



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Department of Clinical Speech and  
Language Studies

**Postgraduate  
Diploma in  
Clinical Speech  
and Language  
Studies  
(Dysphagia)  
2017–2018**

*The information provided in this handbook is accurate at time of preparation. Any changes will be communicated to students by e-mail to their TCD account.*

*This handbook should be read in conjunction with the General Regulations printed in the University of Dublin Calendar. In the event of a conflict, the General Regulations have primacy over information in the handbook. See. <http://www.tcd.ie/calendar/general-information/>*

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## **APPENDIX 1 Assignment Submission Sheet**

## **Welcome**

Dear Postgraduate Student,

A very warm welcome to the *Department of Clinical Speech & Language Studies*, within the School of Linguistic, Speech & Communication Sciences at Trinity College Dublin (TCD).

Aside from being a university steeped in a rich tradition and a vibrant history, Trinity College Dublin is recognized internationally as Ireland's premier university and is ranked in 78<sup>th</sup> position in the top 100 world universities by the QS World University Rankings 2015.

The Department of Clinical Speech & Language Studies has been at Trinity College since 1979, having established itself as a qualifying school for Speech and Language Therapists at an undergraduate level, some years before that. Our postgraduate courses began in the academic year 2004-2005 and have been successfully running since then.

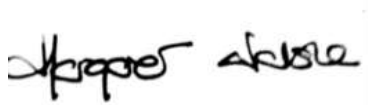
Since the beginning of the programme, courses and modules have evolved and developed, being enhanced by the expertise, both coming from within the Department and from the expertise of other members of our teaching team, many of whom hail from other departments within College or from outside, highly-respected institutions (e.g. teaching hospitals). Our teaching team is energetic, committed and highly- motivated, each member supported by his/her own strong research and clinical background.

At all times, we strive to give our students the best educational experience we can offer, an experience that is not only high class, but one which contributes to the objective of life-long learning and enquiry. Core to our teaching philosophy is responding to and supporting the curious mind. You have all chosen to pursue your own 'curiosities' by committing to further study, against a backdrop of your earlier educational or workplace experiences. We in the Department are here to feed and nurture that curiosity, by exposing you to a deep, rich and hopefully enjoyable learning experience.

Trinity College facilitates the nurturing of the student experience with its wide and diverse range of learning and teaching resources, including world-class libraries, and many other student-focused supports. Additionally, students can avail of over 100 College societies and 50 active TCD Sports Clubs.

We are delighted that you have chosen to come and join our thriving postgraduate community here in the Department. We look forward to guiding and accompanying you all on your postgraduate journey.

Finally, as Head of Discipline, I warmly welcome each and every one of you, wishing you the very best of luck with your studies. I hope you will enjoy all that we, and TCD, have to offer you.



*Dr. Margaret Walshe,*

*Head of Discipline,*

*Department of Clinical Speech & Language Studies.*

*September 2017*

**Contacts**

**Acting Course Director:**

Professor Francesca La Morgia    Room 124    [flamorgi@tcd.ie](mailto:flamorgi@tcd.ie)    01 896 4370

**Head of School:**

Professor Martine Smith

**Head of Discipline:**

Professor Margaret Walshe

**Director of Teaching and Learning (Postgraduate):**

Professor Lorna Carson

**Director of Research:**

Professor Lorraine Leeson

**Postal Address/ Contact Information:**

Department of Clinical Speech and Language Studies,  
7-9 South Leinster St,  
Dublin 2

**Phone:**    +353 1 896 1496

**E-mail:**    [cslspostgraduate@tcd.ie](mailto:cslspostgraduate@tcd.ie)

### **Staff contributing to course**

#### **Professor Martine Smith – Associate Professor *and* Head of School .**

Lectures in developmental speech and language disabilities, cerebral palsy and augmentative and alternative communication. Main research interests are in augmentative and alternative communication and language acquisition (spoken and written) in exceptional circumstances.

**E-mail:** [mmsmith@tcd.ie](mailto:mmsmith@tcd.ie) **Tel:** +353 1 896 2027

#### **Professor Irene Walsh – Associate Professor.**

Lectures on discourse analysis, development of discourse skills in childhood, developmental language disorder and communication disorders in people with mental health disorders. Research interests include the analysis of healthcare discourse; evaluation of problem-based learning; the development of language and social communication skills in people with MHDs, particularly schizophrenia.

**Professor Irene Walsh is on leave for Michaelmas term 2017.**

**E-mail:** [ipwalsh@tcd.ie](mailto:ipwalsh@tcd.ie) **Tel:** +353 1 896 2420

#### **Professor Pauline Sloane – Associate Professor *and* Director of Undergraduate Teaching and Learning**

Lectures on voice disorders, PBL and laryngectomy, with a special interest in voice and voice disorders.

**E-mail:** [psloane@tcd.ie](mailto:psloane@tcd.ie) **Tel:** +353 1 896 1494

#### **Professor Margaret Walshe – Associate Professor *and* Head of Discipline.**

Lectures on acquired motor speech disorders, EBP and dysphagia. Research interests include psychosocial issues in acquired communication disorders; EBP; developing outcome measures in dysphagia; dementia and dysarthria assessment.

**E-mail:** [walshema@tcd.ie](mailto:walshema@tcd.ie) **Tel:** +353 1 896 2382

#### **Jennifer Moloney – Assistant Professor**

Lectures on reflective practice and the management of dysphagia in the stroke population, on the postgraduate programme. Research interests include quality of life and holistic approaches in the management of adult acquired dysphagia, and the use of grounded theory to explore healthcare experiences.

**E-mail:** [jemolone@tcd.ie](mailto:jemolone@tcd.ie) **Tel** +353 1 896 1496

#### **Professor Caroline Jagoe – Assistant Professor**

Coordinates and lectures on acquired language and communication disorders within the undergraduate and postgraduate programmes. Main research interests relate to enhancing community engagement of people with acquired communication disorders; reciprocal relationship between community engagement and wellbeing; language and communication in adults with mental health disorders; application of Relevance Theory to acquired communication disorders; communication disorders and issues of access in developing and developed countries.

**E-mail:** [jagoec@tcd.ie](mailto:jagoec@tcd.ie) **Tel:** +353 1 896 4029

**Professor Francesca La Morgia – Assistant Professor and Acting Course Director**

Lectures on Research Methods. Research interests include child language development and disorders; child and adult bilingualism. Psycholinguistic approaches to the study of language. E-mail: [flamorgi@tcd.ie](mailto:flamorgi@tcd.ie) Tel: +353 896 4370

**Professor Julie Regan – Assistant Professor**

Lectures on videofluoroscopy analysis and instrumental dysphagia evaluation. Research interests include objective dysphagia assessment (including videofluoroscopy, FEES, trans-nasal endoscopy and high resolution manometry) and the development of newer evaluation techniques including the functional lumen imaging probe. E-mail: [juregan@tcd.ie](mailto:juregan@tcd.ie) Tel: +353 896 4370.

**Professor Julie Regan is on maternity leave until March 2018.**

**Director of Teaching and Learning (Postgraduate)**

The School's Director of Teaching and Learning (Postgraduate) DTLPG, is professor Lorna Carson E-mail: [carsonle@tcd.ie](mailto:carsonle@tcd.ie) Tel: + 353 1 896 4282

## **Student Support Services**



**Location:** House Six (second floor)

**Website:** <http://tcdgsu.ie/>

**Contact:** Shane Collins – [president@tcdgsu.ie](mailto:president@tcdgsu.ie)

Elisa Crespo – [vicepresident@tcdgsu.ie](mailto:vicepresident@tcdgsu.ie)

The Graduate Students' Union (is the representative body for graduate students in Trinity College, Dublin. The Union's primary duty is to represent the postgraduate community, which it does with active involvement at every level of College government. On behalf of the Union, the sabbatical officers sit on the principal committees of the College, including the College Board and University Council. They are also active advocates in the day-to-day decision-making of the College – on behalf of both the interests of the postgraduate community in general and individual students, where appropriate. The Union provides a number of services and facilities to the postgraduate community.



The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

### **Who?**

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition, each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: [http://www.tcd.ie/Senior\\_Tutor/postgraduate/](http://www.tcd.ie/Senior_Tutor/postgraduate/)

## **Where?**

The PAS is located on the second floor of House 27. It is open from 9.00am – 5.00pm Monday to Friday. Appointments are available from 10am to 4pm.

Phone: +353 1 8961417

Email: [pgsupp@tcd.ie](mailto:pgsupp@tcd.ie)

## **What?**

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising.

Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website.

If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with us.



The Disability Service provides advice, support and information to help students and staff with disabilities. The College Disability Service is staffed by experienced professional workers with knowledge and expertise in disability education, access and equity issues. Services include Academic and Dyslexia Support, Assistive Technology, Educational support work, etc.

The Disability Service Reception is located in Room 2054, beside the Lecky Library, in the Arts Building, Trinity College Dublin.

For queries, you can contact us as follows:

**By Phone:** +353 1 896 3111

**By Text / SMS** (for Deaf Students): 086 3442322

**By E-mail:** [disab@tcd.ie](mailto:disab@tcd.ie)





Student Learning Development offers advice, resources, individual consultations, workshops and much more to help you improve your academic performance and reach your potential.

We can help you with:

- exams
- note taking
- self-management
- presentations
- writing and much more

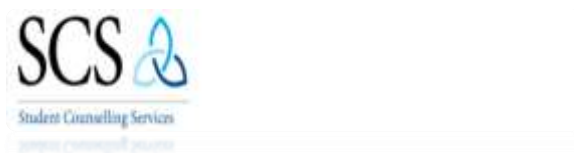
Visit our website <http://student-learning.tcd.ie/postgraduate/> for: Downloadable guides, podcasts, interactive workshops, videos and more.



**The Graduate Studies office is now part of the Academic Registry**  
(<http://www.tcd.ie/academicregistry/>)

**Address:** Academic Registry, Watts Building, Trinity College Dublin, Dublin 2

**Phone:** +353 1 896 4500 **E-mail:** [academic.registry@tcd.ie](mailto:academic.registry@tcd.ie)



We offer free, confidential and non-judgemental support service to registered students of Trinity College Dublin [http://www.tcd.ie/Student\\_Counselling/](http://www.tcd.ie/Student_Counselling/)

**Address:** 3<sup>rd</sup> Floor, 7-9 South Leinster Street

**Phone:** +353 896 1407

**Email:** [student-counselling@tcd.ie](mailto:student-counselling@tcd.ie)

## **1. Learning Outcomes**

### **Learning Outcomes for the Course (*in accordance with Level 9, National Framework of Qualifications*):**

On successful completion of this programme, graduates should demonstrate:

- (1) Excellence in clinical practice through extending and enhancing their existing theoretical knowledge base with a critical awareness of new insights and developments within their chosen clinical specialist area.
- (2) An ability to apply their existing scientific literacy skills to research and clinical practice.
- (3) A comprehensive understanding and mastery of concepts, information and techniques relevant to research methodology.
- (4) An ability to design and implement, with a degree of autonomy, and with due regard to ethical considerations, small-scale research studies in their chosen clinical specialist area. These studies will add to the existing professional knowledge base.
- (5) An ability to communicate confidently with peers on their area of expertise through formal presentations and with the wider scholarly community through oral presentations and published articles.
- (6) Sustained intellectual interest and critical thinking as professionals through application of scientific literacy skills in the pursuit of lifelong learning.

## **2. Programme of Study**

### **2.1 Course Structure**

The course comprises 5 core modules: Advanced Clinical Skills: Dysphagia, Research Methods 1, Reflective Practice Assessment, Reflective Practice Intervention and Clinical Evidence Based Practice.

### **2.2 European Credit Transfer System (ECTS)**

The European Credit Transfer System (ECTS) of credit weighting is applied across this course. Credits are based on estimated student workload. Each credit represents 20-25 hours of student work, including all teaching or contact time and all independent study. An outline description of each module is given in the next section.

### **2.3 Fitness to Practice Committee**

The School Fitness to Practice Committee is convened as required, at the request of a Head of Discipline, to consider matters of concern in relation to professional practice. This committee is appointed by the School Executive Committee, with representation from two members from within the School and one member from a non-Faculty School, where Fitness to Practice is a requirement of the course. Students called to appear before the Fitness to Practice Committee are entitled to be represented by their tutor.

#### **2.4      *Garda Vetting Policy***

Students who are undertaking clinical placements within the Republic of Ireland will be required to undergo Garda vetting procedures prior to commencing placement. If, as a result of the outcome of the Garda vetting procedures, a student is deemed unsuitable to attend clinical placement, he/she may be required to withdraw from the course

**MODULE TITLE AND CODE:                   ADVANCED CLINICAL SKILLS: DYSPHAGIA (SL7018)**

**Module Co-Ordinator:**                   Professor Margaret Walshe

**ECTS Weighting**                           **15**

**Contact Hours**                           134

    Direct Teaching Hours               54

    Clinical Hours                       80 (40 to be supervised if the student has not completed a qualifying course in dysphagia)

**Indicative hours:**                       166 (including contact hours, self-directed learning, assignment work).

**Format:** Lectures, Workshops, Clinical placement, Class and Online Discussion.

This specialist module is directed at postgraduate students who wish to extend their knowledge and clinical expertise in the area of dysphagia. It is intended to build on students' existing knowledge base and to provide students with skills to undertake research in this area.

The module will be delivered through a mixture of formal lectures, case presentations, small group tutorials, case based learning and problem based learning. Lectures will be delivered by CSLS staff, outside clinical specialists within the profession of speech and language therapy, and staff from other specialist areas. In the weeks off-site, students are expected to carry out self-directed learning on topics provided by the lecturers.

**Learning Outcomes:**

On successful completion of this course, students should demonstrate:

1. An ability to critically evaluate current models of assessment and appraise their role in understanding the nature of dysphagia (feeding, eating, drinking and swallowing disorders) across the lifespan (Programme Outcomes: 1,2)
2. An ability to recognize anatomical landmarks and interpret videofluoroscopic images presenting in non-complex medical conditions (Programme Outcome: 1)
3. Knowledge of theoretical models of intervention and their application to dysphagia (Programme Outcome: 1)
4. Awareness of application of models of disability and specific counselling approaches to the management of clients with dysphagia (Programme Outcome:1)
5. Independence in working with clients with dysphagia (Programme Outcome: 1)
6. Knowledge of scope of practice in dysphagia and recognition of the role of the SLT within the multidisciplinary team (Programme Outcome: 1)
7. Knowledge of local and professional legal and ethical obligations in dysphagia (Programme Outcome: 1)
8. An ability to critically reflect and orally present on the evidence base for dysphagia intervention, identifying areas of research within a specific topic area (Programme Outcomes:1,2,3,5, 6)

## **Clinical Practice Dysphagia**

For students who have not completed a qualifying course in dysphagia, at the end of clinical supervised placement, students will demonstrate competence in the following areas:

1. Obtaining a detailed case history on a client with dysphagia associated with a non-complex condition<sup>1</sup>; making clinical inferences from information obtained; highlighting gaps in relevant information and identifying key factors that must be considered in further assessment and intervention.
2. Completion of a clinical bedside examination on a client with a non-complex condition to detect the presence or absence of dysphagia. This should include an orofacial examination with consideration of respiratory, laryngeal and pharyngeal function, as relevant. It may include a trial of food consistencies.
3. Making recommendations for management of dysphagia for a client with a non-complex condition. These recommendations will be based on information available, case history and assessment findings and knowledge of evidence based practice.
4. Recognition of the limitations of his/her competencies in the area of dysphagia assessment and intervention, making appropriate onward referral when necessary to more experienced SLTs.
5. Working as a member of a multidisciplinary team consulting and liaising on client management while recognising the complementary roles of the team members involved and respecting skill boundaries.
6. Integration of local dysphagia policies and procedures into clinical practice.

For students with experience in Dysphagia, the IASLT competency framework (Intermediate and Advanced levels) are used. The KSF Framework (Levels 3 and 4) are used to record competencies in performing and analysing videofluoroscopy. These documents are available in your Clinical Folder on Blackboard.

### **Assessment:**

**Summative:** Student performance is evaluated through continuous assessment. Students who have not completed a qualifying course in dysphagia must also complete and pass a clinical practice component involving both direct and indirect supervision.

Students who present proof that they have completed an introductory course in dysphagia, which involved a clinical component and supervised practice, or who are considered by the relevant speech and language therapy professional body to be qualified to work in dysphagia on graduation are exempt from 40 hours supervised practice, **but they must complete the unsupervised component.**

Students are also assessed on their 15,000-word dissertation and on either the submission of a draft journal article for publication or poster for presentation at a conference.

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<sup>1</sup> Non-complex is defined as a condition/situation that does not require more advanced specialist training – e.g. tracheostomy, neonate etc.

## **Assignments**

### **Assignment 1:**

Clinical Scenario (oral case presentation) (Assessment focus) Friday 3<sup>rd</sup> November 2017 (25 marks)

### **Assignment 2:**

Analysis of clinical data to be submitted by Friday 9<sup>th</sup> February 2018 (50 Marks)

### **Assignment 3:**

Case presentation (oral case presentation) (Intervention focus) Thursday 29<sup>th</sup> March 2018 (75 marks)

### **Assignment 4:**

#### **Clinical Practice (Pass/Fail)**

Clinical Portfolio: To be submitted by 1<sup>st</sup> June 2018

**MODULE TITLE AND CODE: RESEARCH METHODS 1 (SL7014)**

**Module Co-ordinator:** Professor Francesca La Morgia

**Course contributor:** Professor Francesca La Morgia

**ECTS Weighting** 10

**Contact Hours** 30

**Indicative hours:** 200 (including contact hours, self-directed learning, assignment work).

**Format:** Lectures, tutorial, seminars and laboratory hours

The purpose of this module is to revise the key components of experimental and non-experimental research design focusing specifically on the principles of different quantitative experimental research methodologies, what comprises good study design, issues in data collection and skills required in data management.

This module is for postgraduate diploma students, as well as part time Year 1 M.Sc. students and full time M.Sc. students.

Students should have already completed a research methods module in their undergraduate course.

Methods of teaching used include lectures, problem-solving tutorials and hands-on practical workshops. The format of lectures is conventional. Informal interaction is expected as classes are small. Students can expect to participate in question-and-answer and problem solving sessions as well as self-directed learning.

**Learning Outcomes:**

On successful completion of this course, students should demonstrate:

1. An understanding of the key concepts of experimental and non-experimental research design and strategy, critically reflecting on the characteristics of good study design (Programme Outcome; 3)
2. A fundamental knowledge of principles of different quantitative research methodologies and an understanding of the advantages and disadvantages of specific approaches (Programme Outcome; 3)
3. The ability to appraise measurement issues in research design (validity, reliability, bias etc.) (Programme Outcomes; 3,4)
4. An awareness of basic statistical procedures and demonstrate understanding of both descriptive and inferential statistics (Programme Outcome; 3)
5. The ability to formulate a well-built research question and perform literature searches efficiently in specific topic areas (Programme Outcomes; 1,2)

The ability to apply appropriate quantitative methodology to clinical research (Programme Outcomes; 3,4)

**Assessment: Summative:** Statistics Class Test (100 marks) **27<sup>th</sup> November 2017. Resources and supplementary reading are posted in the Research Methods 1 Learning Module in Blackboard.**

**MODULE TITLE AND CODE: REFLECTIVE PRACTICE ASSESSMENT (SL7025)**

<b>Module Co-ordinator:</b>	Professor Margaret Walshe
<b>Course contributor:</b>	Jennifer Moloney
<b>ECTS Weighting</b>	<b>10</b>
<b>Contact Hours</b>	24
<b>Indicative hours:</b>	200 (including contact hours, self-directed learning, assignment work).

**Format:** Lectures, tutorial, and seminars.

This specialist module is directed at postgraduate students who wish to extend their knowledge and clinical expertise in dysphagia without completing a research project in the area. It expands clinical professional development in the area of dysphagia with a specific focus on reflective clinical practice. This specific module will focus on assessment in the area of dysphagia. Lectures, tutorials and workshops will be delivered by CSLS staff, and outside clinical specialists within the profession of speech and language therapy. In the weeks off-sits, students are expected to carry out self-directed learning on topics and complete a reflective log. Students will be encouraged to prepare either a literature review in the area of assessment, prepare a protocol for a systematic review, or a case study for public presentation or publication.

**Learning Outcomes:**

*On Successful completion of this course, students will demonstrate:*

1. An ability to appraise the role of reflective practice in professional development with specific application to working in the area of dysphagia (feeding, eating, drinking, and swallowing disorders);
2. Critical reflection on clinical reasoning skills and the process of decision making in formulating a differential diagnoses and planning assessment of dysphagia;
3. Reflective practice on clinical reasoning and the process of decision making in selecting appropriate assessments for dysphagia;
4. Critical reflection on the challenges present in the area of dysphagia assessment in clinical practice (e.g. service delivery models, lack of resources, etc.), their influence on practice and consider possible solutions to these challenges;
5. An ability to incorporate reflective practice into clinical work considering personal clinical decision making practices, knowledge, care processes and outcomes with specific focus on assessment procedures.



**Assessment:**

- (a) **Summative:** Reflective Practice Assessment product (100 marks). To be submitted by 8<sup>th</sup> December 2017
  
- (b) **Formative:** Students will receive formative feedback on PBL problems, case presentations, class debates etc – ***Web resources and supplementary reading are posted in the Reflective Practice; Assessment Learning Module in Blackboard.***

<b>MODULE TITLE AND CODE:</b>	<b>REFLECTIVE PRACTICE INTERVENTION (SL7026)</b>
<b>Module Co-ordinator:</b>	Professor Margaret Walshe
<b>Course contributor:</b>	Jennifer Moloney
<b>ECTS Weighting</b>	<b>10</b>
<b>Contact Hours</b>	25
<b>Indicative hours: assignment work).</b>	200 (including contact hours, self-directed learning,

**Format:** Lectures, workshops and tutorials.

This specialist module is an extension of the Advanced Clinical Skills: Assessment Module (SL7025). It directed at postgraduate students who wish to extend their knowledge and clinical expertise in dysphagia without completing a research project in the area. It expands clinical professional development in the area of dysphagia with a specific focus on reflective clinical practice. This specific module will focus on intervention in dysphagia. Lectures, tutorials and workshops will be delivered by CSLS staff, outside clinical specialists within the profession of speech and language therapy. In the weeks off-site, students are expected to carry out self-directed learning on topics and complete a reflective log. Students will be encouraged to prepare either a literature review, protocol for a systematic review, or case study for public presentation or publication.

**Learning Outcomes:**

*On successful completion of this course, students will demonstrate:*

1. An ability to critically reflect on clinical reasoning skills and the process of decision making in formulating intervention and management plans in the area of dysphagia (feeding, eating, drinking, and swallowing disorders);
2. Reflective practice on clinical reasoning and the process of decision making in devising intervention programmes and management planning in dysphagia;
3. An ability to critically reflect on the challenges present in the area of dysphagia management in clinical practice( e.g. service delivery models, lack of resources, etc.), their influence on practice and consider possible solutions to these challenges;
4. An ability to incorporate reflective practice into clinical work considering personal clinical decision making practices, knowledge, care processes and outcomes with specific focus on intervention programmes and management procedures in dysphagia.

**Assessment:**

**(a) Summative:** Clinical product (100 marks). To be submitted by 10<sup>th</sup> May 2018

**(b) Formative:** Students will receive formative feedback on PBL problems, case presentations, class debates etc.

***Web Resources and supplementary reading are posted in the Reflective Practice Intervention Learning Module in Blackboard.***

<b>MODULE TITLE AND CODE:</b>	<b>CLINICAL EVIDENCE BASED PRACTICE (SL7017)</b>
<b>Module Coordinator:</b>	Professor. Margaret Walshe
<b>ECTS Weighting</b>	<b>15</b>
<b>Direct Teaching Hours:</b>	<b>18</b>
<b>Indicative hours:</b>	300 (including contact hours, self-directed learning, assignment work).

**Format:** Lectures and workshops.

This module introduces students to the principles and application of evidence based practice in general and specialist areas. Students are introduced to critical analysis of literature across a range of methodologies and are encouraged to apply EBP to research as well as clinical practice.

Methods of teaching used include lectures, problem-solving tutorials and practical workshops. Informal interaction is expected as classes are small. Students can expect to participate in problem solving sessions as well as self-directed learning.

**Learning Outcomes:**

On successful completion of this course, students should demonstrate:

1. An ability to critically interpret the principles underlying evidence based practice specifically with reference to communication and swallowing disorders (Programme Outcome; 1)
2. An ability to formulate an appropriate clinical question for information retrieval (Programme Outcomes; 2,6)
3. Proficiency in retrieving high quality evidence using scientific literacy skills (Programme Outcomes; 1,2,6)
4. A critical awareness of levels of evidence and methodological quality of research according to established grading systems (Programme Outcomes; 1,3)
5. An ability to critically analyse published research literature that has used qualitative methodology (Programme Outcomes; 1,3)
6. An ability to critically analyse published research literature that has used quantitative methodology (Programme Outcomes; 1,3)
7. A critical awareness of current models of disability in society with EBP (Programme Outcome; 1)
8. An ability to embed EBP into clinical practice (Programme Outcome; 1)

**Assessment:**

**Summative:**

1. Critical Analysis Literature: Quantitative Methodology (75 marks)
2. Critical Analysis Literature: Qualitative Methodology (75 marks).

Due date for submission of both assignments - Friday April 6<sup>th</sup> 2018

***Web Resources and supplementary reading are posted in the Clinical EBP Learning Module in Blackboard.***

## 1. ASSESSMENT

Students are assessed on the basis of their performance in eight core assignments, clinical portfolio and a dissertation. A total of 600 marks are allocated to assignments.

### 3.1 Course Assignment Submission Dates 2017-2018

#### Term 1: MICHAELMAS TERM

Assignment	Weighting	Due date
Case Management Assignment (1) Clinical Scenario: Oral presentation	25 marks	Presentation Friday 3 <sup>rd</sup> November 2017
Reflective Practice Assessment product	100 marks	Submitted by Thursday 7 <sup>th</sup> December 2017
Statistics Class Test	100 marks	Monday 27 <sup>th</sup> November 2017
<b>Total for Term</b>	<b>225 marks</b>	

#### Term 2: HILARY TERM

Assignment	Weighting	Due date
Case Management Assignment (2) Written assignment	50 marks	Submitted by Friday 9 <sup>th</sup> February 2018
Case Management Assignment (3) Oral presentation	75 marks	Oral presentation Thursday 29 <sup>th</sup> March 2018
<b>Total for Term</b>	<b>125 marks</b>	

#### Term 3: TRINITY TERM

Assignment	Weighting	Due date
Critical analysis of quantitative methodology literature, + Critical analysis of qualitative methodology literature	(75 marks x 2) 150 marks	Submitted by Friday 6 <sup>th</sup> April 2018
Reflective Practice Intervention product	100 marks	Submitted by Friday 10 <sup>th</sup> May 2018
80 hours clinical practice: This can be completed at any point during the academic year	Pass/Fail	Complete portfolio to be submitted by Friday June 1 <sup>st</sup> 2018
<b>Total for term</b>	<b>250 marks</b>	

**Total for Academic year: 600**

### **3.2 Grades**

In the calculation of the overall course mark, all modules and the dissertation are weighted according to their ECTS credit value. The pass mark of 40% applies to all assignments. To qualify for the award of the postgraduate diploma, students must achieve a mark of 40% or above in each module and in the dissertation thereby accumulating 60 ECTS credits. There is no compensation between modules. A Distinction requires at least 68% in the unrounded aggregate mark with at least half the modules achieving a mark of at least 70%.

Assignments are graded according to the scale in general use in the university:

I	70+
II.1	60-69
II.2	50-59
III	40-49

In general the four classes are to be interpreted as follows: III – demonstrates an adequate understanding of key issues and an ability to construct a basic argument; II.2 – demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding; II.1 – demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights; I – demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought.

Students receive feedback on their Michaelmas term assignments by the middle of Hilary term, and on their Hilary term assignments by the middle of Trinity term. They are notified of their assignment results and dissertation with final grade after the meeting of the Court of Examiners in October.

### **3.3 Failed Assignments**

Students must pass each of the required assignments for the core modules including the clinical component and the dissertation over the academic year. An assignment cannot be repeated more than once. Repeated assignments will achieve a maximum of 40% (III). Students are not permitted to repeat more than three course assignments in the academic year. There is no compensation between modules.

### **3.4 Attribution and Plagiarism**

All quotations from published and unpublished sources *must* begin and end with quotation marks and be accompanied by a full reference. The following practices are unacceptable and will be treated as plagiarism:

- copying without acknowledgement;
- selective copying (which omits words, phrases or sentences from the original) without acknowledgement;
- close summary without acknowledgement.

No student found guilty of plagiarism will be (i) awarded a degree or (ii) supported in applications for admission to other courses of study either at Trinity College or elsewhere. See also the College regulations on plagiarism: <https://www.tcd.ie/undergraduate-studies/general-regulations/plagiarism.php>

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <http://tcd-ie.libguides.com/plagiarism>

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <http://tcd-ie.libguides.com/plagiarism> . You should also familiarize yourself with the 2017-18 Calendar entry on plagiarism located on this website and the sanctions which are applied;
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>. Completing the tutorial is compulsory for all students.
- (iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <http://tcd-ie.libguides.com/plagiarism/declaration>;
- (iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

### **3.5 Printing requirements.**

Assignments should be word-processed and can be printed on one or both sides of the paper, using 1.5 spacing, with a margin of at least one inch at the top, bottom, left and right of the page. *Examiners will pay particular attention to the presentation of assignments, and candidates whose work is deficient in this regard will be penalized.*

**Title page.** Each assignment must begin with a title page that contains the following information (in this order): the student number; the question that it answers or the task that it fulfils; the course for which it is submitted (Postgraduate Diploma in Clinical Speech and Language Studies); the part of the course to which it is attached; the term and year in which it is submitted.

**Pagination.** All pages must be clearly and sequentially numbered.

**Binding.** Assignments need not be bound in any formal sense, but all pages must be firmly fixed together, e.g. by a strong staple. *ASSIGNMENTS SHOULD NOT BE SPIRAL BOUND.* This is to facilitate return of assignments electronically to students.

**References.** Every assignment must have appended to it an alphabetical list of references, presented according to the APA or Harvard convention. See TCD website for advice on citation and referencing <http://www.tcd.ie/Library/support/referencing.php>.

**Doubtful cases.** Candidates who are uncertain how to apply the above conventions to any of their assignments should consult with the member(s) of staff responsible for the part(s) of the course in question or Professor Francesca La Morgia (Acting Course Director).

### **3.6 Submission of Assignments**

Students should e-mail a copy of their assignment to [cslspostgraduate@tcd.ie](mailto:cslspostgraduate@tcd.ie) by 4pm on the due date. Two hardcopies of the assignment must be posted on the same day of electronic submission. Students should retain a copy of this receipt as proof postage.

All assignments must be accompanied by the Department's Assignment Submission Sheet (Appendix 1). These forms are retained in Reception and kept separate from the assignment. Unless a medical certificate is presented to the course coordinator, **students are automatically penalized for late submission of an assignment — 5% if the assignment is up to one week late and 10% if the assignment is between one and two weeks late.**

Without a medical certificate, no assignment will be accepted later than two weeks after the submission date.

For all assignments, students are required to upload an electronic version of the assignment to **TurnItIn**, a plagiarism detection system. For help in using TurnItIn – please see: <https://www.tcd.ie/CAPSL/students/integrity-plagiarism/index.php>.

### **3.7 Blackboard**

Blackboard is a virtual **learning** environment and course management system that allows academics to create and host course materials and assignments on the Internet. It also facilitates students to engage in online learning and discussion. The materials on Blackboard supplement traditional classroom courses. All assignments are available online with associated marking rubrics. The M.Sc. and Postgraduate Diploma courses are registered on Blackboard. Students must have completed the registration process before they can access Blackboard. It is the student's responsibility to check that they are registered for all modules on Blackboard.

## **5. ATTENDANCE / KEEPING IN TOUCH**

Students are required to attend all components of the course. If they are unable to attend because of illness or any other reason, they should immediately inform the Course Director. Students who are persistently absent from the course without explanation may be excluded from the assessment process.

***It is the responsibility of students to remain in touch with their supervisor and attend for supervision at mutually agreed times. Students should immediately notify their supervisor and Course Director if they change their address. You may also notify Student Records.***

### **5.1 Sending Documents:**

It is important to note that when sending documents to staff within TCD, all documents, attachments must be e-mailed from student TCD e-mail accounts.

### **5.2 Receiving Documents:**

All notices from the Department will be sent to student's TCD email address rather than to work or personal email addresses. It is the student's responsibility to check TCD e-mail on a regular basis.



## **6. POSTGRADUATE COURSE COMMITTEE**

The Postgraduate Course Committee consists of the coordinator (convenor/chairman), Head of Discipline, one member of the academic staff, and student representatives. Student representatives are elected by their peers early in Michaelmas term each year. The committee meets at least once each term to update students on Faculty, School and Department matters and to provide a forum for communication between staff and postgraduate students.

## **7. DATES OF TERMS AND TIMETABLE FOR 2017-2018**

Full time students will be on site for a total of 12 weeks. Michaelmas term 2017 will begin for all postgraduate students (M.Sc/Postgraduate Diploma) on Monday 25<sup>th</sup> September 2017. Hilary term 2018 lectures for the PG Diploma begin on Monday 22<sup>nd</sup> January 2018.

The scheduled weeks for 2017-2018 are as follows.

Week 1	25 <sup>th</sup> September 2017
Week 2	30 <sup>th</sup> October 2017 (Monday-Bank Holiday)
Week 3	27 <sup>th</sup> November 2017
Week 4	22 <sup>nd</sup> January 2018
Week 5	26 <sup>th</sup> February 2018
Week 6	26 <sup>th</sup> March 2018

One to two-day lectures/workshops with international speakers may be scheduled outside these times. Students will be given advanced notification of these dates.

Appendix 1  
Trinity College Dublin  
The University of Dublin



Coláiste na Tríonóide, Baile Átha Cliath  
Trinity College Dublin  
Ollscoil Átha Cliath | The University of Dublin

DEPARTMENT OF CLINICAL SPEECH & LANGUAGE STUDIES, TCD  
Assignment Submission Form

Student Name	
Student Number	
Assessment Title	
Module Code	
Module Title	
Module Co-ordinator	
Staff member responsible for assignment	
Date Due	
Date Submitted	

**A SIGNED COPY OF THIS FORM MUST ACCOMPANY ALL SUBMISSIONS FOR ASSESSMENT. STUDENTS SHOULD KEEP A COPY OF ALL WORK SUBMITTED.**

Ensure that you have checked the Department's procedures for the submission of assessments. **Note:** There are penalties for the late submission of assessments. For further information please see **Student Handbook**.

**Plagiarism:**

- I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>
- I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>.

**Declaration of Authorship**

- I declare that all material in this assessment is my own work except where there is clear acknowledgement and appropriate reference to the work of others.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



