Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin
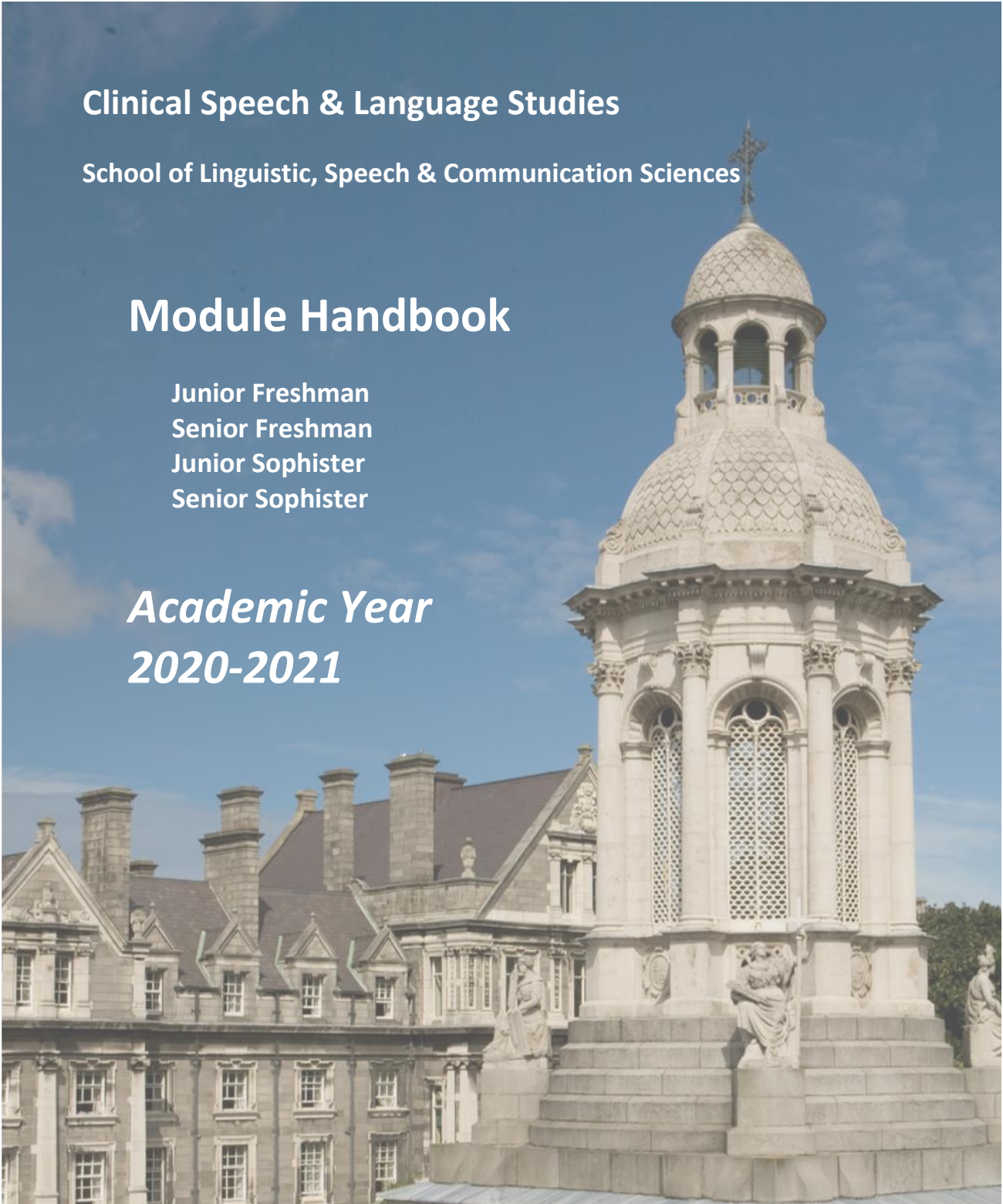
Clinical Speech & Language Studies

School of Linguistic, Speech & Communication Sciences

Module Handbook

Junior Freshman
Senior Freshman
Junior Sophister
Senior Sophister

*Academic Year
2020-2021*

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Course Details for Clinical Speech & Language Studies

Course Code	**UBLS-CSLS-1F**
Course Title	**Clinical Speech & Language Studies**
Course URL	http://www.tcd.ie/slscs/undergraduate/clinical-speech-language/index.php
Learning Outcomes	On successful completion of this programme, students will be able to: LO1. Understand their scope of practice, their own role and the role of other professionals in healthcare and educational settings LO2. Think independently, critically interpret, reflect upon and apply the evolving knowledge base in communication, swallowing and associated disorders and relate this knowledge to evidence-based clinical decision-making LO3. Understand the values and principles of team dynamics within clinical practice and apply relevant principles to the planning and delivery of assessment, diagnosis and intervention LO4. Communicate effectively, in all media, with the full range of relevant stakeholders, in clinical practice, in professional liaisons and with the wider community LO5. Demonstrate professional autonomy, accountability, responsibility and a commitment to ethical action and social responsibility in professional practice LO6. Demonstrate an ability to work as self-directed autonomous professionals, whilst working professionally and respectfully with others LO7. Think independently and critically and apply core principles of research design and implementation, with some degree of autonomy LO8. Develop continuously, personally and professionally and demonstrate the skills required to sustain intellectual interest and critical thinking.
Course Description	The course in *Clinical Speech & Language Studies* is of 4 years duration and leads to a B.Sc. Honours degree in Clinical Speech & Language Studies. The course is based in the School of Linguistic, Speech & Communication Sciences at the university and students participate in a range of modules offered to members of other disciplines. Graduates of the course are eligible for registration with CORU, the national registration body for health and social care professionals in Ireland and for membership of the professional body for speech & language therapists working in Ireland (Irish Association of Speech & Language Therapists)
Course Calendar Description	The undergraduate degree course in *Clinical Speech & Language Studies* involves an integrated programme of study designed to prepare students for careers as registered speech & language therapists. It is a four-year course of honours standard leading to a degree of Bachelor of Science in Clinical Speech & Language Studies. Graduates of the course are professionally recognised by professional bodies in Ireland and the United Kingdom (IASLT and RCSLT). A variety of pedagogical approaches, such as enquiry based learning, are employed in the delivery of quality education to students based on lifelong learning needs. The course prepares students to independently assess, diagnose and treat all communication and swallowing disorders. Research education is a crucial component of the undergraduate programme and students learn to conduct and analyse relevant theoretical and clinical research and are required to complete a capstone project prior to graduation.
Personnel Information	**Head of Discipline**: Dr. Caroline Jagoe **Director of Undergraduate Teaching & Learning**: Dr. Breffni O'Rourke **Staff**: Dr. Irene Walsh, Dr. Martine Smith, Dr. Kathleen McTiernan, Dr. Caroline Jagoe, Dr. Julie Regan, Dr. Duana Quigley, Dr. Yvonne Lynch, Dr. Ciarán Kenny, Dr Orla Gilheaney

Assessment Details	A diverse range of assessment practices are used within the course, both formative and summative, which align with subject context, learning activities, and learning outcomes.
	o Theoretical knowledge is assessed by a combination of continuous assessment and examinations
	o Practical clinical examinations take place in both Trinity College and in clinical service locations within and outside of Dublin.
	o Clinical placements are examined on a continuous basis by practice educators and practice tutors. There are additional assessment procedures where students are observed in practice, and present their clinical work for examination.

Legacy Course Code: 037	Course approval date:
Year abroad years:	Conjoint course:
Course Start Date:	Course End Date:
Academic Year of Data: 2020/2021	

Junior Freshman Modules

Module Code	**SLU11001**
Module Name	**Foundation Clinical Studies**
ECTS Weighting	10
Semester/Term Taught	Michaelmas Term and Hilary Term
Contact Hours	**Direct hours** = 50 **Indicative hours** = 200
Module Personnel	**Module Co-ordinators**: Dr. Yvonne Lynch, Dr. Caroline Jagoe **Lecturers**: Dr. Yvonne Lynch, Dr. Caroline Jagoe, Dr Duana Quigley, Aoife Mhic Mhathúna Dr Órla Gilheaney
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Communicate effectively in all media, using appropriate communication strategies and techniques, to acknowledge and reveal the competence of service users [PO 4,5] LO2. Interact effectively with professionals and peers and engage appropriately with the larger community [PO 4,5] LO3. Critically evaluate and reflect on their own communication skills [PO 2] LO4. Describe the role and scope of practice of the speech & language therapist and the profession's relationship with other services [PO 1] LO5. Demonstrate awareness of professional and ethical issue, standards of ethics, conduct and performance expected of speech & language therapists, including confidentiality and data protection [PO 5] LO6. Engage in an active, task orientated and self-directed approach to their own learning [PO 6]
Module Learning Aims	To provide a challenging, enquiry based learning environment for students in the area of pre-clinical skills and to build on their critical enquiry and independent learning skills, in the passage of becoming speech & language therapy practitioners who are responsive to current and future education, health and social care needs. The service learning aspect of this module seeks to facilitate student engagement with individuals with communication disorders and reflection of their role as a communication partner.
Module Content	a) **Problem based learning**: An introduction b) **Interpersonal communication**: Communication in the clinical setting; team work and team dynamics c) **Overview of disorders** of communication and swallowing d) **The Speech & Language Therapy profession**: client groups and service provision; overview of the clinical pathway, role of the speech & language therapist in the therapeutic process; service locations and delivery systems e) **Inter-professional Learning** (IPL): f) **Professional Development Log** (PDL)
Recommended Reading List	Reading list available on Blackboard

Assessment Details	**3 Continuous Assessment Assignments**
	CA1: Communication Skills, Reflective Log - Individual assignment (40%)
	Date due: 12 noon, Friday Week 11, Michaelmas Term
	Examiner: Dr. Yvonne Lynch
	CA2: PBL Group Assignment (60%)
	Date of assignment: Thursday, Week 12, Michaelmas Term
	Examiners: Dr. Yvonne Lynch, Dr. Orla Gilheaney
	CA3: Professional Development Log (PDL) (Pass or Fail)
	To include 6 reflections from CONNECT recorded in the appropriate format
	Date of submission: 12 noon, Friday week 12, Hilary Term
	Examiner: Dr. Caroline Jagoe, Dr. Duana Quigley, Dr. Orla Gilheaney

Module Code	**SLU11002**
Module Name	**Speech, Hearing and Swallowing**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 26 *(Audiology X 12, Fluency X 4, Voice X 6, Swallowing X 4)*. **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Julie Regan **Lecturers**: Dr. Julie Regan, Dr. Sandra Cummings
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Demonstrate understanding of the development, and typical changes in voice, hearing, fluency and swallowing across the lifespan [PO 2] LO2. Describe the nature and causes of hearing loss and effects on communication [PO 2] LO3. Describe and conduct audiological screening assessments and recognise the indicators for onward referral for diagnostic audiological assessment [PO 1,2] LO4. Think independently and show awareness of the need for an active, task orientated and self-directed approach to their own learning [PO 6]
Module Learning Aims	To introduce students to the development of voice and fluency across the lifespan and the nature, causes and types of hearing impairment and their effect on the communication process. To introduce students to swallowing development, normal swallowing across the lifespan and factors affecting swallowing.
Module Content	a) **Hearing**: terminology; development of hearing and listening b) **Hearing loss**: nature, causes and effects on communication c) **Audiological screening** assessments and indicators for onward referral for diagnostic audiological assessments d) **Management of hearing impairment** in the context of speech & language therapy services e) **Effect of type and degree of hearing loss** in children and adults f) **Fluency** definitions, development of fluency, and the major factors that affect acquisition and maintenance of fluency g) **Normal voice**: the communicative functions of the voice; biomechanics of phonation and perceptual and acoustic characteristics of the voice h) **Normal voice development**: infancy to senescence i) **Development of swallow**: the normal swallow, aging and swallowing; factors affecting the normal swallow; experiential feeding workshop.
Assessment Details	**Continuous Assessment, MCQ** to cover speech, voice, fluency, audiology and swallowing (details on Blackboard) *Date due*: Wednesday Teaching Week 12, Michaelmas Teaching Term

Module Code	**SLU11003**
Module Name	**Social Psychology and Lifespan Development**
ECTS Weighting	5
Semester/Term Taught	Hilary Term
Contact Hours	**Direct hours** = 24 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Kathleen McTiernan **Lecturer**: Dr. Kathleen McTiernan
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Identify, compare and contrast the key theories in social and developmental psychology [PO 1,2] LO2. Describe and discuss factors that contribute to normal social and lifespan development [PO 2] LO3. Identify the key theories and factors that contribute to the normal development of language, communication, feeding and swallowing [PO 1,2] LO4. Contextualise observations of behaviours within social and developmental theory and demonstrate skills in reporting observational findings [PO 1,7,8] LO5. Think independently and show awareness of the need for an active, task orientated and self-directed approach to their own learning [PO 6]
Module Learning Aims	Students will be able to demonstrate knowledge of social psychology and lifespan development.
Module Content	The following aspects of social and developmental psychology will be delineated across the lifespan: a) Physical and motor development b) Sensory and perceptual development c) Social and personality development (social cognition, play, self-concept, sex-role) d) Cognitive development e) Moral development
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**One 2-hour Examination Paper (60%)** *Date*: Assessment Week, Hilary Term **Alternative examination if applicable:** (contingency) 1 essay (2000) words submitted online (60%) **Continuous assessment: Baby Study Report (40%)** Each student undertakes a baby study and submits a report linking observations with key theories in Developmental & Social Psychology. See Blackboard for details of the continuous assessment written assignment. (see Blackboard for details of the continuous assessment written assignment) **The Baby Study Report** Date due: 12 noon, Friday, Teaching Week 11, Hilary Term

Module Code	**SLU11004**
Module Name	**Phonetics 1**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 22 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Irene P. Walsh **Lecturer**: Dr. Rosemary O'Halpin
Learning Outcomes	On successful completion of this module, students will be able to: 1. Understand how speech sounds of English are produced and how these can be described and transcribed [PO 1,2] 2. Transcribe English speech sounds using symbols of the International Phonetic Alphabet (IPA) [PO 1,2] 3. Recognise IPA symbols and diacritics associated with narrow phonetic transcription of English [PO 1,2] 4. Transcribe English speech samples [PO 1,2]
Module Learning Aims	The learning aims of this module are that students: 1. Learn how speech sounds in English are produced 2. Become familiar with the symbols of the International Phonetic Alphabet (IPA) 3. Learn how to transcribe speech sounds in English using IPA symbols and diacritics 4. Learn to perceive differences between varieties of English and regional variations in Irish English 5. Become proficient at transcribing words and phrases in English speech samples
Module Content	**Perception, production and transcription of speech sounds in English** a) Introduction to the International Phonetic Alphabet (IPA) b) Brief introduction to the vocal tract, airstream mechanisms, states of the glottis, c) Consonants: place, manner of articulation, voiced vs. voiceless d) Vowels: vowel quadrilateral, height, backness, liprounding e) Diphthongs f) Broad vs. Narrow transcription and the use of simple diacritics and stress marks g) Consonants and vowels in Irish English: allophones, regional variations, comparison with other varieties of English h) Suprasegmental aspects of speech in English: stress and intonation patterns Transcription and discrimination practice incorporated into lectures.
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**3 class tests** (100%) that involve transcription will be scheduled within lecture time. ○ **Test 1** *Date:* Teaching Week 4, Michaelmas Term ○ **Test 2** *Date:* Teaching Week 6, Michaelmas Term ○ **Test 3** *Date:* Teaching Week 12, Michaelmas Term. [*Note*: Compensation is **not** permitted between tests. Students must pass two out of three tests to pass the module. The two test that hold the highest grade will contribute 100% towards the final mark. **It is compulsory to complete all 3 tests]**

Module Code	**SLU11005**
Module Name	**Phonetics 2**
ECTS Weighting	5
Semester/Term Taught	Hilary Term
Contact Hours	**Direct hours** = 22 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Irene P. Walsh **Lecturer**: Dr. Rosemary O'Halpin
Learning Outcomes	On successful completion of this module, students will be able to: LO1.　Transcribe non English speech sounds using IPA notation [PO 1,2] LO2.　Recognise different airstream mechanisms [PO 1,2] LO3.　Understand and transcribe segmental and non-segmental aspects of connected speech [PO 1,2]
Module Learning Aims	The learning aims of this module are to: 1.　Learn to recognise and produce non-English speech sounds and airstream mechanisms 2.　Learn to transcribe non-English speech sounds and different airstream mechanisms using IPA symbols and diacritics 3.　Become proficient at transcribing non-English speech sounds and airstream mechanisms in speech samples 4.　Become more proficient at narrow transcription of samples of connected speech in English using IPA symbols and diacritics
Module Content	**Perception, production and transcription of non-English Speech sounds and the transcription of connected speech in English** 1.　Place and manner of articulation of non-English consonants 2.　Airstream mechanisms: ejectives, implosives, clicks 3.　Primary and Secondary Cardinal Vowels 4.　Vowels in different languages 5.　Aspects of connected speech in English: e.g. coarticulation, assimilation, elision, vowel reduction 6.　Narrow transcription practice and use of diacritics in connected speech in English 7.　Introduction to Suprasegmental features in different languages: e.g. stress, pitch, intonation, tone, length. Transcription and discrimination practice incorporated into lectures.
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**3 class tests** (100%) that involve transcription will be scheduled within lecture time. o **Test 1** *Date:* Teaching Week 4, Hilary Term o **Test 2** *Date:* Teaching Week 6, Hilary Term o **Test 3** *Date:* Teaching Week 12, Hilary Term [*Note*: Compensation is **not** permitted between tests. Students must pass two out of three tests to pass the module. The two test that hold the highest grade will contribute 100% towards the final mark. **It is compulsory to complete all 3 tests]**

Module Code	SLU11006
Module Name	**Introduction to Language Acquisition**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Breffni O'Rourke, Dr. Irene Walsh **Lecturer**: Dr. Breffni O'Rourke, Dr. Irene Walsh
Learning Outcomes	On successful completion of this module, students will be able to: • Debate historically influential theories of first language acquisition • Explain some central concepts in the linguistic domains of phonology, morphology, syntax, semantics, and pragmatics • Describe central aspects of first language acquisition in relation to each of the major domains of language • Describe central aspects of first language acquisition and development in relation to several developmental stages • Discuss the characteristics of bilingual and multilingual first language acquisition, and the differences between them
Module Learning Aims	This module will introduce students to central issues in language acquisition and development. The aim is to equip students with an understanding of the nature of non-pathological language acquisition and development in various domains, and an appreciation of the rates and routes of normal language acquisition
Module Content	After a general introduction, the module deals with the principal domains of language acquisition: sounds, word meanings, sentence grammar, word grammar, and communication. It then deals with the issues of bilingual and multilingual acquisition, individual variation, acquisitional stages, and language universals.
Recommended Reading List	Required textbook: Caroline Rowland (2013), Understanding Child Language Acquisition. Abingdon: Routledge. Other references will be supplied during the module
Assessment Details	The module is assessed through one take-home test during the semester 1 assessment period.

Module Code	**LIU11001**
Module Name	**Language, the Individual and Society**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	Module coordinator: Gessica Luisa De Angelis Lecturers: G.L. De Angelis, B. O'Rourke, P. Matthews, B. Ćatibušić, V. Colasanti
Learning Outcomes	LO1. By the end of this course students will be able to: • Engage in critical discussion on a range of relationships that hold between language, the individual and society • Problematise the idea that only spoken languages are 'real' languages • Evaluate the impact of age on the rate and route of first and second language acquisition • Weigh the merits of different accounts of the relationship between language and thought • Critically assess information and views relating to language attitudes, language acquisition and language transmission in multilingual contexts • Critically analyse issues relating to language and gender. • Critically assess data and opinions about language endangerment and language revitalisation.
Module Learning Aims	▢ 1. To enable students to critically evaluate a range of theories and evidence in the fields of Applied Linguistics, Sociolinguistics and Psycholinguistics that relate to language, the individual and society. 2. To facilitate critical debate on a variety of themes central to our understanding of the relationship between language, the individual and society. This critical debate includes the following questions among others: • How do we acquire language? • How are we to interpret the fact that language use varies according to geography, social class, gender and context? • Why do languages die? • What is the impact of immigration on language attitudes, language acquisition and language transmission?
Module Content	The following list of topic is indicative: a) How do babies learn language? Do children learn languages better than adults? Are there right and wrong ways of using language? Does the way you think depend on the language you speak? Can threatened languages be saved? Are signed languages real languages? If you want to live here you should speak our language! What is linguistic landscape? Language and gender

Recommended Reading List	O'Grady, W., J. Archibald and F. Katamba. (2011) Contemporary Linguistics: An Introduction. 2nd ed. London: Longman. Fromkin, V., R. Rodman and N. Hyams (2007) An introduction to language. Boston, MA: Thomson Wadsworth.
Assessment Details	**Continuous Assessment** (100%) o **One 3,000 word assignment** (*not* including references) *Date due:* 12 noon, Friday, Teaching Week 12, Michaelmas Term

Module Code	LIU11002
Module Name	**Introduction to Syntax**
ECTS Weighting	5
Semester/Term Taught	Hilary Term
Contact Hours	**Direct hours** = 22 (1 term, 2 hours per week) **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Elaine Uí Dhonnchadha **Lecturer**: Dr. Elaine Uí Dhonnchadha
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Analyse the major syntactic phrases of English [PO 1,2] LO2. Identify heads and dependent elements inside major phrases [PO 1,2] LO3. Describe the relationship between syntax and other levels of linguistic analysis [PO 1,2]
Module Learning Aims	To introduce students to basic techniques of syntactic analysis and to apply these techniques to English syntax.
Module Content	a) Structural linguistics b) The generative approach to language c) The basics of phrase structure grammar d) Lexical information about heads e) Recursion and clauses f) Dependency relations in syntax
Recommended Reading List	Reading list available on Blackboard

Assessment Details	**One 1-hour Examination Paper** (75%)
	     Date: Assessment Week, Hilary Term
	
	 Continuous Assessment (25%)
	 o Class Test (25%)
	     Date: Teaching Week 6, Hilary Term
	
	 Supplemental examination
	 □ One hour written examination (100%)

Module Code	ANU11004
Module Name	**Anatomy**
ECTS Weighting	10
Semester/Term Taught	Michaelmas Term and Hilary Term
Contact Hours	**Direct hours** = 81 **Indicative hours** = 200 *Lectures*: 46 hours (22 in Semester 1, 24 in Semester 2) *Practical Classes*: 35 hours (22 in Semester 1, 13 in Semester 2)
Module Personnel	**Module Co-ordinator**: Dr William Ryan. Coordinator within CSLS Dept: Dr. Margaret Walshe, Department of Clinical Speech & Language Studies **Lecturer**: Dr. Nicholas Mahony, Dr. Paul Tierney, Dr. William Ryan, Dr. Denis Barry
Learning Outcomes	On successful completion of this module the student should be able to: **Head and Neck** • Recognise, describe and classify bones and joints of the head and neck • Recognise and describe the gross structure and functions of muscles and nerves of the region • Recognise and describe its visceral and endocrine structures • Recognise and describe the organs of the special senses • Recognise and describe its blood supply and lymphatic drainage • Recognise and describe the radiologic features of the head and neck • Describe the development of the head and neck and related congenital abnormalities • Apply anatomical knowledge to explain the pathogenesis and natural history of common clinical disorders of the region **Neuroanatomy** • Recognise and describe the major subdivisions of the central nervous system (CNS) • Recognise and describe the ventricular system and the production, circulation, absorption and role of cerebrospinal fluid • Recognise and describe the structures associated with sensory and motor systems and their connections • Recognise and describe the structures associated with language and their connections • Recognise and describe the limbic system and its connections • Recognise and classify cranial and spinal nerves and their connections • Recognise and describe the blood supply of the CNS • Describe the development of the CNS and related congenital abnormalities • Apply anatomical knowledge to explain the normal function of the CNS • Apply anatomical knowledge to explain the pathogenesis and natural history of common clinical disorders of the CNS **Thorax** • Recognise and describe the bones and joints of the thorax • Recognise and describe the respiratory muscles with their associated nerves and vessels • Recognise and describe the structure and function of the heart and lungs and oesophagus • Recognise and describe the blood supply and lymphatic drainage of the region • Recognise and describe the radiologic features of the thorax and its organs • Apply anatomical knowledge to explain the pathogenesis and natural history of common clinical disorders of the region

Module Learning Aims	1. To provide detailed instruction on the gross anatomy of the head and neck and its embryologic development. 2. To consider the structure of the central nervous system, its subdivisions and their connections. 3. To provide detailed instruction on the gross anatomy of the thorax. 4. To use this knowledge as the basis of understanding of function in health and disease. It is intended for students of **JF Clinical Speech and Language Studies**, for whom it is mandatory. The module supports the academic programme of the Discipline of Clinical Speech and Language Studies.
Module Content	**Head and Neck** • The cervical vertebrae and skull, with their joints and ligaments • The muscles and nerves of the region, in functional groups • The visceral and endocrine structures of the head and neck • The organs of the special senses (vision, hearing, taste) • The arteries, veins and lymphatics of the region • Radiology of the head and neck • Embryologic development of the cervical and craniofacial regions • Clinical applications of anatomy of the region **Neuroanatomy** • Overview of the nervous system • Cerebral cortex • Cerebellum; Brainstem; Cerebrospinal fluid • Blood supply of the central nervous system • Cranial nerves; Spinal cord • Ascending and descending pathways • Language • Thalamus • Basal ganglia • Olfactory, limbic, autonomic, visual and auditory systems • Radiology of the central nervous system • Clinical applications **Thorax** • The thoracic wall with its bones and joints • The intercostal muscles and diaphragm • The mediastinum; The heart • The lungs • Radiology of the thorax • Clinical applications of anatomy of the region
Recommended Reading List *(Please see the Anatomy Course Handbook for detailed reading list)*	Reading list available on Blackboard and Course Handbook on Anatomy
Assessment Details *(Please see the Anatomy Course Handbook for detailed information)*	Assessment is by in-course **Spot** exams during Semester 1 and 2, and by **MCQ questions** concurrent (but not on the same date) with each Spot. The spot consists of the student passing along five tables each of which consists of four marked specimens/bones on each table or cadaver. In the Spot students are asked to identify anatomical structures in the Dissecting Room and answer functional and clinical questions with and without a member of staff. Each station is of three minutes duration. The Question Paper will consist of Multiple Choice Questions. The MCQ has 50-100 questions with a total time of 2 hours or less allowed to complete. Each question has a stem and 5 statements, one of which is true or false. The single best answer is required be it true or false. Overall Module Marks Weighting <table><tr><td>SPOT 1</td><td>Head and Neck</td><td>Michaelmas</td><td>25%</td></tr></table>

SPOT 2	Neuroanatomy/skull	Hilary	25%
MCQ 1	Head and Neck	Michelmas	25%
MCQ 2	All	Trinity	25%

Pass Criteria

In order to pass, students must achieve an overall mark of **50%** (It is not necessary to pass any of the individual elements). **At the module coordinator's discretion borderline students, with an overall mark of < 50%, may be required to attend a pass fail viva voce examination with the External Examiner in Anatomy during the annual examination period**. Subject to a satisfactory performance the External Examiner may raise the mark to 50%. Students who do not satisfy the External Examiner will be required to sit the Supplemental Examination. There is no compensation allowed between the Anatomy module and the other modules within Junior Freshman Clinical Speech and Language Studies.

Supplemental Examination

The Supplemental Examination is held in August/September. Marks from the in course assessments are **not** carried forward. The format of the Question Paper in the Supplemental Examination and the standard to pass is the same as those of the Annual Examination. However, the practical examination will consist of a 10 minute viva voce examination with a member of the Anatomy department staff. Question Paper and Practical Examination are each worth 50%.

Overall Weighting of Supplemental exam:

Practical Examination	50%
Question Paper	50%

Module Code	**PGU11007**
Module Name	**Physiology Allied Health**
ECTS Weighting	5
Semester/Term Taught	Hilary Term
Contact Hours	**Direct hours** = 30 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Prof Mark Cunningham Coordinator within CSLS Dept: Dr. Margaret Walshe, Department of Clinical Speech & Language Studies **Lecturers**: Dr. Milel Egana, Dr. Aine Kelly, Dr. Alice Witney, Dr. Aedin Minogue, Dr. Eric Downer
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Describe the structural characteristics of the basic mammalian cell types LO2. Explain the functional roles of these cell types and how they interact in the various organ systems studies during the course LO3. Explain the mechanisms by which these different organ systems are controlled in the human body LO4. Give examples of the functional interrelationships that normally exist between the organ systems during daily life LO5. List typical normal values for these physiological variables commonly used in clinical practice.
Module Learning Aims	To provide students with core knowledge of normal bodily function as the basis for future application of Physiology to therapeutic practice
Module Content	Lectures are presented in units (denoted by the abbreviation) on various organs/ physiological systems: a) Cells, tissues and body organisation (C&T) b) Nervous and sensory systems (N&S) c) Muscle function (MSC) d) Cardiovascular system (CVS) e) Respiratory system (RESP) f) Digestion and metabolic processes (D&M) The first three units are mainly concerned with basic functions of organelles, cells, and tissues. This knowledge forms the basis of Systems Physiology, which is concerned with how tissues combine to form organ systems that work together for particular functions (i.e. cardiovascular, respiratory, digestive, etc.). This integration implies a degree of control or regulation and this is the aspect on which students should focus.
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**One 2.5-hour Annual Examination** using 2 forms of standard assessment o Short-answer questions (SAQ) o Multiple-choice questions (MCQ) [_Note_: Please read the Physiology Course Handbook for detailed information]

Senior Freshman Modules

Module Code	**SLU22001**
Module Name	**Phonetics and Phonology**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 22 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Margaret Walshe, Dr. Irena Yanushevskaya **Lecturer**: Dr. Irena Yanushevskaya
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Use the symbols of the International Phonetic Alphabet (IPA) and Extensions to the IPA (extIPA) for the transcription of disordered speech (PO1, 2) LO2. Use the VoQS symbols for the transcription of voice quality (PO1, 2). LO3. Apply phonetic transcription skills to the analysis of samples of disordered speech (PO1, 2)
Module Learning Aims	To familiarise students with the Extensions to the International Phonetic Alphabet (extIPA) and symbols for the transcription of voice quality (VoQS) and to give students practice in their use, along with the IPA, for the transcription of disordered speech. Students are expected to build on the phonetic knowledge and skills acquired in the Junior Freshman year and to develop further skills in the perception, transcription and phonological analysis of clinical data.
Module Content	The principles of phonetic transcription using the IPA are revisited and the extIPA and VoQS notation is introduced. Speech samples representative of a range of speech disorders are transcribed and analysed. The module introduces clinically relevant aspects of phonological theory. The course uses a combination of lecture presentations relating to clinical phonetics and practical transcription and phonological analysis of disordered speech.
Recommended Reading List	Reading list available on Blackboard

Assessment Details	**3 class tests** that involve transcription of a disordered speech sample will be held.
	o **Test 1**
	   Date: Teaching Week 4, Michaelmas Term
	o **Test 2**
	   Date: Teaching Week 6, Michaelmas Term
	o **Test 3**
	   Date: Teaching Week 12, Michaelmas Term
	
	[*Note*: Compensation is **not** permitted between tests. Students must sit all three tests and must pass two out of three tests to pass the module. The two tests that hold the highest grade will contribute 100% towards the final mark. **It is compulsory to complete all 3 tests]**]

Module Code	**SLU22002**
Module Name	**Cognitive and Neuropsychology**
ECTS Weighting	5
Semester/Term Taught	Hilary Term
Contact Hours	**Direct hours** = 24 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Kathleen McTiernan **Lecturer**: Dr. Kathleen McTiernan
Learning Outcomes	On successful completion of this module, students will be able to: • Identify, compare and contrast major theories of contemporary cognitive psychology and neuropsychology [PO 1,2] • Outline and critically evaluate different methodological approaches in cognitive psychology and neuropsychology [PO 2,8] • Reflect on the theoretical and practical importance of cognitive psychology in the clinical practice of speech & language therapy [PO 2,6] Reflect on the theoretical and practical importance of neuropsychology in the clinical practice of speech & language therapy [PO 2,6]
Module Learning Aims	To provide an in-depth exploration of human cognition and the neurological basis of behaviour
Module Content	a) Normal brain structure and function b) Overview of neurological disorders c) Neuropsychology and language d) Sensation and perception e) The neuropsychology of consciousness f) Thinking and problem solving g) Multiple memory systems, encoding and retrieval processes
Recommended Reading List	Reading list available on Blackboard

Assessment Details	One 2 hour Examination Paper (70%)
	     Date: Assessment Week, Hilary Term
	     Alternative examination if applicable (contingency) 1 x 2000 word essay
	 o Continuous Assessment (30%)
	 o One written assignment
	 Date due: 12 noon, Tuesday, Teaching Week 8, Hilary Term [See Blackboard for details of the continuous assessment written assignment]

Module Code	SLU22003
Module Name	**Nature of Disorders of Speech, Voice, Fluency and Swallowing**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 22 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Yvonne Lynch **Lecturers**: Dr. Yvonne Lynch, Dr. Caroline Jagoe, Dr. Julie Regan, Dr. Ciarán Kenny, Dr. Duana Quigley, guest lecturers
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Describe the factors that may predispose an individual to disorders of speech, voice, fluency and swallowing [PO2] LO2. Interpret the impact of a disorder of speech, voice, fluency and/or swallowing in an individual, drawing on a biopsychological model of health and wellbeing [PO 2] LO3. Describe and interpret the impact of structural, neurological and sensory impairments on speech, voice, fluency and swallowing [PO 2] LO4. Plan appropriate case history enquiry related to data on speech, voice, fluency disorders and dysphagia [PO 1,2] LO5. Analyse and synthesise information from case history enquiry in order to formulate a profile of an individual client and inform differential diagnosis [PO 2]
Module Learning Aims	To introduce students to models, principles and techniques relevant to understanding the nature and implications of disorders of speech, voice, fluency and swallowing, incorporating person-centred approaches with the holistic framework of the ICF.

Module Content	a) **Principles of the ICF framework**: Implications for assessment of impairment, activity limitations and participation restrictions
	b) **Explanatory theories** and the nature of predisposing, precipitating, perpetuating and protective factors associated with disorders of:
	  ▫ Fluency
	  ▫ Acquired motor speech disorders (dysarthria, apraxia of speech)
	  ▫ Developmental speech sound disorders (including phonological and articulatory disorders, and childhood apraxia of speech)
	  ▫ Voice
	  ▫ Dysphagia
	c) **The nature of multimodal communication** and implications for consideration of augmentative and alternative communication

Recommended Reading List	Reading list available on Blackboard
Assessment Details	**Continuous assessment** (100%) Students will be assessed on **4 continuous assessment assignments** across the Michaelmas Term. There will be two MCQ tests and two case history assignments. The final overall mark for the module will be determined from an average of the highest MCQ mark and the highest case history mark.

Module Code	**SLU22004**
Module Name	**Assessment of Disorders of Speech, Voice, Fluency and Swallowing**
ECTS Weighting	10
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 44 **Indicative hours** = 200
Module Personnel	**Module Co-ordinator**: Dr. Yvonne Lynch **Lecturers**: Dr. Caroline Jagoe, Dr. Ciarán Kenny, Dr. Yvonne Lynch, Dr. Julie Regan, Dr. Duana Quigley, guest lecturers
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Critically evaluate the diagnostic process related to disorders of speech, voice, fluency and swallowing [PO 2] LO2. Construct and rationalise a plan for assessment that will allow differentiation of factors impacting on activities of speech, voice, fluency and swallowing [PO 2] LO3. Construct and rationalise an assessment plan that is maximally efficient, problem-driven and solution focused [PO 2] LO4. Analyse and synthesise assessment data related to the activities of speech, voice, fluency, and swallowing and interpret this information with reference to information on social participation [PO 2] LO5. Identify the opportunities for interdisciplinary working, and the indicators for onward referral, recognising the roles of other professionals and respecting the client and significant others as active and informed partners in all assessment processes and referral decisions [PO 1,3,6] LO6. Communicate assessment findings appropriately and effectively to relevant stakeholders [PO 4]
Module Learning Aims	To introduce students to assessment models, principles and techniques relevant to disorders of speech, voice, fluency, and swallowing as well as to the principles of decision-making in assessment of disorders of speech, voice, fluency, and swallowing.

Module Content	a) Principles of assessment of disorders of speech, voice, fluency, and swallowing within an EBP framework
	 b) Theories of speech motor control: Implications for assessment of oromotor skills and speech
	 c) Fluency disorders in children and adults: Diagnostic practice across fluency disorders
	 d) Assessment of acquired motor speech disorders *(Dysarthria and Apraxia of Speech)*: Diagnostic practice; standard, non-standard and perceptual assessment processes and procedures
	 e) Assessment of developmental speech sound disorders:
	    ▫ phonological disorders
	    ▫ developmental dysarthria
	    ▫ developmental verbal dyspraxia/Childhood Apraxia of Speech
	    ▫ Speech disorders associated with craniofacial anomalies
	 f) AAC: Principles and practices of assessment; participation model of assessment
	 g) Voice and its disorders: Diagnostic framework; assessment process and procedures, analysis and evaluation
	 h) Assessment related to dysphagia: Formal and informal procedures; team members; clinical bedside swallow assessment

Recommended Reading List	Reading list available on Blackboard

Assessment Details	**One 3-hour Examination Paper - 3 questions to be answered** (70%)
	    Date: Assessment Week, Michaelmas Term –
	    Alternative examination if applicable: 3 short essays (1000 words) focused on the 3 sections of the exam (equally weighted for total of 70% of module)
	    SSD, AOS, voice
	
	Continuous Assessment – Group Product (30%).
	    *Date due***:** Wednesday, Teaching Week 9, Michaelmas Term

Module Code	**SLU22005**
Module Name	**Linguistics**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 24 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: TBC **Lecturers**: TBC
Learning Outcomes	On successful completion of this module with reference to the *Graduate Attributes* (in italics), students will be able to: LO1. Demonstrate awareness of universal and language-specific aspects of language acquisition in children. *[To think independently]* LO2. Analyse data from child language acquisition at different levels of linguistic structure and use. *[To think independently]* LO3. Compare and contrast social and linguistic aspects of monolingual and multilingual language acquisition. *[To think independently, to communicate effectively]* LO4. Apply a critical perspective to the role of speech & language therapists in decision-making concerning the bilingual upbringing of children *[To act responsibly]* LO5. Develop further analyses of clinical issues in bilingualism across the lifespan. *[To develop continuously]*
Module Learning Aims	To examine several topics in linguistics and language acquisition, with particular regard for the role of speech & language therapists. The interplay between language acquisition as a cognitive process and linguistic outcomes in production and comprehension is explored at different linguistic modules (i.e. phonology, syntax, morphology, and semantics).
Module Content	While studying language acquisition, linguists seek to answer several questions. How do children learn language? How does knowledge of language emerge in early years, and how does it grow? What are the milestones of the language acquisition process? What kinds of linguistic knowledge do children display during their development? According to linguistic theory, human beings are innately endowed with a system of structured linguistic knowledge. Assuming this then, linguists are able to predict and characterise the development of children's linguistic competence, even in different social, cultural, and linguistic environments (e.g. multilingual societies, heritage speakers' communities, etc.). Equipped with such knowledge, the speech and language therapist will better understand how the fundamental building blocks of language – the object of their everyday practice – are acquired. *[The course is based on lectures and the analysis of language data. Students are expected to read the assigned texts and use insights gained from reading, lectures, and discussion to analyse language data and problems in language acquisition.]*
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**Linguistics Exercise** (30%) Details on the linguistics exercise will be provided by Teaching Week 4. *Date due*: 12 noon, Friday, Teaching Week 7, Michaelmas Term

	Individual Essay (70%)
	Each student will write a critical essay which evaluates previous research in an area of linguistics, especially language acquisition. Details on the essay guidelines will be provided by Teaching Week 5.
	Date due: 12 noon, Friday, Teaching Week 12, Michaelmas Term

Module Code	**SLU22006**
Module Name	**Nature of Disorders of Language and Communication**
ECTS Weighting	5
Semester/Term Taught	Hilary Term
Contact Hours	**Direct hours** = 22 **Indicative hours** = 100
Module Personnel	**Module Co**-ordinator: Dr. Martine Smith **Lecturers**: Dr. Caroline Jagoe, Dr. Irene Walsh, Dr. Rozanne Barrow, Paula Bradley, Dr. Suzanna Dooley, guest lecturers
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Describe the nature of the range of developmental and acquired language and communication disorders, demonstrating a deep knowledge of the characteristics of each disorder [PO 2] LO2. Interpret the impact of a disorder of language and communication on an individual within their social, vocational and/or academic environments, drawing on a biopsychosocial model of health and wellbeing [PO 2] LO3. Understand and critically analyse concepts, models and frameworks of language processing as they relate to disorders of language and communication across the lifespan [PO 2,7]
Module Learning Aims	To introduce students to the nature of a range of acquired and developmental disorders of language and communication, in the context of biopsychosocial considerations and with reference to models of language processing.
Module Content	The following disorders of language and communication will be considered: a) Developmental Language Disorder b) Developmental Language Disorder and associated conditions c) Intellectual Disability d) Aphasia e) The Dementias f) Traumatic Brain Injury g) Right Hemisphere Damage h) Mental health disorders
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**Continuous assessment** (100%) o Written essay *Date due*: 12 noon, Wednesday, Teaching Week 7, Hilary Term

Module Code	SLU22007
Module Name	**Assessment of Disorders of Language and Communication**
ECTS Weighting	10
Semester/Term Taught	Hilary Term
Contact Hours	**Direct hours** = 66 **Indicative hours** = 200
Module Personnel	**Module Co-ordinator**: Dr. Martine Smith **Lecturers**: Dr. Caroline Jagoe, Dr. Irene Walsh, guest lecturers
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Critically evaluate the diagnostic processes related to disorders of language and communication [PO 2,7] LO2. Construct and rationalise a plan for assessment that will consider all factors impacting on language and communication abilities [PO 2] LO3. Construct and rationalise a plan for assessment of language and communication that is maximally efficient, problem-driven and solution focused, taking into consideration the interprofessional context of the setting [PO 1,2,6] LO4. Analyse and synthesise assessment data related to language and communication abilities, and interpret this information with reference to experiences of social participation [PO 1,2] LO5. Identify the opportunities for interdisciplinary working, and the indicators for onward referral, recognising the roles of other professionals and respecting the client and significant others as active and informed partners in all assessment processes and referral decisions [PO 1,3,6] LO6. Communicate assessment findings appropriately and effectively to relevant stakeholders [PO 4]
Module Learning Aims	To introduce students to person-centred models of assessment, including assessment models, principles and techniques relevant to disorders of language and communication, as well as the core principles of decision-making in assessment of individuals with suspected impairments of language and communication within an interdisciplinary team context.
Module Content	The aims will be addressed in the context of the following disorders of language and communication: a) Developmental language disorder b) Developmental language disorder and associated conditions c) Intellectual Disability d) Aphasia e) The Dementias f) Traumatic Brain Injury g) Right Hemisphere Damage
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**One 3-hour Exam Paper** (60%) Irrespective of marks obtained on continuous assessment assignments, students are required to achieve an overall mark of 40% or higher on the examination paper in order to pass the module. **Alternative examination if applicable:** 4 short essays (1000 words) focused on the 4 sections of the exam (60%) **Continuous assessment** (40%) *PBL resolution date*: 11am-1pm, Wednesday, Teaching Week 11, Hilary Term

Module Code	**SLU22008**
Module Name	**Practice Education 1**
ECTS Weighting	10
Semester/Term Taught	Michaelmas Term and Hilary Term
Contact Hours	**Indicative hours** = 200
Module Personnel	**Module Co-ordinator**: Dr. Duana Quigley **Other personnel**: Regional Placement Facilitators, Practice tutors, Practice Educators
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Describe and adhere to clinical policies, procedures, protocols and guidelines on professional conduct, health & safety, infection control, risk management, and child protection [PO 1,5] LO2. Demonstrate understanding of the principles underlying client confidentiality and adhere to legal and professional guidelines for record keeping and data protection [PO 1,5] LO3. Demonstrate appropriate professional conduct and clinical competencies, under supervision, when collecting and collating relevant client-related information [PO 5,6] LO4. Demonstrate appropriated professional conduct and clinical competencies, under supervision, when selecting, administering recording, scoring and interpreting a range of informal and formal assessments [PO 3,4] LO5. Demonstrate appropriate professional conduct and clinical competencies, under supervision, when communicating assessment findings orally and in written format [PO 4] LO6. Demonstrate appropriate professional conduct and communication skills during all interactions with clients and families, practice educators and other key stakeholders [PO 4] LO7. Engage in reflective practice, applying self-appraisal to develop professional conduct and competence and responding to feedback received from practice educators [PO 8]
Module Learning Aims	To allow students to develop competence in observing, recording, analysing and evaluating communication and swallowing samples in clinical and non-clinical populations through participation in tutorials, skill & competency development and practice workshops, practice education placement, Professional Development Logs and OSCEs.
Module Content	To provide students to develop competencies in being able to: a. Demonstrate appropriate professional conduct b. Apply knowledge of knowledge, anatomy, neurology and psychology to the assessment of communication skills across a range of client groups and settings c. Apply the principles of assessment to observation, recording, analysis and evaluation of communication and swallowing samples in clinical contexts d. Apply the principles of assessment and intervention to clinical decision-making and case management e. Use assessment findings to inform clinical decision-making f. Work effectively as speech & language therapy assessors under the direction and guidance of a qualified speech & language therapist g. Understand the principles underlying assessment and diagnosis in speech & language therapy practice h. Understand the principles underlying case and caseload management in speech & language therapy service delivery **Clinical tutorials** allow students to develop knowledge and skills in the areas of professional conduct, assessment and diagnosis to the level of novice clinician. **The Practice education placement** (10-12 days) provides students with a range of clinical experiences working with paediatric and adult clients who may have speech, language and/or swallowing disorders in a variety of contexts.

	Please note: The timing and structure of this placement will be dependent on National Public Health Advice in the context of Covid-19.
Recommended Reading List	Reading list available on Blackboard

Assessment Details	**Semester 1**
	Objective Structured Clinical Examination - OSCEs (30% in total)
	    1. **Clinical competencies** will be assessed based on objective testing through observation of skills including but not restricted to case history taking, informal and formal assessments, record keeping and session planning. Each station will be marked as pass or fail.
	        Date: Friday, Teaching Week 11, Michaelmas Term.
	
	    2. **Certificates** of relevant online modules on HSEland (www.hseland.ie) to include:
	• Hand Hygiene
	• Manual Handling
	• Health, Safety and Security
	• Children First
	• Good Information Practices
	• The Fundamentals of GDPR
	• Introduction to Infection Prevention and Control
	• Managing Health and Safety in Healthcare: Chemical Agent Hazards
	• Safety, Health and Welfare in Healthcare
	
	    Date due: 12 noon, Friday Teaching Week 12, Michaelmas Term
	
	Semester 2
	o **Practice Education Placement** – off-site (70% in total)
	
	o **Continuous assessment** (50%) completed by the practice educator on the National Student Clinical Competency Evaluation Form, Level 1 Novice.
	    Marking: Students must be rated on all 10 professional conduct competencies and a minimum of 10 clinical competencies. In order to pass the placement, all 10 professional conduct competencies must be rated as acceptable and 7 or more clinical competencies must fall within the evident/plus range.
	
	o **Clinical exam** (20%) in the second half of the placement where student conducts an assessment/screening session with a client. There are four components:
	• File – evidence of competencies relating to clinical record keeping
	• Presentation – student provides a brief oral summary of the client (<5mins)
	• Clinical session – student observed by 2 examiners working with a client
	• Viva following the clinical session
	Marking: To pass, 70% of the competencies rated must fall within the evident/plus range
	
	o **Professional Development Log** (PDL) (Pass/Fail) – evaluated for accuracy, completeness, quality of reflective practice and overall presentation
	    Date due: 12 noon, Friday of Teaching Week 12, Hilary Term
	    [PDL must be passed in order to pass the module]
	
	o **After placement submissions**
	• Submission of the summary of certified hours (Pass/Fail) – a copy to be kept in your PDL
	• Submission of 'Student Evaluation of Practice Education Placement' (compulsory)
	Date due: within one week of completing placement
	Submitted to: Department Executive Officer

Module Code	SLU22009
Module Name	Ethics and Professional Studies
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 20 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Orla Gilheaney **Other personnel**: Niamh O'Loughlin, Regional Placement Facilitators, Practice tutors, Practice Educators
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Demonstrate understanding of the professional, legal and ethical responsibilities of a speech & language therapist [PO 1,5] LO2. Recognise and adhere to the professional, legal and ethical guidelines for record keeping, informed consent and data protection [PO 5] LO3. Recognise and adhere to the professional, legal, ethical and relevant national guidelines, policies and protocols addressing service quality, health & safety, child welfare, safeguarding vulnerable client groups and others as appropriate [PO 5] LO4. Apply understanding of all relevant guidelines, policies and/or protocols, including CORU's *Code of Professional Conduct & Ethics for Speech & Language Therapists*, to practice education experience [PO 1,5]
Module Learning Aims	To develop knowledge and understanding of professional, legal and ethical guidelines, policies and procedures.
Module Content *(To include but not restricted to these topics)*	a) The basis of ethics in philosophy b) Code of Ethics (e.g. IASLT, CORU) c) Ethical, professional and legal responsibilities of clinical practice d) Ethical, professional and legal guidelines that influence service policies and service delivery, including GDPR e) Ethical, professional and legal guidelines for the protection of children and vulnerable adults f) Ethical, professional and legal guidelines for processing personal data, solving ethical dilemmas, quandaries and conflicts
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**One 90-minute Class Test** (100%) o Multiple Choice Questions (30%) o Ethical and professional dilemma to discuss (70%) *Date*: Monday of Teaching Week 12, Michaelmas Term [*Note*: Students must pass each part and those who do not pass in Michaelmas term will be required to complete an assignment to demonstrate the relevant knowledge and understanding before starting clinical placement in the Hilary term. In addition, it will be necessary to sit a repeat test in the supplemental period.]

Junior Sophister Modules

Module Code	**SLU33001**
Module Name	**Discourse Analysis**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 22 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Breffni O'Rourke **Lecturer**: Dr. Breffni O'Rourke
Learning Outcomes	**On successful completion of this module, students will be able to:** LO1 Describe linguistic discourse as a phenomenon worthy of systematic investigation [PO1, 2) LO2 Transcribe conversational discourse in sufficient detail for most analytic purposes (PO1, 2) LO3 Explain the fundamentals of relevant ethnographic, pragmatic, and conversation-analytic conceptual frameworks (PO1, 2) LO4 Analyse discourse from ethnographic, pragmatic, and conversation-analytic perspectives (PO1, 2)
Module Learning Aims	• To introduce students to a range of theoretical and analytic perspectives on discourse • To introduce students to some of the main tools that have been used for analysing meaning and speaker choices in discourse
Module Content	• The following topics are indicative: • What is discourse? Why and how should we study it? • Transcribing discourse (lecture and workshops) • The cultural context of discourse: Ethnography of Communication • "Doing things with words": speech act theory • Meanings beyond our words: the cooperative principle and conversational implicature • Beyond cooperativeness: politeness theory • Discourse markers • Microanalysis of talk-in-interaction: Conversation Analysis
Recommended Reading List	Reading list available on Blackboard
Assessment Details	Students are assessed on the basis of a transcription (40%, pair work) and an analysis of that transcription (60%; individual work). Submission dates: Transcription: 3 p.m. Friday of week 6; Analysis: 3pm on Friday of Revision Week, Michaelmas term.

Module Code	**SLU33002**
Module Name	**Dynamics of Discourse**
ECTS Weighting	5
Semester/Term Taught	Hilary Term
Contact Hours	**Direct hours** = 22 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Irene Walsh **Lecturer**: Dr. Irene Walsh
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Describe the development of discourse skills in childhood and adolescence [PO 2,7] LO2. Analyse features of spoken discourse in everyday and institutional contexts, with particular reference to speech & language therapy encounters [PO 1,2,4,7,8] LO3. Describe how spoken discourse may be influenced by interlocutors' levels of conversational engagement, orientation and skill in communication interactions [PO 1,2,7,8]
Module Learning Aims	o To demonstrate the application of discourse theory, including narrative discourse to the development of discourse skills in childhood, and to a range of different institutional discourse contexts (e.g. classroom, clinical discourse). o To appreciate the impact of a diagnosis of language and/or communication impairment has on the development of discourse skills
Module Content	a) Development of discourse skills in childhood and adolescence b) Discourse abilities, disabilities and differences across individuals c) Institutional discourse and the clinical encounter in speech & language therapy d) Discourse analysis workshops
Recommended Reading List	Reading list available on Blackboard

Assessment Details	**Transcription and analysis of a discourse sample** (100%)
	
	o Transcription of sample (30%)
	    Date due: 12 noon, Monday of Teaching Week 5, Hilary Term
	
	o Analysis of sample (70%)
	    Date due: 12 noon, Monday of Teaching Week 10, Hilary Term

Module Code	SLU33003
Module Name	**Evidence Based Practice (EBP)**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 24 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Margaret Walshe **Lecturers**: Dr. Margaret Walshe, Dr. Órla Gilheaney, Isolde Harpur
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Critically interpret the principles underlying evidence-based practice with specific reference to communication and swallowing disorders [PO 2,8] LO2. Formulate an answerable question for retrieval of evidence [PO 6,7,8] LO3. Retrieve high quality clinical evidence using scientific literacy skills [PO 6,7,8] LO4. Critically appraise the methodological quality of research evidence [PO 2,7,8] LO5. Integrate relevant evidence with clinical experience to inform clinical decision-making [PO 2,5,7,8]
Module Learning Aims	This module introduces students to the principles and application of evidence-based healthcare into clinical practice. Students are introduced to critical appraisal of literature across a range of methodologies, to audit the quality of service to key holders and to apply EBP to research as well as clinical practice.
Module Content	a) Introduction and critical reflection on principles of EBP b) Formulation of PICO and PIRT questions for information retrieval c) Database searching using key electronic databases d) Critical appraisal of published research on assessments, interventions and systematic reviews using specific checklists e) Introduction to reporting guidelines for studies f) Introduction to clinical audit and quality appraisal of services g) Applications of EBP into clinical practice, challenges and opportunities. This module will be delivered fully online for this academic year.
Recommended Reading List	Reading list available on Blackboard
Assessment Details	Take Home Online Exam (100%) Details available on Blackboard

Module Code	**SLU33004**
Module Name	**Intervention for Disorders of Speech, Voice, Fluency and Swallowing**
ECTS Weighting	10
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 66 **Indicative hours** = 200
Module Personnel	**Module Co-ordinator**: Dr. Yvonne Lynch **Lecturers**: Dr. Julie Regan, Dr. Ciarán Kenny, Dr. Duana Quigley, guest lecturers
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Critically evaluate the evidence base for specific prevention and intervention approaches related to disorders of speech, voice, fluency and swallowing [PO 2,6] LO2. Describe and critique models of intervention and related intervention strategies [PO 1,2] LO3. Construct plans for therapy, incorporating specific and measurable long- and short-term aims that are client-driven and evidence-informed [PO 2,3,5,7] LO4. Critically evaluate therapy plans, incorporating consideration of the processes that optimise client-provider partnership, active engagement and client self-management [PO 1,2,4] LO5. Critically evaluate therapy outcomes with reference to meaningful change [PO 2] LO6. Apply the principles of interdisciplinary working, recognising the roles of other professionals and respecting the client and significant others as active and informed partners in all intervention processes [PO 1,3,6]
Module Learning Aims	To introduce students to the art and science of intervention, encapsulating the principles of collaborative decision-making to optimise meaningful outcomes for individuals who experience disorders of speech production, disorders of voice, fluency and swallowing. The construct of intelligibility as a shared feature of the speaker, listener and the environment is explored, highlighting the relationship between level of breakdown and focus of intervention, and linking assessment to intervention planning. Building on the knowledge and skills from modules in SF, students learn about the application of medical, social and biopsychosocial frameworks in intervention, with particular reference to activity limitations and participation restrictions associated with disorders of speech, voice, fluency and swallowing. The importance of collaboration is highlighted, incorporating collaboration with clients and families as well as interprofessional cooperation and engagement.

Module Content	a) Introduction to models and principles of intervention with an Evidence Based Practice (EBP) framework
	b) Interprofessional practice to support optimal outcomes
	c) Intervention principles and practices for children with developmental disorders of speech
	d) Intervention with children with cochlear implants
	e) Intervention with children with speech and swallowing disorders, acquired dysarthria and apraxia of speech (AOS)
	f) Intervention with children and adults with:
	  ▫ dysphagia
	  ▫ disorders of fluency
	  ▫ disorders of voice
	g) Intervention using AAC

Recommended Reading List	Reading list available on Blackboard

Assessment Details	**One 3-hour examination paper, 4 questions to be answered** (70%)
	Alternative examination if applicable:
	4 short essays (1000 words each) reflecting the sections of the exam: dysarthria & dysphagia, AAC, SSD and voice.
	Continuous assessment assignments
	o Group assignment (30%)
	Date: Wednesday of Teaching Week 9, Michaelmas Term

Module Code	**SLU33005**
Module Name	**Intervention for Disorders of Language and Communication**
ECTS Weighting	10
Semester/Term Taught	Hilary Term
Contact Hours	**Direct hours** = 66 **Indicative hours** = 200
Module Personnel	**Module Co-ordinator**: Dr Yvonne Lynch **Lecturers**: Dr. Caroline Jagoe, Dr. Irene Walsh, Dr. Yvonne Lynch, Dr. Rozanne Barrow, Paula Bradley, Dr. Suzanna Dooley, Jennifer Brophy, guest lecturers
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Critically evaluate the principles and processes of prevention and intervention approaches related to language and communication disorders [PO 1, 2, 4, 5] LO2. Critically evaluate the evidence base in relation to specific interventions, models and techniques [PO 1, 2, 4, 7] LO3. Construct and rationalise therapy plans, incorporating specific and measurable aims and goals that are strengths-based, client-driven and evidence-informed, within a multidisciplinary framework and inclusive of stakeholder perspectives [PO 1, 2, 3, 4, 5] LO4. Critically evaluate therapy plans, incorporating consideration of the processes that optimise client-provider partnership, active engagement and client self-management [PO 1, 2, 4] LO5. Critically evaluate therapy outcomes with reference to meaningful change [PO 1, 2, 5] LO6. Apply the principles of interdisciplinary working, recognising the roles of other professionals and respecting the client and significant others as active and informed partners in all intervention processes [PO 1, 3, 6]
Module Learning Aims	To introduce students to a range of intervention models, principles and techniques appropriate to clinical work with children, adolescents and adults with language and communication disorders. Students will explore the principles of decision-making in intervention and will be facilitated in evaluating therapy in a person-centred manner.
Module Content	The module aims will be addressed across the following content areas: a) Developmental Language Disorder (DLD) b) DLD and associated disorders c) Aphasia d) TBI & Right Hemisphere Damage e) The Dementias f) Communication & mental health disorders g) Intellectual disability Students will also participate in intervention workshops provided
Recommended Reading List	Reading list available on Blackboard

Assessment Details	**One 3-hour Examination Paper, 4 questions to be answered** (60%)
	
	Alternative examination if applicable
	
	Two Continuous Assessment Assignments
	o PBL group assignment (40%)
	   Date: Wednesday, Teaching Week 9, Hilary Term
	o IPL group written product (pass/fail)
	   Date due: 12 noon Monday, Teaching Week 12, Hilary Term
	   Examiner: Dr. Caroline Jagoe

Module Code	**SLU33006**
Module Name	**Research Methods and Statistics**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 24 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Kathleen McTiernan **Lecturer**: Dr. Kathleen McTiernan
Learning Outcomes	On successful completion of this module, students will be able to: • Identify and differentiate between a range of research designs and approaches [PO 3,8] • Identify and explain the stages of the research process [PO 3,8] • Appraise the quality of evidence presented in research articles [PO 3,8] • Identify, compare and contrast different sampling strategies [PO 3,8] • Outline and critically evaluate different data collection techniques [PO 3,8] • Demonstrate the ability to select and apply appropriate statistical procedures for the analysis of data [PO 3,8]
Module Learning Aims	o To introduce students to the different research methodologies, to the design of research projects and to methods of data collection and analysis. o To equip students with basic skills to support their development as independent clinician-researchers.

Module Content	**Research methods topics include:**
	a. Theory of research and contexts of inquiry
	b. The process of research
	c. Approaches to research
	d. Reviewing the literature
	e. Sampling
	f. Data collection methods
	
	Statistics topics include:
	a. Definitions of terms:
	   o statistics, descriptive and inferential statistics
	   o samples and populations, variables, observations, values, levels of measurement
	b. Independent and dependent variables
	c. Descriptive statistics and arrays of data
	d. Graphical representation of data
	e. Measures of central tendency and measures of dispersion
	f. Standing scores (z scores)
	g. Tests of association and correlation and their uses
	h. Testing for differences – t tests; analysis of variance; outline of uses
	i. Choosing an appropriate test – parametric vs non-parametric considerations

Recommended Reading List	Reading list available on Blackboard

Assessment Details	Class test (100%)
	Date: Teaching Week 11, Michaelmas Term

Module Code	SLU33007
Module Name	Research Design
ECTS Weighting	5
Semester/Term Taught	Hilary Term
Contact Hours	**Direct hours** = 24 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Kathleen McTiernan **Lecturers**: Dr. Kathleen McTiernan, Dr. Caroline Jagoe, Dr. Irene Walsh, Dr. Julie Regan, Dr. Margaret Walshes, Dr. Yvonne Lynch, Dr. Ciarán Kenny, Dr. Duana Quigley, Dr. Orla Gilheaney
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Think independently and critically apply the core principles of research design and implementation [PO 2,7,8] LO2. Differentiate between a range of designs and approaches suitable for application in research projects [PO 7,8] LO3. Critically analyse literature and place a research question into the context of the existing literature [PO 7,8] LO4. Choose appropriate sampling strategies, methods of data collection and procedures for the analysis of data for a research project [PO 7,8] LO5. Develop and write a methodologically appropriate research proposal [PO 4,7,8] LO6. Identify and address the key ethical issues for a proposed research project [PO 5,7,8]
Module Learning Aims	o To equip students with the skills needed to undertake and complete their sophister research project o To develop a lifelong learning approach to research and evidence based practice
Module Content	a) Theory of research and contexts of inquiry b) Overview of the reading for research c) Development of a research question d) Designing a research study (sampling, data collection and analysis, ethical considerations of research) e) Ethical considerations of research f) Writing a research proposal
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**Continuous assessment (100%)** o **Ethics Application/Research Proposal** (details of the assessment of the module will be posted on Blackboard) *Date due*: **12 noon,** Friday of Teaching Week 12, Hilary Term

Module Code	**SLU33008**
Module Name	**Neurology and Psychiatry**
ECTS Weighting	5
Semester/Term Taught	Hilary Term
Contact Hours	**Direct hours** = 24 *(Child Neurology = 6; Adult Neurology = 8; Child Psychiatry = 6; Adult Psychiatry = 4)* **Indicative hours** = 100
Module Personnel	**Module Co-ordinators**: Dr. Irene Walsh and Dr. Julie Regan **Neurology Lecturers**: Dr. Declan O'Rourke, Dr. Brian Lynch, Dr. Julie Regan **Psychiatry Lecturers**: Dr. Brendan Doody, Dr. Jane O'Connor
Learning Outcomes	**Neurology**: on successful completion of this module, students will be able to: LO1. Apply understanding of the normal neurological system to rationalise diagnostic and intervention decisions in relation to impairments of speech, language, swallowing and voice in children and adults [PO 1,2] LO2. Describe the causes, features, diagnostic processes and multidisciplinary management associated with commonly occurring neurological conditions in children and adults [PO 1,2,3,4] LO3. Evaluate the impact of commonly occurring neurological conditions on speech, language, communication and swallowing from impairment and quality of life perspectives [PO 1,2,3] LO4. Rationalise the role of the speech & language therapist within the multidisciplinary team in the management of children and adults with neurological conditions [PO 1,3,4,5,6] **Psychiatry**: on successful completion of this module students will be able to: LO1. Identify likely symptom profiles of children and adults with commonly occurring psychological and psychiatric disorders [PO 1,2] LO2. Evaluate the potential impact of commonly occurring psychological and psychiatric disorders on speech, language, communication and swallowing function [PO 1,2] LO3. Identify intervention approaches used in the management of children and adults with commonly occurring psychological and psychiatric disorders [PO 1,3,6] LO4. Rationalise the role of the speech & language therapist within the multidisciplinary management of children and adults with psychological and psychiatric disorders [PO 1,3,4,5,6]
Module Learning Aims	To introduce students to neurological and psychiatric conditions commonly encountered by speech & language therapists within clinical practice. Typical features of both child and adult onset neurological and psychiatric disorders will be highlighted.
Module Content	**Neurology** a) An overview of the major neurological disorders of childhood b) An overview of major neurological disorders of adulthood, including but not restricted to the following - Review of the neurological system - Disorders of upper and lower motor neurones/disorders of the pyramidal system - Disorders of the extra-pyramidal system - Impact of neurological disorders on speech, language, communication and swallowing - Role of the speech & language therapist in the management of people with neurological conditions **Psychiatry** a) An overview of the major psychiatric disorders of childhood and related topics b) An overview of the major psychiatric disorders of adulthood and related topics
Recommended Reading List	Reading list available on Blackboard

Assessment Details	**Neurology (child & adult)** **Class Test (Multiple Choice Questions - MCQs)** (50%) *Date*: Teaching Week 10, Hilary Term **Psychiatry (child & adult)** **One 2-hour annual examination** (50%) o Section 1: Child Psychiatry o Section 2: Adult Psychiatry **Alternative examination if applicable:** **Neurology (child & adult)** **Online Class Test (Multiple Choice Questions -MCQs)** (50%) **Psychiatry (child & adult)** **Alternative assessment:** 2 short essays written in examination period, one in each area of Child Psychiatry and Adult Psychiatry respectively and submitted online (50%); students must pass both essays

Module Code	**SLU33009**
Module Name	**Practice Education 2**
ECTS Weighting	10
Semester/Term Taught	Michaelmas Term and Hilary Term
Contact Hours	**Indicative hours** = 200
Module Personnel	**Module Co-ordinator**: Dr. Duana Quigley **Other personnel**: Dr. Martine Smith, Dr. Caroline Jagoe, Dr. Irene Walsh, Dr. Julie Regan, Dr. Yvonne Lynch, Regional Placement Facilitators, Practice Tutors, Practice Educators

Learning Outcomes	On successful completion of this module, students will be able to:
	LO1. **Engage in reflection and reflective practice**: critically self-appraising and working to develop their own professional conduct and clinical competencies and responding to feedback received from practice educators [PO 1,2,5,6,8]
	LO2. **Demonstrate appropriate professional conduct and clinical competencies** [PO 1,2,3,5,6,8] at transition or plus level of the National Student Clinical Competencies, in:
	    ▫ the clinical assessment of communication and feeding, eating, drinking and swallowing disorders
	    ▫ the clinical planning and delivery of intervention of communication and swallowing disorders
	LO3. **Demonstrate appropriate professional conduct and clinical competencies** during all interactions with clients, team members and practice educators [PO 1,3,4,6]
	LO4. **Describe and adhere to clinical policies, procedures, protocols and guidelines** on professional conduct, health & safety, infection control, risk management, data protection and child protection [PO 5].

Module Learning Aims	○ Through clinical briefings and practice education placements, to provide students with opportunities to assess, diagnose, plan and implement intervention programmes with a small number of clients in at least two clinical settings. ○ Students work with clients under the supervision of professionally qualified speech & language therapists who aim to provide students with opportunities to develop the competencies required to work as a speech & language therapist [_Note_: This is a mandatory module for students undertaking the SLT clinical education programme]
Module Content	a. Clinical briefings b. Clinical tutorials c. Professional Development Log (PDL) Two practice education placements: (Please note: _The timing and structure of the placements will be dependent on National Public Health Advice in the context of Covid-19)._ • **Weekly Placement**: 10-12 Thursdays between Teaching Week 2 of Michaelmas Term and Teaching Week 5 of Hilary Term. Induction takes place by arrangement in Michaelmas term. • **Block Placement**: 30 day placement (24 on-site days, 6 research days) evaluated as part of the SS module SLU44006 [_Note_: Allocation of placements is based primarily on learning needs and gaps in experience to ensure students gain opportunities in a variety of settings with diverse client groups. Every effort is made to match students with suitable placements to maximise opportunities in the development of clinical competencies, this may entail travelling to clinical settings outside of the Dublin Region.]

Recommended Reading List	Reading list available on Blackboard Reading from professional knowledge base relevant to client group and setting

Assessment Details	**Weekly Practice Education Placement**
	
	o **Continuous Assessment** (50%) completed by the practice educator on the National Student Clinical Competency Evaluation Form Level 2 Transition.
	Marking: Students must be rated on all 10 professional conduct competencies and a minimum of 15 clinical competencies on the National Student Clinical Competency Evaluation Form. In order to pass the placement, all 10 professional conduct competencies must be rated as acceptable and 12 or more clinical competencies must fall within the evident/plus range.
	Date: The mid-placement session can be scheduled between Day 5 and Day 6 of placement
	
	o **Clinical exam** (30%) – students' competencies (minimum of 10) are mapped on to the National Student Clinical Competency Evaluation Form Level 2 (Transition) based on an evaluation of student conducting a therapy session with a client/client group with whom they are familiar while on placement. There are four components:
	  ▫ File – evidence of competencies relating to clinical record keeping
	  ▫ Presentation – student provides a brief oral summary of the client (<5mins)
	  ▫ Clinical session – student observed by 2 examiners working with a client
	  ▫ Viva following the clinical session
	Marking: To pass, 70% of the competencies rated must fall within the evident/plus range
	Date: 2nd half of the placement
	
	o **Case Presentation** (20%) – in college students present a case from their clinical placement. This is evaluated by the Practice Education Co-ordinator, Practice Tutor/Regional Placement facilitator and/or a member of the academic staff. 10 minutes to present with 2-3 minutes for questions.
	Marking: Rubric available on Blackboard
	Date: Hilary Term
	
	o **Professional Development Log** (PDL) (Pass/Fail) – evaluated for accuracy, completeness, quality of reflective practice and overall presentation
	Date due: 12 noon, Friday of Teaching Week 12, Hilary Term
	
	[*Note*: The PDL must be passed in order to pass the module]
	
	o **After placement submissions**
	  ▫ Submission of the summary of certified hours (Pass/Fail) – a copy to be kept in your PDL
	  ▫ Submission of 'Student Evaluation of Practice Education Placement' form (compulsory)
	Date due: within one week of completing placement
	Submitted to: Department Executive Officer
	
	[*Note*: Details of JS summer block placement are outlined in Practice Education 3 module description: SLU44006]

Senior Sophister Modules

Module Code	SLU44001
Module Name	**Advanced Studies in Communication and Swallowing**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 32 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Julie Regan **Lecturers**: Dr. Julie Regan, guest lecturers
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Apply understanding of typical communication, the normal swallow system and the principles of post-surgical voice restoration, to rationalise diagnostic and intervention decisions for people presenting with speech, voice and/or swallowing problems across the lifespan and as a result of carcinoma of the head & neck and/or its treatment [PO 1,2] LO2. Apply principles of evidence-based decision-making to assessment, diagnosis and intervention in communication and/or swallowing disorders across the lifespan [PO 2] LO3. Relate the management of specific communication and/or swallowing needs, within an inter-professional framework, to the overall experience of educational, health and social care provision for the client [PO 1,4,6] LO4. Recognise, describe and incorporate ethical, legal and moral responsibilities in the management of children and adults with communication and/or swallowing disorders and other key stakeholders including the members of the interdisciplinary team [PO 1,3,4,5,6] LO5. Continue to engage in self-directed learning that will promote professional development now and in the future [PO 7,8]
Module Learning Aims	**Dysphagia:** To introduce students to clinical decision making in the interdisciplinary assessment and management of people with dysphagia, highlighting the key role of the client in decision making process. This is based on the student knowledge of the nature, assessment and treatment of dysphagia within an interdisciplinary context and incorporating any potential ethical and medico-legal issues encountered in clinical practice. **Head and Neck Cancer: Voice and Speech:** To introduce students to the core theoretical principles and practices of head & neck cancer management, as it relates to voice, speech and swallowing. **Healthcare Intervention Design:** To introduce students to advanced concepts in healthcare intervention design and delivery in order to maximise treatment effectiveness (e.g., chronic disease self-management; health behaviour change and adherence promotion; pre-habilitation; make every contact count) and to demonstrate how these concepts can be integrated into SLT communication and dysphagia services
Module Content	**Dysphagia** a) Clinical decision-making within dysphagia evaluation and intervention b) Impact of living with dysphagia and the need for person-centred care c) Interdisciplinary team management of dysphagia d) Ethical and medico–legal issues in dysphagia management e) Case management across clinical populations

	Head & Neck Cancer, Voice and Speech a) Carcinoma of the head and neck with specific reference to oral, nasopharyngeal, hypopharyngeal and laryngeal cancer. b) Oral hygiene evaluation. c) Treatment options and sequelae. d) Interdisciplinary management with specific reference to the philosophy and principles of SLT assessment and intervention **Healthcare Intervention Design** a) Health behaviour change and adherence promotion b) make every contact count c) chronic disease self-management d) pre-habilitation e) intervention dosage and intensity
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**One 2-hour annual examination** (50%) –2 questions to be answered *Date*: Assessment Week, Michaelmas Term **Alternative examination if applicable:** 2 essays (1000 words each): 1 on Oral Cancer and 1 on Health Behaviour Change (50%, equally weighted) **Online Objective Structured Clinical Examination (OSCE)** (50%) *Date*: Teaching Week 12, Michaelmas Term

Module Code	**SLU44002**
Module Name	**Advanced Studies in Communication Disability and Society**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 22 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Caroline Jagoe **Lecturers**: Dr. Caroline Jagoe, Fiona Craven, Claire O'Reilly
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Critically reflect on the impact of models of disability in influencing client-provider relationships and optimum health outcomes [PO 1,6] LO2. Critically evaluate service design and service provision in speech & language therapy in the context of available resources, existing policies and legislation, social, political, cultural and socioeconomic factors [PO 1,6] LO3. Evaluate the advocacy role of the speech & language therapist to effect change in the design, implementation and evaluation of health programmes, in an ethically responsible, non-discriminatory and inclusive manner [PO 2,6] LO4. Adopt an international perspective on the role of the speech & language therapist through consideration of global goals and health system challenges which affect those with communication difficulties and the provision of speech & language therapy services [PO 4] LO5. Appraise a current challenge, specific service design or service provision issue related to the profession and communicate the core considerations to an audience of peers and professionals [PO 3,6,7]
Module Learning Aims	To provide students with the opportunity to critically evaluate the management of communication disability in the context of: - Concepts of public health, - Concepts of global health and development To critically apply the UN Convention on the Rights of Persons with Disabilities to considerations of communication disability and society (**see**: https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf
Module Content	a) Human rights, health and disability b) Concepts in population health c) Intersectionality: communication disability, poverty, 'vulnerability' d) Sustainable development goals and disability: Global goals, local implementation e) Systems thinking: SLT within the wider health system f) Language, culture, health and disability g) Community Based Inclusive Development (CBID) and communication disability h) Advocacy for policy development: highlighting communication disability and SLT i) Social connections and wellbeing: the centrality of communication
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**Continuous assessment** o Draft poster presentation (30%): Small groups will present to staff only to get feedback on their content *Date*: Wednesday, Teaching Week 8, Michaelmas Term o Submission of structured abstract (30%): each group is required to submit a structured abstract *Date*: Monday, Teaching Week 11, Michaelmas Term

	o Formal poster presentation (40%): Small groups will present revised posters to staff, peers and other speech & language therapists in an virtual conference presentation – 5 minutes to present and 3 minutes for questions. Information should be presented in a professional poster format *Date*: Wednesday, Teaching Week 11, Michaelmas Term

Module Code	**SLU44003**
Module Name	**Research Project**
ECTS Weighting	20
Semester/Term Taught	Michaelmas Term and Hilary Term
Contact Hours	**Contact hours** = 33 **Indicative hours** = 400
Module Personnel	**Module Co-ordinator**: Dr. Kathleen McTiernan **Supervisors:** Dr. Kathleen McTiernan, Dr. Irene Walsh, Dr. Caroline Jagoe, Dr. Margaret Walshe, Dr. Julie Regan, Dr. Yvonne Lynch, Dr. Ciarán Kenny, Dr. Duana Quigley, Dr. Orla Gilheaney, Dr. Breffni O'Rouke, Dr. Valentina Colasanti
Learning Outcomes	On successful completion of this module, students will be able to: • Apply core principles of research design and implement a research project [PO 7,8] • Demonstrate critical thinking and scientific writing skills [PO 2,7,8] • Demonstrate an in-depth knowledge of a particular topic [PO 2] Demonstrate the skills required to sustain intellectual interest and critical thinking, through the application of scientific literacy skills [PO 8]
Module Learning Aims	To equip students with the skills required to sustain intellectual interest and critical thinking through the application of scientific literacy skills
Module Content	a. Application of critical analysis to a review of aspects of the literature b. Development and implementation of a research methodology c. Collection and analysis of data d. Presentation of results e. Critical analysis and discussion of findings f. Submission of dissertation
Recommended Reading List	Reading list available on Blackboard
Assessment Details	**Carrying out of an independent research project** on a topic in the area of human communication and/or swallowing and to submit a dissertation of the research. Details of the assessment for the module will be posted on Backboard. *Submission date*: 12 noon, Monday of Teaching Week 1, Hilary Term

Module Code	**SLU44004**
Module Name	**Reflective Studies**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term and Hilary Term
Contact Hours	**Direct hours** = 24 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Irene Walsh **Lecturers**: Dr. Irene Walsh, Dr. Duana Quigley, Dr. Caroline Jagoe, Dr. Kathleen McTiernan, Dr. Yvonne Lynch, Dr Ciaran Kenny
Learning Outcomes	**Reflective Studies** On successful completion of this module, students will be able to: 1. Critically interpret and reflect upon the evolving knowledge base in applying theory to professional practice and clinical processes [PO 1,2] 2. Reflect upon wider cultural, societal and global contexts and their influences on professional practice in all its diversity [PO 1,2,5,8] 3. Synthesise knowledge acquired and experience gained over the course and to apply it critically to a general statement or problem set by examiners [PO 1,2,3,8] LO1. Think independently and develop continuously on a personal and professional level and to sustain intellectual interest and critical thinking [PO 7,8]
Module Learning Aims	**Reflective Studies** To allow students to critically reflect on the wider issues underpinning the processes and practice of speech and language therapy as a discipline and as a profession. Its aim is for students to think 'outside the box' while integrating their learning from cognate areas in the basic sciences, psychology and linguistics, and to apply that learning to scholarly discussion and argument. Such considerations will take into account global and societal issues, along with concepts of culture, practice, difference and diversity.
Module Content *(To include but not restricted to these topics)*	1. **Reflective Studies** 2. Takes into account issues of relevance to the discipline, against a backdrop of critical argument and discussion. 3. An eclectic mix of contemporary topics are considered for reflection and discussion. 4. Discussions are intended to promote critical thinking and integration of ideas from a range of areas, including those related to concepts of culture, practice, difference and diversity. 5. Students are expected to actively engage with, and contribute to, discussions facilitated by staff. 6. Students are expected to engage in guided reflections before and/or following each session.
Recommended Reading List	Reading lists available on Blackboard from individual lecturers
Assessment Details	**Part 1: Reflection Submissions (Michaelmas Term):** Submission of 4/5 reflective pieces/ artefacts. This is a **Pass/Fail** component. Date: During Michaelmas Term (nature of submissions and submission dates to be introduced by each lecturer with overview given in Week 1). **Part 2: Reflective Studies Examination (100%) (Hilary Term): 2-hour** essay-based examination; one essay/question to be answered from a choice of four **Date**: Assessment Week, Hilary Term **Alternative examination if applicable:** Essay-based assessment for **Part 2**; one essay/question to be answered from a choice of four and written in Assessment Week, Hilary Term; submitted online.

	Note: Both parts of this module must achieve a pass mark; if either part is failed then the student will be required to undertake a repeat assessment to satisfy the learning outcomes of this module.

Module Code	**SLU44005**
Module Name	**Counselling Principles and Practice**
ECTS Weighting	5
Semester/Term Taught	Michaelmas Term
Contact Hours	**Direct hours** = 24 **Indicative hours** = 100
Module Personnel	**Module Co-ordinator**: Dr. Kathleen McTiernan **Lecturer**: Dr. Kathleen McTiernan, guest lecturers
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Identify, compare and contrast the major theoretical frameworks in Counselling Psychology [PO 1,2] LO2. Outline the major theoretical perspectives and formulate their own congruent approach to working with clients based on empirical evidence and best practice principles LO3. Review and critically evaluate the mainstream counselling and therapeutic approaches (mainly psychodynamic, cognitive-behavioural and humanistic) as well as relevant theoretical issues encountered by counselling psychologists [PO 1,2] LO4. Gain insight into the practical and theoretical importance of Counselling Psychology in clinical settings [PO 5,6,8] LO5. Obtain training in generic counselling skills that reflects the ability to combine several counselling approaches and if necessary, to address issues that may arise in the clinical setting [PO 6] LO6. Apply counselling theory using a range of basic counselling strategies, techniques and assessment methods with clients in the speech & language therapy setting [PO 4,6,8]
Module Learning Aims	o To make students aware of the different theoretical frameworks in counselling psychology and to encourage them to formulate their own congruent approach to working with clients based on empirical evidence and best practice principles o To facilitate this, to review in-depth and critically evaluate the mainstream counselling and therapeutic approaches (mainly current psychodynamic, cognitive-behavioural and humanistic) as well as relevant theoretical issues encountered by counselling psychologists o To obtain training in generic counselling skills and lectures on psychotherapy integration (assimilative or combining several theories) o To understand developmental issues and life transition points as they apply to counselling and speech & language therapy and be able to use a range of basic counselling strategies, techniques and assessment methods with clients in the speech & language therapy setting
Module Content	a) Theories and approaches to counselling b) Structure of counselling situations c) Stages of the counselling relationship d) Development of counselling skills e) Applications in speech & language therapy contexts f) Reflection and resilience
Recommended Reading List	Reading list available on Blackboard

Assessment Details	**Two continuous assessment assignments**
	○ **CA1 – Individual assignment** (10%): Reflective Log
	This is to provide evidence of continuous reflective practice through the regular weekly submissions of reflective logs. Weekly submission of logs is a criterion for the final grade.
	Date due: 12 noon, Friday of Teaching Week 11, Michaelmas Term
	○ **CA2 – Individual assignment** (90%): Essay (3,000 words) Details of the assessment for the module will be posted on Backboard.
	○ *Date due*: 12 noon, Friday of Teaching Week 11, Michaelmas Term

Module Code	**SLU44006**
Module Name	**Practice Education 3**
ECTS Weighting	10
Semester/Term Taught	Michaelmas Term
Contact Hours	**Indicative hours** = 200
Module Personnel	**Module Co-ordinator**: Dr. Duana Quigley **Other personnel**: Regional Placement Facilitators, Practice Tutors, Practice Educators

Learning Outcomes	On successful completion of this module, students will be able to:
	
	 LO1. **Engage in reflection and reflective practice**: critically self-appraising and working to develop their own professional conduct and clinical competencies and responding to feedback received from practice educators [PO 1,2,5,6,8]
	
	 LO2. **Demonstrate appropriate professional conduct and clinical competencies** at entry or plus level of the National Student Clinical Competencies [PO 1,2,4,5,6], in:
	     □ the clinical assessment of communication and swallowing disorders
	     □ the clinical planning and delivery of intervention of communication and swallowing disorders
	
	 LO3. **Demonstrate appropriate professional conduct** and clinical competencies during all interactions with clients, team members and practice educators [PO 1,3,4,6]
	
	 LO4. **Describe and adhere to clinical policies, procedures, protocols and guidelines** on professional conduct, health & safety, infection control, risk management, data protection and child protection [PO 1,5].

Module Learning Aims	To provide students with opportunities to develop competency in assessment, diagnosis, planning, implementing and evaluating therapy programmes for clients with communication and/or swallowing difficulties to prepare them to work as new entrants to the profession. It allows students to: o Apply knowledge and skills learned to the assessment, differential diagnosis and management of communication and swallowing disorders o Generalise competencies developed with specific client groups to a range of client groups and disorders o Apply the principles of assessment, intervention and service delivery to case management in a small caseload o Understand the principles underlying speech & language therapy practice in a range of service settings
Module Content	a) Clinical briefings b) Clinical tutorials c) Professional Development Log (PDL) d) Practice education placement - (Please note: *The timing and structure of the placements will be dependent on National Public Health Advice in the context of Covid-19)* - **Block Placement**: 30 day JS placement during summer (24 on-site days, 6 research days) e) Case presentation from 30 day JS summer block placement [*Note*: Allocation of placements is based primarily on learning needs and gaps in experience to ensure students gain opportunities in a variety of settings with diverse client groups. Every effort is made to match students with suitable placement to maximise opportunities in the development of clinical competencies, this may entail travelling to clinical settings outside of the Dublin Region.]
Recommended Reading List	Reading list available on Blackboard

Assessment Details	**Summary Block Practice Education Placement**

	Summer Block Practice Education Placement
	
	JS Summer Block Practice Education Placement
	
	o **Continuous Assessment** (70%) – The mark awarded is based on continuous assessment on the National Student Clinical Competency Evaluation Form Level 2 (Transition). To pass:
	   ▫ All 10 professional conduct competencies must be rated as acceptable
	   ▫ 12 or more out of a minimum of 15 clinical competencies must fall within the evident/plus range
	
	o **Case Presentation** (30%) – in college students present a case from their clinical placement. This is evaluated by the Practice Education Co-ordinator, Practice Tutor/Regional Placement facilitator and/or a member of the academic staff. The Speech & Language Pathology External Examiner may be present also. 10 minutes to present with 2-3 minutes for questions. Marking criteria will be available on Blackboard.
	   Date: Friday, Teaching Week 10, Michaelmas Term
	
	o **Professional Development Log** (PDL) (Pass or Fail) – relevant declarations, hours and reflective practice forms to be completed and submitted as part of PDL for SS Practice Education Module 4.
	
	o **After placement submissions**
	   ▫ Submission of the summary of certified hours (Pass/Fail) – a copy to be kept in your PDL
	   ▫ Submission of 'Student Evaluation of Practice Education Placement' form (compulsory)
	   Date due: within one week of completing placement
	   Submitted to: Department Executive Officer

Module Code	**SLU44007**
Module Name	**Practice Education 4**
ECTS Weighting	10
Semester/Term Taught	Hilary Term
Contact Hours	**Indicative hours** = 200
Module Personnel	**Module Co-ordinator**: Dr. Duana Quigley **Examiners**: Dr. Duana Quigley, Dr. Caroline Jagoe, Dr. Irene Walsh, Dr. Julie Regan, Dr. Yvonne Lynch, Dr. Orla Gilheaney, Dr. Ciaran Kenny, Regional Placement Facilitators, Practice Tutors, Practice Educators
Learning Outcomes	On successful completion of this module, students will be able to: LO1. Engage in reflective practice, applying self-appraisal to develop professional conduct and clinical competence and responding to feedback received from practice educators [PO 1, 5, 6, 8] LO2. Demonstrate appropriate professional conduct and clinical competencies, at entry or plus level in the National Student Clinical Competencies, in the management of communication and feeding, eating, drinking and swallowing disorders [PO 1, 2, 3, 4, 5] LO3. Demonstrate appropriate professional conduct and clinical competencies during all interactions with practice educators, clients and their families and all other relevant stakeholders [PO 1, 2, 3, 4, 5] LO4. Describe and adhere to clinical policies, procedures, protocols and guidelines on professional conduct, health and safety, infection control, risk management, data protection and child protection
Module Learning Aims	To provide students with opportunities to develop competency in assessment, diagnosis, planning, implementing and evaluating therapy programmes for clients with communication and/or swallowing difficulties to prepare them to work as new entrants to the profession. It allows students to: o Apply knowledge and skills learned to the assessment, differential diagnosis and management of communication and swallowing disorders o Generalise competencies developed with specific client groups to a range of client groups and disorders o Apply the principles of assessment, intervention and service delivery to case management in a small caseload o Understand the principles underlying speech & language therapy practice in a range of service settings
Module Content	a) Clinical briefings b) Clinical tutorials c) Professional Development Log (PDL) d) 40 day block practice education placement between Teaching Week 2 and Teaching Week 11, Hilary Term (32 on-site days, 8 research days). Please note: _The timing and structure of the placement will be dependent on National Public Health Advice in the context of Covid-19._ e) Careers day [_Note_: Allocation of placements is based primarily on learning needs and gaps in experience to ensure students gain opportunities in a variety of settings with diverse client groups. Every effort is made to match students with suitable placement to maximise opportunities in the development of clinical competencies, this may entail travelling to clinical settings outside of the Dublin Region.]

Recommended Reading List	Reading list available on Blackboard

Assessment Details	**Continuous Assessment** (60%) – The mark awarded is based on the student's developing competencies demonstrated during the placement. It should reflect a formal evaluation on the National Student Clinical Competency Evaluation Form Level 3 (Entry) in the middle and at the end of the placement. Case based clinical discussions can be used to assess competencies if opportunities for direct observation have not arisen in clinical work. To pass:
	○ All 10 professional conduct competencies must be rated as acceptable
	○ 16 or more out of all 20 clinical competencies must fall within the evident/plus range
	    Date: The mid-placement session can be scheduled between Day 8 and Day 12 of placement
	
	Clinical Exam (40%) –This can take place after the student has completed 12 clinic days. The exam is conducted by the Practice Educator and a Regional Placement Facilitator/Practice Tutor (or their nominated representative), and/or a member of the academic clinical staff. Each year the External Examiner may act as moderator in a number of instances.
	
	1. Practice Educator/Tutor(s) **select** 1 client for the 'unseen' exam who the student has not worked with before and is unfamiliar to the student (i.e., a client who will be new to the student).
	2. **Two working days** in advance of the 'unseen' exam, the student is provided with **basic background information**
	3. Student is **observed by the examiners as the student assesses the communicative and/or swallowing abilities** of the client (**30-40 mins**). Note: No formal assessment is allowed to be administered
	4. After the session, the student is provided with **45 minutes** to complete the **self-reflective report.**
	5. Once the **examiners have reviewed the completed report**, there will be a **30 min viva** to discuss the session and the student's reflections on the session. This may include key assessment findings, diagnostic hypothesis, knowledge base in general principles of assessment, diagnosis, intervention, and management related to client group, disorder area, and/or service delivery.
	6. Students are **graded** based on the national student clinical competency evaluation framework (p.13). A **minimum of 15 clinical competencies must be rated.**
	    Marking: To pass, 70% of the competencies rated must fall within the evident/plus range
	    Date: Towards the end of the placement
	
	Students are provided with formative feedback from a 'trial' clinical exam in advance of the exam day.
	
	After placement submissions
	○ Submission of the summary of certified hours (Pass/Fail) – a copy to be kept in your PDL
	○ Submission of 'Student Evaluation of Practice Education Placement' form (compulsory)
	    Date due: within one week of completing placement
	    Submitted to: Department Executive Officer
	
	Professional Development Log (PDL) (Pass/Fail)
	The full PDL is evaluated for accuracy, completeness, quality of reflective practice and overall presentation. Students who do not submit their PDL for examination will not have their final examination results released until they do so.
	    Date due: 12 noon, Friday of teaching Week 12, Hilary term
	
	[*Note*: Students who pass the continuous assessment (CA) component but who fail the clinic exam component will carry the CA mark to the additional placement. Students are then required to demonstrate a pass standard for continuous assessment on the additional placement prior to proceeding to the supplementary clinical exam.]