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	Speech, Communication and Swallowing Disabilities
Module code	SL2005
School	School of Health Sciences
Department or equivalent	Division of Language and Communication Science
UK credits	30
ECTS	15
Level	5

MODULE SUMMARY

Module outline and aims

This module will provide you with a comprehensive understanding of disorders of speech, communication and swallowing. It will provide an evidence-based foundation to support you in planning assessment, intervention and case management for clients.

Content outline

1. To introduce you to a range of difficulties affecting speech, communication and swallowing, with specific attention to terminology, definitions of disorders, aetiologies and presentation, client profiles and assessment and management options.

2. To explore the potential levels of breakdown in the speech chain in children and provide you with information about aetiology, assessment, diagnosis and specific intervention techniques for children with developmental disorders of speech.

3. To explore dysfluency, addressing the aetiologies and differential diagnosis of normal dysfluency, stuttering, cluttering and neurological dysfluency. You will also learn about assessment of stuttering and its management in all age groups.

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4. To explore voice disorders, addressing the aetiologies and differential diagnosis of structural, inflammatory, neurological, functional and psychogenic voice disorders. You will learn about the role of the voice clinic multidisciplinary team in the assessment and management of voice disorders (surgical and therapeutic interventions). You will also review basic anatomy and physiology of the head and neck with an emphasis on the structures and functions of the oral cavity, pharynx and larynx.

5. To explore the nature of cleft lip and palate and associated syndromes in infants and childrenand to consider methods of assessment and treatment of speech in children with cleft lip and velopharyngeal incompetence.

6. To explore cerebral palsy as a condition, its impact on the development of speech, language and communication and the range of intervention approaches.

7. To explore motor speech disorders (dysarthria and apraxia) including definition of the dysarthrias and acquired apraxia and their clinical presentation, assessment and management.

8. To explore the nature of eating and swallowing difficulties (dysphagia), considering assessment and diagnosis from observation through to instrumentation and the treatment and management options for children and adults with dysphagia.

Pre-requisite Modules

SL1001 Hearing & speech sciences (1)

SL1002 Bio-medical sciences (1)

SL1003 Life span studies

SL1004 Social context

SL1005 Language sciences (1)

Co-requisite Modules

SL2001 Hearing & speech sciences (2)

SL2002 Bio-medical sciences (2)

SL2003 Developmental psychology

SL2004 Language sciences (2)

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SL2006 Professional studies (2)

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 speech, communication and swallowing, with specific reference to developmental speech disorders, dysfluency, voice disorders, motor speech disorders, cerebral palsy, cleft palate and cranio-facial abnormalities and dysphagia including aetiologies, presentation and differential diagnosis.

- Demonstrate a detailed knowledge of the range of assessment, intervention and management options for the different speech, communication and swallowing disabilities as appropriate to the clinical presentation

Skills:

- Identify and describe the critical features in the clinical presentation of speech, communication and swallowing disabilities.

- Interact effectively within a team/learning group, contributing ideas, receiving information, modifying responses and collaborating with others in pursuit of a common goal.

- Evaluate your own strengths and areas for development through the use of self-reflection.

- Identify and select assessment tools as appropriate to the client's presentation and analyse the data with minimum guidance using the recommended

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frameworks, methods and instrumentation.

- Present information in a variety of formats in a professional way as appropriate to the stated goal and target audience.

- Take into consideration the wider social and lifestyle implications in the assessment and management of speech, communication and swallowing disabilities.

Values and attitudes:

- Demonstrate awareness of the therapist's role regarding duty of care.

- Demonstrate awareness of issues of client confidentiality.

- Demonstrate awareness of issues of safe practice and the minimum standards laid down by the Royal College of Speech and Language Therapists and the Health and Care Professions Council.

- Demonstrate awareness of consent issues and the importance of negotiation in clinical practice.

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HOW WILL I LEARN?

Learning will primarily take place in lectures, which will be highly interactive and involve many opportunities for pair and small group discussion as well as sharing ideas with a larger group of peers. You will also have an opportunity to be involved in workshops delivered by guest lecturers, meet clients, view and evaluate videos of clients and problem-solve management of communication disorders.

Teaching pattern:

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Voice disorders	Lecture	12	35	0	47
Motor speech disorders	Lecture	12	35	0	47
Dysphagia	Lecture	12	35	0	47
Dysfluency	Lecture	12	35	0	47
Child speech disorders	Lecture	12	35	0	47
Cleft palate & cranio-facial abnormalities	Practical classes and workshops	8	10	0	18
Cerebral Palsy	Lecture	12	35	0	47
Totals		80	220	0	300

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

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Assessments

You will be expected to complete coursework in a range of presentation styles such as case-based study, critical review of the literature, and creating a clinical resource for a specified target audience.

There will be two short-answer, written exams each covering two topics.

The course works aim to promote collaborative effort through paired and group-based assignments using peer and self-assessment.

Assessment pattern:

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
Coursework 1 (individual) – Autumn Term	Written assignment including essay	20%	40%	N/A
Coursework 2 (pair/small group) – Spring Term	Written assignment including essay	20%	40%	N/A
SL2005(1) Exam	Written exam	30%	40%	N/A
SL2005(2) Exam	Written exam	30%	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

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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.

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

Motor Speech Disorders

Duffy, J.R. (2013). *Motor speech sisorders: substrates, differential diagnosis and management (3rd Edition)*. St. Louis: Mosby.

Yorkston K.M., Beukelman, D. R., Strand, E.A., Bell, K. R. (2010). *Management of motor speech disorders in children and adults (3rd Edition)*. Austin: Pro-Ed.

Yorkston, K.M., Miller, R.M., & Strand, E.A. (2013). *Management of Speech and Swallowing in Degenerative Diseases (3rd Edition)*. Austin: Pro-Ed.

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Voice

Colton, R. H., Casper, J. K., Leonard, R., Thiebault, S., Jette, M. E., & Kelley, R. (2011). *Understanding voice problems: A physiological perspective for diagnosis and treatment (4th edition).* Philadelphia: Williams and Wilkins.

Gardner, M. (1992). *Basic anatomy of the head and neck*. Philadelphia: Lea & Febiger.

Green, M.C.L., & Mathieson, L. (2001), *The voice and its disorders (6th Edition).* London: Whurr.

Sapienza, C. M., & Hoffman-Ruddy, B. (2009). *Voice disorders.* San Diego: Plural.

Dysphagia

Arvedson, J.C., & Brodsky, L. (Eds.) (2002). Paediatric swallowing and feeding: Assessment and management. Albany, NY: Singular

Groher, M. (Ed.) (1997). Dysphagia: Diagnosis and management (3rd Edition) Boston: Butterworth-Heinemann.

Logemann, J. (1998). *Evaluation and treatment of swallowing disorders (2nd edition)* Austin: Pro-Ed.

Webb, W. G., Adler, R. K., & Love, P. (2008). *Neurology for the speech-language pathologist (5th Edition).* St Louis: Mosby Elsevier.

Dysfluency

Guitar, B. (2014). *Stuttering: an integrated approach to its nature and treatment (4th 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.

Cerebral Palsy

Finnie, N. R. (1997). *Handling the young child with cerebral palsy at home. St Louis:* Elsevier:

Cleft palate

Howard, S., & Lohmander, A. (2011). *Cleft palate speech: assessment and intervention.* Chichester: Wiley-Blackwell.

Peterson-Falzone, S. J., Hardin-Jones, M. A., & Karnell, M. P. (2010). *Cleft palate speech (4th Edition).* St Louis: Mosby.

Watson, A. C. H., Sell, D. A., & Grunwell, P. (2001). *Cleft palate speech management: a multidisciplinary approach.* London: Whurr.

Child Speech Disorders

Bernthal, J. E., Bankson, J. E., & Flipsen, P. (2009). *Articulation and phonological disorders: speech sound disorders in children.* Boston: Pearson.

Bowen, C. (2015). *Children's speech sound disorders.* Chichester: Wiley-Blackwell.

Dodd, B. (2005). *Differential diagnosis and treatment of children with speech disorder (2nd*

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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.

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