: A guide to good Practice. David Fulton. 4X7DL; 2XSL

McKenzie H (2008) Teaching the child with ASD: Using learning preferences and strengths. Jessica Kingsley Publishers. 8X7DL; 2X3WK

Pierangelo R & Guillian G (2008) Teaching Students with Autism Spectrum Disorders: a step by step guide. Corwin Press. 7X7DL; 2XSL

Quill K. (1995) Teaching children with autism – strategies to enhance communication and socialisation. Delmar. 4X7DL; 2XSL

Willis C (2006) Teaching Young Children with Autism Spectrum Disorder. Gryphon House. 5X7DL; 1XSL

SLT in Mental Health:

France, J. & Kramer, S. (2001). Communication and mental illness. London: Jessica Kingsley. 7X7DL; 2XSL

Bryan K. and Maxim, J. (1996) Communication disability and the psychiatry of old age. London: Whurr. 4X7DL; 2XSL

Marshall M (Ed)(2005) Perspectives on Rehabilitation and Dementia Jessica Kingsley. 8X7DL; 2XSL

Developmental Language Impairment:

Bishop DVM (1997) Uncommon Understanding: Development and Disorders of Language Comprehension East Sussex: psychology Press 4X7DL; 1XREF; 2XSL

Bishop DVM, Leonard LB, (2000) Speech and language Impairments in Children: causes, characteristics, intervention and outcome East Sussex: Psychology Press. 9X7DL; 3XSL

Law J, Parkinson A, Tamnhe R, (2000) Communication difficulties in childhood Oxford: Radcliffe Press. 9X7DL; 2XSL

Leonard L, (1997) Specific Language Impairment Cambridge Mass: MIT Press. 3X7DL

Deafness & Hearing Impairment:

Study Abroad Programme

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Alpiner JG & McCarthy PA (1993) 2nd ed. *Rehabilitative Audiology: Children and Adults*. Williams & Wilkins. 4X3WK (2000) 2X7DL; 2XSL

Beazley S & Moore M (1995) *Deaf Children, their Families and Professionals*. David Fulton 3X7DL; 2XSL

Bench J (1992) *Communication Skills in Hearing-Impaired Children*. Whurr 3X7DL; 1XREF; 2XSL

Spencer PE, Erting CJ & Marschark M (2000) *The Deaf Child in the Family and at School*. Lawrence Erlbaum 6X7DL

Spencer PE & Marschark M (2005) *Advances in the Spoken Language Development of Deaf and Hard of Hearing Children*. Oxford University Press. 5X7DL; 1XSL