Code: B6326 **Level: SD3 (SCQF level 9)** **Credit Points: 20**

Title: **Persistent Childhood Speech, Language and Communication Disorders**

Contact Hours: 48, including practical classes.
Module Leaders: Elspeth McCartney
Timetable: Semester 2
Assessment Scale: % Marking
Attendance: **A minimum attendance threshold of 80% applies to this module. Failure to meet the attendance threshold may render a student ineligible for assessment in the module.**

Rationale
In Year 2 Childhood Speech, Language and Communication Difficulties and Intervention 1 & 2 modules, the focus was on the more commonly encountered communication problems of childhood. Having achieved the learning aims of these modules, the *Further Studies in Persistent Childhood Speech, Language and Communication Disorders* module aims to extend the student's awareness, knowledge, understanding and skills. Childhood disorders that require specialist interventions (hearing impairment, physical disability and cleft palate) are studied, and the role of the SLT in increasing activity and participation in adults with persistent dysfluency and learning disabilities.

Although comprehensive, in-depth knowledge of all possible clinical presentations would be an unrealistic goal in an undergraduate programme. The student should therefore acquire transferable knowledge and skills and know how to source required information to apply to new situations. Application of the knowledge and skill base in relation to clinical situations is assisted through a series of workshop sessions.

This module integrates with other Year 3 modules especially Personal Development and Professional Practice 3 and Professional Roles and Linguistic Perspectives.

Learning Outcomes
On successful completion of this module students will be expected to be able to demonstrate:

  i. Knowledge and understanding of the theoretical basis, principal concepts and presenting features of the communication difficulties and disorders associated with hearing impairment, physical disability, and cleft palate in children, and of dysfluency and learning disabilities persisting into adulthood; and of likely activity and participation issues;
  ii. Extended knowledge of assessment and management approaches, and understanding of their relevance and application to these clinical conditions;
  iii. Awareness and knowledge of the implications of difficulties and further impairments which co-present with these clinical conditions;

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iv. Familiarity with a range of relevant assessment, intervention and management approaches used by SLTs to support individuals with these clinical conditions;

v. The ability to identify and critically analyse problems and issues, and develop and apply professional insights and solutions.

Key/Transferable Skills

Work on this module will contribute towards the development in students of the following key/transferable skills

Communication and Presentation
- Write clearly, correctly and concisely
- Make effective oral presentations
- Use effective presentational aids and techniques
- Use numerical information in communication

Problem Solving and Creativity
- Use strategies for achieving realistic solutions to a range of problem types
- Research and manage a wide range of information
- Identify key issues and questions
- Recognise trends and cause-effect relationships in data
- Draw logical conclusions

Information Technology
- Use word processing
- Make appropriate use of communication technologies
- Use on-line bibliographic search facilities

Teamwork/ Collaboration
- Collaborate in learning and share information
- Show respect towards, and interest in, the views of others
- Support the achievement of consensus in a group
- Perform agreed tasks or roles
- Co-ordinate and take leading roles in tasks
- Evaluate own work and work of others

Project Planning and Organising
- Develop and implement formal task plans
- Show consistency of commitment
- Make decisions on a rational basis

Personal Development
- Manage time and meet deadlines
- Work on own initiative
- Learn independently
- Reflect on own work and skills
- Plan personal development
- Develop inter-personal networks
- Take an ethical approach in actions

Outline of Module (Module Content)

Classification, identification, assessment and SLT- and team/family management approaches to hearing impairment, and the importance of co-professional working and working with families, with a special focus on modes of communication.

Classification, identification, SLT assessment and SLT- and team/family -management approaches to physical disability, and the importance of co-professional working and working with families, with a special focus on paediatric dysphagia.

Classification, identification, SLT assessment and SLT- and team/family -management approaches to cleft palate, and the importance of co-professional working and working with families, with a special focus on developing intelligibility.

Classification, identification, SLT assessment and SLT- and team-management approaches to dysfluent adults, with a special focus on adopting a holistic, client-centred approach.

Classification, identification, SLT assessment and SLT- and team-management approaches to adults with learning disabilities, with a special focus on working in a consultative model.

Learning and Teaching Approach(es)
The module is presented via lectures and problem solving seminars and workshops, in which students work collaboratively towards the achievement of goals within small groups. There is a requirement for students to actively contribute to group discussion and participate in oral reporting. The programme is supported by DVD and audio illustrations and other data formats and by directed reading.

Assessment Method(s)
Essay format written exam based on clinical case information (3 hours). The assessment scale is % with an average of 40% or more to pass.

Supplementary Information (Pattern of Delivery)
Semester 2.

Resources
Standard library, including IT facilities.

Supplementary Information (Space management & planning)
Class teaching requires a large room suitable for group work.

Regulations
This module is a core module for the BSc Speech and Language Pathology and is not available as an elective.

Bibliography

B. Gates (Ed.) (2003) *Learning Disabilities*, 4th ed. Edinburgh: Churchill Livingstone.

Manning, W. H. (2001) *Clinical Decision Making in Fluency Disorders.* 2nd ed. San Diego: Singular Publishing.

Scherzer, A. (ed.) (2001) *Early Diagnosis and Interventional Therapy in Cerebral Palsy; an Interdisciplinary Age-focused Approach*. New York: Marcel Dekker.

Seal, A., Robinson, G., Kelly, A., Williams, J. (Eds.) (2013) *Children with Neurodevelopmental Disabilities*. London: MacKeith Press.

Ward, D. (2006) *Stuttering and Cluttering*. New York: Psychology Press.

Woll, B. (2008) *State-of-Science Review:SR-D5. Deafness and Hearing Impairment.*
http://www.bis.gov.uk/assets/foresight/docs/mental-capital/sr-d5_mcw.pdf

Watson, A.C.H., Sell, D., Grunwell, P. (Eds). (2001). *Management of Cleft Lip and Palate.*
Whurr, London.