Term Dates

Michaelmas Term:

Weeks 5 – 16 26th September – 16th December 2016 – Teaching

Hilary Term:

Week 20 9th January – 13th January 2017 – Pre-School visits
Weeks 21 – 32 16th January – 7th April 2017 – Teaching

Trinity Term:

Week 33 – 35 10th April – 28th April 2017 – Revision weeks
Week 36 - 39 1st May – 26th May 2017 – Annual exam period
May – June 2017 6-week Practice Placement

PLEASE NOTE ABOVE WEEKS / DATES FOR SUBMISSION OF ASSIGNMENTS

NB

Students are required to submit all continuous assessment components of a module. Failure to do so may result in a student being returned as “Absent” and “Excluded” from College.

Students are required to perform satisfactorily in each type of activity. Compensation within a module may be permitted at the discretion of the court of examiners. Students who are unsuccessful in their annual examinations may be required to resubmit continuous assessment or project work, to sit a formal supplemental examination paper, or to be re-assessed in clinical practice, as appropriate.

NOTE: Further information on all modules, assignments and course-related materials is available through http://mymodule.tcd.ie/
### Student Clinical Competency Evaluation (SCCE) (2015)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Collects and collates relevant client-related information systematically from case history, interviews and health records.</td>
</tr>
<tr>
<td>2</td>
<td>Applies theory to practice in the selection of formal and informal assessment procedures and tools appropriate to clients’ needs, abilities and cultural background.</td>
</tr>
<tr>
<td>3</td>
<td>Administers, records and scores a range of assessments accurately.</td>
</tr>
<tr>
<td>4</td>
<td>Analyses, interprets and evaluates assessment findings using the professional knowledge base and client information.</td>
</tr>
<tr>
<td>5</td>
<td>Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge.</td>
</tr>
<tr>
<td>6</td>
<td>Makes appropriate recommendations for management based on a holistic client profile.</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrates understanding of the indicators and procedures for onward referral.</td>
</tr>
<tr>
<td>8</td>
<td>Reports assessment findings orally in an appropriate professional manner to client / carer and team members.</td>
</tr>
<tr>
<td>9</td>
<td>Presents accurate written client reports conforming to professional and legal guidelines and appropriate to the needs of all recipients.</td>
</tr>
<tr>
<td>10</td>
<td>Demonstrates the ability to provide clients and carers with information in appropriate formats to facilitate decision-making and informed consent.</td>
</tr>
<tr>
<td>11</td>
<td>Demonstrates the ability to consult and collaborate with clients / carers when developing management plans.</td>
</tr>
<tr>
<td>12</td>
<td>Determines care pathway for clients based on client needs, service resources and the professional evidence base.</td>
</tr>
<tr>
<td>13</td>
<td>Recognizes the roles of other team members and consults and collaborates appropriately to develop and implement client management plans.</td>
</tr>
<tr>
<td>14</td>
<td>Writes holistic management plans incorporating short and long-term goals in session, episode and discharge plans.</td>
</tr>
<tr>
<td>15</td>
<td>Maintains precise and concise therapy records, carries out administrative tasks and maintains service records.</td>
</tr>
<tr>
<td>16</td>
<td>Implements therapy using theoretically grounded, evidence based techniques and resources.</td>
</tr>
<tr>
<td>17</td>
<td>Introduces, presents and closes all clinical sessions clearly in a client-centred manner.</td>
</tr>
</tbody>
</table>
| 18 | Demonstrates appropriate communication and therapeutic skills during all interactions including:  
   - Observes, listens and responds to client/carer.  
   - Uses appropriate vocabulary and syntax.  
   - Uses appropriate intonation, volume and rate.  
   - Uses appropriate modelling, expansions and recasting.  
   Uses appropriate and varied prompts and cues.  |
| 19 | Provides appropriate verbal and non-verbal feedback and direction to client / carer / team member on performance during a clinical interaction. |
| 20 | Continuously evaluates intervention efficacy and modifies intervention and discharge plans as required. |
## PROFESSIONAL CONDUCT

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Behaves with honesty and integrity before, during and after practice placements in all placement-related matters.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates respect for the rights and dignity of all through professional communication with clients, families and relevant professions.</td>
</tr>
<tr>
<td>3</td>
<td>Carries out duties in a professional and ethical manner complying with professional codes of conduct and ethics.</td>
</tr>
<tr>
<td>4</td>
<td>Manages health and well-being to ensure both performance and judgement are appropriate for practice.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrates respect for the supervisory process by seeking and responding to feedback.</td>
</tr>
<tr>
<td>6</td>
<td>Engages in reflection and reflective practice; critically self-appraising and working to develop own professional competencies.</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrates effective time management i.e. meeting deadlines and punctuality.</td>
</tr>
<tr>
<td>8</td>
<td>Adheres to all legislation related to data protection, confidentiality and informed consent</td>
</tr>
<tr>
<td>9</td>
<td>Adheres to placement provider’s policies, procedures, protocols and guidelines in areas such as health and safety, infection control, record keeping, risk management, etc.</td>
</tr>
<tr>
<td>10</td>
<td>Presents an appropriate personal appearance conforming and adhering to all practice placement policies regarding dress code, jewellery and cosmetics.</td>
</tr>
</tbody>
</table>
CORU DOMAINS

The following are the standards of proficiency as set out by CORU. These are the standards required of graduates for the safe and effective practice of speech and language therapy.

<table>
<thead>
<tr>
<th>DOMAIN 1: PROFESSIONAL AUTONOMY AND ACCOUNTABILITY</th>
<th>Specific Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard of Proficiency</td>
<td>Graduates will</td>
</tr>
</tbody>
</table>
| 1.1 Practise within the legal and ethical boundaries of their profession to the highest standard. | a) Act in the best interest of service users at all times and within the boundaries of their professional proficiencies.  
b) Respect and, so far as possible, uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process.  
c) Provide and articulate professional and ethical practice.  
d) Practise in accordance with current legislation applicable to the work of their profession.  
e) Contribute to the development of effective, ethical and equitable policy and practise, regarding issues addressed by their profession.  
f) Understand the implications of duty of care for service users and professionals.  
g) Understand the principles of professional regulation and the provisions of the Speech and Language Therapists Registration Board *Code of Professional Conduct and Ethics*.  
h) Manage themselves, their practise and that of others in accordance with the Speech and Language Therapists Registration Board *Code of Professional Conduct and Ethics*. |
| 1.2 Practise in a non-discriminatory way | a) Acknowledge and respect the differences in beliefs and cultural practices of individuals or groups.  
b) Promote equality and respect, without prejudice, and practise in a culturally competent, non-discriminatory and inclusive manner.  
c) Assist in the promotion and implementation of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers with particular reference to the grounds of gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community other ethnic groups and socio-economic status. |
| 1.3 Understand the importance of and be able to maintain confidentiality. | a) Respect the confidentiality of service users and use information only for the purpose for which it was given.  
b) Understand confidentiality within a team setting.  
c) Understand the limits of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse.  
d) Be aware of data protection, freedom of information and other relevant legislation.  
e) Understand the potential conflict that can arise between confidentiality and whistle-blowing. |
| 1.4 Understand the importance of and be able to obtain informed consent. | a) Demonstrate competence in gaining informed consent to carry out assessments or provide treatment/ interventions.  
b) Understand issues associated with informed consent with individuals with lack of capacity.  
c) Maintain accurate records relating to consent.  
d) Respect the rights of the service user. |
| 1.5 | Be able to exercise a professional duty of care/service | a) Recognise personal responsibility for one’s actions and be able to justify reasons for professional decisions made.  
|     |                                                         | b) Understand the need to maintain the highest standards of personal/professional conduct. |
| 1.6 | Be able to practise as an autonomous professional, exercising their own professional judgment. | a) Know the limits of their practice and know when to seek advice or refer to another professional.  
|     |                                                         | b) Recognise the need for consultation and/or supervision.  
|     |                                                         | c) Be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the situation.  
|     |                                                         | d) Be able to initiate appropriate resolution of problems and be able to exercise personal initiative.  
|     |                                                         | e) Recognise that they are personally responsible for and must be able to justify their decisions. |
| 1.7 | Recognise the need for effective self-management of workload and resources and be able to practise accordingly. | a) Understand the demands that are placed on the professional practitioner in a given field and the skills required to practise effectively with the workload and available resources. |
| 1.8 | Understand the obligation to maintain fitness to practise. | a) Understand the need to practise safely and effectively within their scope of practice.  
|     |                                                         | b) Understand the importance of maintaining their physical and mental health.  
|     |                                                         | c) Understand the importance of keeping skills and knowledge up to date over a lifetime of practice |

**DOMAIN 2: INTERPERSONAL AND PROFESSIONAL RELATIONSHIPS**

<table>
<thead>
<tr>
<th>Standard of Proficiency</th>
<th>Specific Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will</td>
<td></td>
</tr>
</tbody>
</table>

| 2.1 | Work, in partnership, with service users and their relatives/carers, and other professionals. | a) Demonstrate capacity to build and sustain professional relationships as both independent practitioner and collaboratively as a member of a team.  
|     |                                                         | b) Demonstrate capacity to engage service users and carers in assessment and treatment to meet their needs and goals.  
|     |                                                         | c) Recognise and understand the concepts of power and authority in relationship with service users.  
|     |                                                         | d) Be able to make appropriate referrals. |
| 2.2 | Contribute effectively to work undertaken as part of whatever their context. | a) Demonstrate professional collaboration, consultation and decision making.  
|     |                                                         | b) Demonstrate an understanding that relationships with colleagues can impact on service delivery and therefore should be based on mutual respect and trust. |
### DOMAIN 3: EFFECTIVE COMMUNICATION

**Standard of Proficiency**

<table>
<thead>
<tr>
<th>Specific Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> Demonstrate effective and appropriate skills in communicating information,</td>
</tr>
<tr>
<td>listening, giving advice, instruction and professional opinion.</td>
</tr>
<tr>
<td>a) Be aware of, understand and modify communication to address the characteristics</td>
</tr>
<tr>
<td>and consequences of verbal and non-verbal communication and how this can be</td>
</tr>
<tr>
<td>affected by factors such as gender, civil status, family status, sexual</td>
</tr>
<tr>
<td>orientation, religious belief, age, disability, race or membership of the</td>
</tr>
<tr>
<td>Traveller community, other ethnic groups and socio-economic status.</td>
</tr>
<tr>
<td>b) Be able to select, move between and use appropriate forms of verbal and</td>
</tr>
<tr>
<td>non-verbal communication, including listening skills, with service users and</td>
</tr>
<tr>
<td>others.</td>
</tr>
<tr>
<td>c) Demonstrate the ability to produce clear, concise and objective written</td>
</tr>
<tr>
<td>communication and reports that are appropriate for the intended readers.</td>
</tr>
<tr>
<td>d) Demonstrate an appropriate use of information technology relevant for speech</td>
</tr>
<tr>
<td>and language therapy practice.</td>
</tr>
<tr>
<td>e) Understand the importance of and demonstrate effective communication with</td>
</tr>
<tr>
<td>other colleagues (inter-disciplinary communication).</td>
</tr>
<tr>
<td>f) Understand the need to provide service users (or people acting on their</td>
</tr>
<tr>
<td>behalf) with the information necessary in an appropriate format to enable them to</td>
</tr>
<tr>
<td>make informed decisions.</td>
</tr>
<tr>
<td>g) Understand the need to use an appropriate interpreter to assist patients/clients</td>
</tr>
<tr>
<td>service users where necessary.</td>
</tr>
</tbody>
</table>

| **3.2** Understand the need for effective communication throughout the care of the  |
| service user                                                                       |
| a) Recognise the need to use interpersonal skills to facilitate the active         |
| participation of service users.                                                    |
| b) Demonstrate competence in presenting professional judgements and information     |
| in a variety of contexts including when conflict and resistance may arise.         |

### DOMAIN 4: PERSONAL AND PROFESSIONAL DEVELOPMENT

**Standard of Proficiency**

<table>
<thead>
<tr>
<th>Specific Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> Understand the role of reflective practice in relation to personal and</td>
</tr>
<tr>
<td>professional development.</td>
</tr>
<tr>
<td>a) Understand the importance of self-awareness and self-reflection.</td>
</tr>
<tr>
<td>b) Be able to reflect critically on personal practice.</td>
</tr>
<tr>
<td>c) Be aware of the relationship between personal life experiences and personal</td>
</tr>
<tr>
<td>value systems and the impact these can have on one’s decision making or actions.</td>
</tr>
<tr>
<td>d) Understand the role, purpose and function of supervision and the importance of</td>
</tr>
<tr>
<td>seeking supervision of practice.</td>
</tr>
<tr>
<td>e) Actively avail of opportunities for feedback, mentoring and support from</td>
</tr>
<tr>
<td>colleagues in order to continuously improve personal practice.</td>
</tr>
<tr>
<td>f) Take responsibility for personal and professional development.</td>
</tr>
<tr>
<td>g) Develop and critically review a personal development plan which takes account</td>
</tr>
<tr>
<td>of personal and professional needs.</td>
</tr>
<tr>
<td>h) Identify and act on opportunities to advocate for the profession and for the</td>
</tr>
<tr>
<td>professional development of colleagues.</td>
</tr>
<tr>
<td>i) Understand the role of performance management as part of on-going professional</td>
</tr>
<tr>
<td>development and effective service delivery.</td>
</tr>
<tr>
<td>j) Understand the role of continuing professional development and demonstrate</td>
</tr>
<tr>
<td>commitment to life-long learning.</td>
</tr>
<tr>
<td>k) Recognise the need to contribute to policy and development of the profession.</td>
</tr>
<tr>
<td>l) Recognise the contribution and value of research in developing evidence informed</td>
</tr>
<tr>
<td>practice.</td>
</tr>
</tbody>
</table>
## Domain 5: Provision of Quality Services

### Standard of Proficiency

#### 5.1 Be able to identify and assess service users’ needs in relation to speech, language communication and swallowing.

- a) Be able to gather appropriate information.
- b) Select and use appropriate and specific assessment techniques: undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment.
- c) Identify conditions that require further investigation, making referrals to other professionals as appropriate.
- d) Analyse and critically evaluate the assessment data and information collected.
- e) Determine a diagnosis and probable outcomes for service users.
- f) Provide feedback on assessment findings to service users and relevant others.

#### 5.2 Formulate and deliver plans and strategies to meet identified needs of service users.

- a) Develop appropriate plans, interventions and strategies, according to evidence informed practice, agreed national guidelines, protocols and pathways, in consultation with service users and relevant others.
- b) Establish and document intervention goals, plans and outcome measurements.
- c) Identify resources required to implement effective management/intervention plans.
- d) Implement interventions, monitoring progress and modifying intervention approaches appropriately.
- e) Document and communicate progress, interventions delivered, outcomes and discharge plans.

#### 5.3 Use research, reasoning and problem solving skills to determine appropriate action.

- a) Recognise the value of research in the systematic evaluation of practice.
- b) Engage in evidence informed practice, evaluate practice systematically, and participate in audit/review procedures.
- c) Apply knowledge of a range of research and evaluative methodologies, including evidence informed research.
- d) Demonstrate sound clinical/professional decision-making, which can be justified even when made on the basis of limited information.
- e) Demonstrate a logical and systematic approach to problem solving.

#### 5.4 Draw on appropriate knowledge and skills in order to make professional judgments.

- a) Understand the need to adjust/adapt their practice as needed to take account of new developments.
- b) Demonstrate an appropriate level of skill in the use of information technology appropriate for speech and language therapy.

#### 5.5 Formulate specific and appropriate management plans including the setting of timescales.

- a) Understand the requirement to adapt practice to meet the needs of different service user groups, distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors.

#### 5.6 Conduct appropriate assessment/diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully.

- a) Understand the need to maintain the safety of service users.
- b) Empower service users to manage their well-being and recognise the need to provide advice to the patient/client/user on self-treatment where appropriate.

#### 5.7 Implement best practice in record management.

- a) Use and maintain efficient information management systems.
- b) Keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines.
- c) Understand the need to use accepted terminology in making records.
### 5.8 Monitor and review the ongoing effectiveness of planned activity and modify it accordingly.

- a) Gather information, including qualitative and quantitative data that help to evaluate the responses of service users to their interventions.
- b) Evaluate intervention plans using tools and recognised performance/outcome measures. Revise the plans as necessary, in conjunction with the service user as appropriate.
- c) Recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement of programmes.
- d) Recognise important factors and risk management measures, learn from adverse events and be able to disseminate learning.
- e) Make reasoned decisions to initiate, continue, modify or cease interventions/techniques/courses of action and record decisions and reasoning.

### 5.9 Be able to evaluate, audit, and review practice.

- a) Understand the principles of quality assurance and quality improvement.
- b) Be aware of the role of audit and review in quality management, including the use of appropriate outcome measures.
- c) Monitor and evaluate performance by conducting regular audits and reviews in accordance with national guidelines/best practice and implement improvements based on the findings of these audits and reviews.
- d) Participate in quality assurance programmes where appropriate.
- e) Understand the value of reflective practice and the need to record the outcome of such reflection. Recognise the value of case conferences and other methods of review.

### DOMAIN 6: KNOWLEDGE, UNDERSTANDING AND SKILLS

#### Standard of Proficiency

<table>
<thead>
<tr>
<th>Specific Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will</td>
</tr>
</tbody>
</table>

#### 6.1 Know and understand the key concepts of the bodies of knowledge which are relevant to the profession and demonstrate the ability to apply knowledge to normal and impaired communication at both theoretical and practical levels.

- a) Demonstrate a critical understanding of relevant biological sciences, human development, social sciences and other related sciences, together with knowledge of health, disease, disorder and dysfunction, appropriate to their profession.
- b) Know and understand the principles and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence informed practise.
- c) Have knowledge of the roles of other professions in health and social care.
- d) Demonstrate an understanding of the theory, concepts and methods pertaining to practice within speech and language therapy.
- e) Understand the theoretical basis of and the variety of approaches to assessment/diagnosis and intervention.
- f) Demonstrate an understanding of the critical importance of effective communication skills for all aspects of participation in society and for an individual’s quality of life. Demonstrate an understanding of the potential impact of communication impairment on self-fulfilment and autonomy.
- g) Demonstrate an understanding of the fundamental role eating/drinking/swallowing can play in social participation and the potential impact of an impairment in eating/drinking on health, quality of life and well being.
- h) Demonstrate an understanding of linguistics, including phonetics, language acquisition, sociolinguistics and all levels of normal speech and language processing.
- i) Demonstrate an understanding of biomedical and medical sciences as relevant to the development and maintenance of speech, language, communication and swallowing.
- j) Demonstrate an understanding of relevant domains of psychology, as relevant to normal and impaired communication, psychological and social wellbeing.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>k) Demonstrate an understanding of sociology in relation to the practice of speech and language therapy, sociology, including its application to educational, health and workplace settings and within multi-cultural societies.</td>
</tr>
<tr>
<td></td>
<td>l) Demonstrate an understanding of educational philosophy and practice and the relationship between language and literacy.</td>
</tr>
<tr>
<td></td>
<td>m) Demonstrate an understanding of therapeutic contexts, models and processes, relevant to the practice of speech and language therapy.</td>
</tr>
<tr>
<td></td>
<td>n) Demonstrate an understanding of developmental and acquired disorders of speech, language, communication and swallowing.</td>
</tr>
<tr>
<td></td>
<td>o) Demonstrate an awareness of the issues and trends in Irish education, social, health and public policy developments that influence speech and language therapy practice.</td>
</tr>
<tr>
<td></td>
<td>p) Demonstrate an awareness of relevant legislation, regulations, national guidelines and standards, findings of enquiries and investigations influencing speech and language therapy practice.</td>
</tr>
<tr>
<td></td>
<td>q) Demonstrate an understanding of the concepts, frameworks and guidelines underpinning ethical speech and language therapy practice in diverse socio-economic and cultural contexts. Recognise a professional responsibility to advocate on behalf of persons with speech, language, communication and swallowing impairments to support full participation in all aspects of society.</td>
</tr>
<tr>
<td>6.2</td>
<td><strong>Know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual, groups or communities.</strong></td>
</tr>
<tr>
<td></td>
<td>a) Be able to use knowledge of speech and language therapy to assess and manage people with difficulties in the following areas:</td>
</tr>
<tr>
<td></td>
<td>- Speech</td>
</tr>
<tr>
<td></td>
<td>- Language</td>
</tr>
<tr>
<td></td>
<td>- Communication</td>
</tr>
<tr>
<td></td>
<td>- Swallowing</td>
</tr>
<tr>
<td>6.3</td>
<td><strong>Have the knowledge and understanding of the skills and elements required to maintain service user, self and staff safety.</strong></td>
</tr>
<tr>
<td></td>
<td>a) Understand systems and impact of complexity on service user care</td>
</tr>
<tr>
<td></td>
<td>b) Understand and be able to manage risk.</td>
</tr>
<tr>
<td></td>
<td>c) Be able to identify, prevent and manage adverse events and near misses and learn from errors.</td>
</tr>
<tr>
<td></td>
<td>d) Understand the importance of communication with service users and staff.</td>
</tr>
<tr>
<td></td>
<td>e) Be aware of applicable legislation e.g. health and safety legislation, employment legislation and relevant national guidelines.</td>
</tr>
<tr>
<td></td>
<td>f) Establish safe environments for practise, which minimises risks to service users, those treating them and others, including the use of hazard control and particularly infection control.</td>
</tr>
<tr>
<td></td>
<td>g) Work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.</td>
</tr>
<tr>
<td></td>
<td>h) Undertake appropriate health and safety training.</td>
</tr>
</tbody>
</table>
### 1. What is the module about?
This module focuses on learning about the theories and analysis of interactional discourse (i.e. talk-in-interaction or signed interaction, for example).

### 2. Why do I need to learn about this area?
An appreciation of how talk in interaction unfolds and develops provides a foundation for understanding how discourse may be affected by communication disorders, and how discourse in the clinic may be impacted.

### 3. How does the learning on this module link to clinical practice?
This module links to clinical practice as students learn (i) how typically developing children engage in discourse, as a backdrop to appreciating ‘disordered discourse’ (ii) how clients’ discourse skills can be assessed through analysis of transcribed samples, and (iii) how features of discourse may influence clinical interactions.

### 4. What are the Student Clinical Competencies (SCCE) relevant to this module?
The student clinical competencies relevant to this module include:

**SCCE 2:** Applies theory to practice in the selection of formal and informal assessment procedures and tools appropriate to clients’ needs, abilities and cultural background.

**SCCE 18:**
Demonstrates appropriate communication and therapeutic skills during all interactions including:
- Observes, listens and responds to client/carer.
- Uses appropriate vocabulary and syntax.
- Uses appropriate intonation, volume and rate.
- Uses appropriate modelling, expansions and recasting.
- Uses appropriate and varied prompts and cues.

See SCCE list for other relevant competencies.

### 5. How does the learning in this module relate to the standards of proficiency outlined for professional qualification?
The learning on this module primarily relates to Domain 3 (Effective Communication) and Domain 6 (Knowledge, Understanding and skills), where awareness of own and other’s discourse style and knowledge of how discourse develops and how it may be affected in communication disorders, are of relevance.

Domain 3.1 (a): Be aware of, and understand and modify communication to address the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community, other ethnic groups and socio-economic status.

Domain 3.2 (a): Recognise the need to use interpersonal skills to facilitate the active participation of service users.

Domain 6.1 (h): Demonstrate an understanding of linguistics, including phonetics, language acquisition, sociolinguistics and all levels of normal speech and language processing.

Domain 6: 1 (m): Demonstrate an understanding of therapeutic contexts, models and processes, relevant to the practice of speech and language therapy

See also Domain 4.1 (b); Domain 5.1(d).
**MODULE NAME:** DISCOURSE ANALYSIS & DEVELOPMENT  
**MODULE CODE:** SL3001

<table>
<thead>
<tr>
<th>ECTS weighting:</th>
<th>10</th>
<th>Terms Taught: Michaelmas and Hilary terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours:</td>
<td>48 hours Lectures, 2 assignments 60 hours, Total 108 hours</td>
<td></td>
</tr>
</tbody>
</table>
| Module Personnel: | Module Co-ordinator and Lecturer - Dr I. P. Walsh  
Lecturers - Dr Breffni O’Rourke, Dr Jeffrey Kallen |

**Learning Outcomes**  
On successful completion of this module, students should be able to:

1. Describe linguistic discourse as a phenomenon worthy of systematic investigation (Programme outcomes, 1, 7).
2. Explain fundamental concepts from several major approaches to discourse analysis and apply these concepts in analysing spoken discourse (Programme outcomes, 1, 7).
3. Analyse features of discourse in everyday and institutional contexts, with particular reference to speech and language therapy encounters (Programme outcomes, 1, 2, 4, 6).
4. Describe how children with and without communication impairment engage in spoken discourse (Programme outcomes, 1, 7).

**Module Learning Aims**  
The aims of this course are to introduce students to a range of theoretical and analytic perspectives on discourse (ii) to explore the application of discourse theory, including narrative discourse, to a range of different institutional and other contexts.

**Module Content**  
**Semester 1: Theoretical and Analytic Perspectives on Discourse**  
(Dr Jeff Kallen, Dr. B. O’Rourke)

Areas covered may include:

Introduction - What is Discourse Analysis all about? /Transcribing discourse

‘Doing things with words’: Speech Act Theory; Conversational Implicature; Politeness Theory; Conversation Analysis; Ethnography of Communication

Discourse Markers; Narrative

**Semester 2: Discourse Development, Dynamics and ‘Disorder’ (Dr. I.P. Walsh)**

Areas covered will include:

Development of discourse skills in childhood
Discourse skills and people with communication impairment
Institutional discourse and the clinical encounter in speech and language therapy.
Discourse analysis workshops

**Recommended Reading List:** See Blackboard for relevant lists

**Assessment Details**  
Annual Examination paper: 3-hour paper, 2 sections four questions to be answered (60%) 2 questions from each section

2 Continuous Assessment Assignments:

**Assignment 1:** Paired assignment (20%). Due date 20th January 2017 (Dr. B. O’Rourke);

**Assignment 2:** Group/paired assignment (20%). Due dates 20th March, 2017 (2a) & 27th March 2017 (2b) (Dr I.P. Walsh)
<table>
<thead>
<tr>
<th>1. What is the module about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This module focuses on learning about the intervention process related to speech, voice &amp; fluency disorders and more complex communication impairments, appropriate models and frameworks of intervention and specific intervention approaches.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Why do I need to learn about this area?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students need to develop a knowledge and appreciation of the intervention process related to speech, voice &amp; fluency disorders and more complex communication impairments, choose and apply appropriate models and frameworks of intervention &amp; intervention approaches to the client with such disorders, develop and rationalise plans for therapy within the service context &amp; measure therapy outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. How does the learning on this module link to clinical practice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This module links to clinical practice as it introduces the student to both the theoretical basis and the art and science of intervention, encapsulating evidence base practice and the principles of decision making in therapy, for disorders of speech production and disorders of voice &amp; fluency.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. What are the Student Clinical Competencies (SCCE) relevant to this module?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student clinical competencies relevant to this module include:</td>
</tr>
<tr>
<td>SCCE 5: Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge.</td>
</tr>
<tr>
<td>SCCE 6: Makes appropriate recommendations for management based on a holistic client profile.</td>
</tr>
<tr>
<td>SCCE 7: Demonstrates understanding of the indicators and procedures for onward referral.</td>
</tr>
<tr>
<td>SCCE 14: Writes holistic management plans incorporating short and long-term goals in session, episode and discharge plans.</td>
</tr>
<tr>
<td>See SCCE list for other relevant competencies (e.g. 11, 12, 13, 20 etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU <a href="http://www.coru.ie/">http://www.coru.ie/</a>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning on this module relates to Domain 1: (Professional Autonomy &amp; Accountability); Domain 5: (Provision of Quality Services)</td>
</tr>
<tr>
<td>Domain 1: Practise within the legal and ethical boundaries of their profession to the highest standard</td>
</tr>
<tr>
<td>Domain 1. 5 Be able to exercise a professional duty of care/service</td>
</tr>
<tr>
<td>Domains 5.2 (a), (b) (c), (d) &amp; (e)</td>
</tr>
<tr>
<td>Domains 5.4 (a) &amp; (b)</td>
</tr>
<tr>
<td>Domains 5.5 (a)</td>
</tr>
<tr>
<td>Domains 5.7 (a), (b) &amp; (c)</td>
</tr>
<tr>
<td>Domains 5.8 (a), (b), (c), (d) &amp; (e)</td>
</tr>
<tr>
<td><strong>ECTS weighting:</strong></td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Contact Hours:</strong></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

On successful completion of this module, students should be able to

i. Synthesize knowledge and critically evaluate the intervention process related to speech, voice and fluency disorders (Programme outcomes; 1, 2, 4, 5)

ii. Describe and identify appropriate models of intervention upon intervention strategies may be devised for each disorder area. (Programme outcomes; 1, 2)

iii. Appreciate complexity in evaluating intelligibility, and demonstrate formulation of appropriate strategies for remediation. (Programme outcomes; 1, 2)

iv. Critically evaluate the evidence base for specific intervention approaches with clients with complex communication impairments (Programme outcomes; 1, 2, 4, 6)

v. Construct and rationalize plans for therapy, incorporating long- and short-term aims, and priorities for clients with complex communication impairments. They will take into account the variables associated with the ICF (2001) and with EBP for speech, voice and fluency disorders. (Programme outcomes; 1, 2, 4, 5)

**Module Learning Aims**

This module introduces JS students to the art and science of intervention, encapsulating the principles of decision-making in therapy for disorders of speech production, disorders of voice, and fluency disorders. The construct of intelligibility as a shared feature of the speaker, listener and the environment is discussed, so that students may appreciate the potential for breakdown in intelligibility across the speech processing chain, and the interaction between level of breakdown and focus of intervention. Building upon the knowledge and skills emerging from the module dedicated to diagnostics in SF students learn about the medical, social and biopsychosocial frameworks in intervention, with particular reference to activity limitations and participation. Application of the models to develop strategies for intervention is discussed. Evidence Based Practice is a central aspect of the course, to direct intervention appropriately, and to provide a framework for evaluating therapy efficacy in relation to disorders of fluency, voice and speech production and intelligibility.

**Module Content**

a) Introduction to intervention and EBP
b) Developmental disorders of speech
c) Craniofacial anomalies
d) Acquired motor speech disorders: acquired dysarthria and apraxia of speech (AOS)
e) Fluency disorders in children and adults
f) Voice disorders.
g) Cochlear Implant: Intervention in SLT
h) AAC

**Recommended Reading List:** See Blackboard for relevant lists

**Assessment Details:** Annual Examination Paper: One 3-Hour Exam Paper - 3 questions to be answered (60%). Independent of any mark achieved by students on continuous assessment assignments, students are required to achieve a mark of at least 40% on the examination and achieve a minimum mark of 40% on two out of the three questions within the examination paper in order to be considered satisfactory.

Two Continuous Assessment Assignments:

a) Individual Essay Assignment: 20%; Due 28th October, 2016 (Dr P. Sloane)
b) Group assignment: 20%. Oral presentation 14th December 2016. (Dr. M. Smith, Dr. V. de Aguiar)
1. **What is the module about?**
   This module focuses on the principles and processes of speech and language therapy intervention for language and communication disorders in children, adolescents and adults.

2. **Why do I need to learn about this area?**
   The learning on this module is core to your practice as a speech and language therapist, as you are required to plan and implement evidence-based intervention across a wide diversity of clients presenting with language and communication needs.

3. **How does the learning on this module link to clinical practice?**
   This module links to clinical practice as students learn (i) how to set client-centred therapy objectives (ii) how to critically review the evidence base and implement appropriate intervention programmes, and (iii) how to evaluate and adapt intervention as necessary.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
   The student clinical competencies relevant to this module include:
   - **SCCE 5**: Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge.
   - **SCCE 6**: Makes appropriate recommendations for management based on a holistic client profile.
   - **SCCE 7**: Demonstrates understanding of the indicators and procedures for onward referral.
   - **SCCE 14**: Writes holistic management plans incorporating short and long-term goals in session, episode and discharge plans.
   See SCCE list for other relevant competencies (e.g. 11, 12, 13, 20 etc.).

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification?**
   The learning on this module primarily relates to **Domain 5 Provision of quality services (2): ‘Formulate and deliver plans and strategies to meet identified needs of service users ‘**and **Domain 6 Knowledge, Understanding and skills (1)**, where students are required to ‘Know and understand the key concepts of the bodies of knowledge which are relevant to the profession and demonstrate the ability to apply knowledge to normal and impaired communication at both theoretical and practical levels’.
   - **Domain 5.2: (a)** Develop appropriate plans, interventions and strategies, according to evidence informed practice, agreed national guidelines, protocols and pathways, in consultation with service users and relevant others.
   - **Domain 5.2: (b)** Establish and document intervention goals, plans and outcome measurements
   - **Domain 5.2: (c)** Identify resources required to implement effective management/intervention plans.
   - **Domain 5.2: (d)** Implement interventions, monitoring progress and modifying intervention approaches appropriately.
   Other: see also, for example, **Domain 6:1, (b), (d), (e) and (m)**
MODULE NAME: INTERVENTION LANGUAGE & COMMUNICATION  
MODULE CODE: SL3003

<table>
<thead>
<tr>
<th>ECTS weighting: 15</th>
<th>Terms Taught: Hilary term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours:</td>
<td>72 hours lectures/SDL contact, assignments 120 hours, Total 204 hours</td>
</tr>
</tbody>
</table>
| Module Personnel: | Module Co-ordinator and Lecturer – Dr. C. Jagoe,  
                      Lecturers – Dr. I.P. Walsh, Dr. M. Smith, Dr. V. Aguiar, Dr. R. Barrow, P Bradley |

Learning Outcomes On successful completion of this module, students should be able to:

i. Demonstrate knowledge of the principles and processes of intervention with clients with a range of language and communication impairments. (Programme outcomes; 1, 2, 7)

ii. Recognise and distinguish between contrasting medical, social, and bio-psychosocial frameworks in intervention, with particular reference to clients’ activity limitations and participation. (Programme outcomes; 1, 2, 7)

iii. Critically evaluate the evidence base in relation to specific interventions, models and techniques with clients with a range of language and communication impairments. (Programme outcomes; 1, 2, 7)

i. Formulate and demonstrate processes in implementation of intervention to address the language and communication needs of clients within a multidisciplinary framework, and with all stakeholders concerned with clients’ management. (Programme outcomes; 1, 2, 3, 5)

ii. Rationalise, justify and evaluate intervention plans with clients with language and complex communication impairments. (Programme outcomes; 1, 2, 5)

Module Learning Aims
The aim of this module is to introduce students to a range of intervention models, principles and techniques appropriate to clinical work with children and adults with language and communication impairments. Students will explore the principles of decision-making in intervention and will be facilitated in evaluating therapy efficacy and effectiveness in relation to disorders of language and communication.

Module Content
a) Developmental Language Disability
b) Language/Communication Disorders and Psychiatry
c) TBI
d) Aphasia
e) The Dementias.
f) Intervention workshops will also be provided.

Recommended Reading List: See Blackboard for relevant lists

Assessment Details
Annual Examination Paper (60%). 3-Hour Exam Paper (4 questions to be answered)
Independent of any mark achieved by students on continuous assessment assignments, students are required to achieve a mark of at least 35 per cent on the examination and achieve a minimum mark of 40 per cent on three questions within each examination paper in order to be considered satisfactory.

2 Continuous Assessment Assignments:
  a) Written assignment (20%). Individual, Written, Case-Based Assignment. Due 24th Feb, 2017 (Dr. V. de Aguiar) Group assignment (20%).
  b) Group, Oral, Case-Based Assignment; presentation 30th March 2017 (Dr. I. Walsh / tbc)
1. **What is the module about?**
This module has two components. The first introduces the human neurological system and communication and swallowing disorders that arise from neurological impairment. The second introduces commonly occurring psychological and psychiatric disorders and their impact on communication and swallowing.

2. **Why do I need to learn about this area?**
Communication and swallowing difficulties are frequently associated with neurological and/or psychological and psychiatric disorders.

3. **How does the learning on this module link to clinical practice?**
This module links with clinical practice as students learn how to recognise the impact of an impaired neurological system, and/or psychological or psychiatric disorder on speech, language, communication and swallowing.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
The student clinical competencies relevant to this module include:

   **SCCE 4:** Analyses and interprets and evaluates assessment findings using the professional knowledge base and client information.

   **SCCE 5:** Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge

See SCCE list for other relevant competencies.

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [http://www.coru.ie/]?**
The learning on this module primarily relates to **Domain 6 and Domain 1**, where...

   **Domain 6.1**
   - (a): Demonstrate a critical understanding of relevant biological sciences, human development, social sciences, and other related sciences, together with knowledge of health, disease, disorder and dysfunction, appropriate to their profession.
   - (i): Demonstrate an understanding of biomedical and medical sciences as relevant to the development and maintenance of speech, language, communication and swallowing.
   - (j): Demonstrate an understanding of relevant domains of psychology as relevant to normal and impaired communication, psychology and social wellbeing.

See also Domain, 5.1 (a, b, c, e) Domain 6.1 (e, n); Domain 6.3 (a), Domain 1.4 (b), Domain 1.6 (c)
MODULE NAME: NEUROLOGY & PSYCHIATRY  
MODULE CODE: SL3004

<table>
<thead>
<tr>
<th>ECTS weighting:</th>
<th>5</th>
<th>Terms Taught: Michaelmas term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours:</td>
<td>30 lecture hours; Total 111 hours</td>
<td></td>
</tr>
</tbody>
</table>
| Module Personnel: | Module Co-ordinator - Dr. I. Walsh  
Lecturers - Dr B. Doody, E. Fortune  
Lecturers - J. Regan, Dr. B. Lynch, D. O’Rourke |

Learning Outcomes

NEUROLOGY: On successful completion of this module, students should be able to:

i. Apply understanding of the normal neurological system to rationalise diagnostic and intervention decisions in relation to impairments of speech, language, voice and swallowing in children and adults.
ii. Describe symptom profiles and etiologies associated with commonly occurring neurological disorders in children and adults.
iii. Evaluate the impact of a disordered neurological system on speech language and communication functioning.
iv. Rationalise the role of the SLT within the multidisciplinary team in the management of children and adults with neurological disease or disorders.

PSYCHIATRY: On successful completion of this module, students should be able to:
v. Identify likely symptom profiles of individuals with commonly occurring psychological and psychiatric disorders.
vi. Evaluate the potential impact of commonly occurring psychological and psychiatric disorders on speech, language and communication functioning.
vii. Identify intervention approaches used in the management of individuals with commonly occurring psychological and psychiatric disorders.
viii. Contextualise the role of the SLT in the multi-disciplinary management of children and adults with psychological and psychiatric disorders.

Module Content

Paediatric neurology (Dr. D. O’Rourke)

a) Epileptic and non-epileptic seizures  
b) Coma and acute encephalopathy  
c) Neuromuscular disorders, including cerebral palsy and muscular dystrophy  
d) Neurocutaneous disorders including Neurofibromatosis  
e) Developmental delay

Adult neurology (Dr. J. Regan)

f) Relevance of neurology to the Speech and Language Therapist  
g) Revision of the central nervous and peripheral nervous systems  
h) Upper and lower motor neurone / Pyramidal system and associated communication and swallowing disorders  
i) Extra-pyramidal system and associated communication and swallowing disorders  
j) Cerebellar system and associated communication and swallowing disorders  
k) Disorders associated with pathology in a combination of systems  
l) Dementia
### Module Content (continued)

**Child Psychiatry (Dr. B. Doody)**
- m) Overview of the field of child psychiatry
- n) Genetic influences; Environmental influences
- o) Changing perceptions of parent-child relationship
- p) Sexual abuse
- q) Emotional and conduct disorders
- r) Developmental delay and developmental disorders

**Adult Psychiatry (E. Fortune)**
- s) Psychiatric classification
- t) Mental mechanisms Freud's theory of neurosis
- u) Affective disorders
- v) Psychosomatic illnesses and anorexia nervosa
- w) Schizophrenic syndromes
- x) Alcoholism, drug abuse, dependence
- y) Organic illnesses
- z) Personality disorder
- aa) Suicide and grief.
- bb) Psychoneurosis, Anxiety States, Obsessional Disorders, Hysterical Disorders.

### Recommended Reading List
- See Blackboard for relevant lists

### Assessment Details
- Annual Examination Paper: 2 three hour Exam Papers 100% each paper

**Neurology Paper:** 2 Sections *Child Neurology* and *Adult Neurology* (4 questions to be answered - 2 from each section, each section carries equal marks).

**Students are required to pass both sections of this paper and must repeat the full paper if either (or both) section(s) are failed.**

**Psychiatry Paper:** 2 Sections *Child Psychiatry* and *Adult Psychiatry* (4 questions to be answered - 2 from each section, each section carries equal marks).

**Students are required to pass both sections of this paper and must repeat the full paper if either (or both) section(s) are failed.**
**MODULE CODE:** SL3006  
**MODULE NAME:** RESEARCH METHODS

<table>
<thead>
<tr>
<th>1.</th>
<th>What is the module about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This module explores planning of research projects and various aspects obtaining, structuring and analysing information.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.</th>
<th>Why do I need to learn about this area?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students need to learn about research methods and project planning so that they become aware of the issues in identifying and selecting research project topics and in planning, performing and controlling their research projects.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>How does the learning on this module link to clinical practice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning in this module is directly linked to the practice of Speech and Language Therapy in accordance with the best available scientific evidence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th>What are the Student Clinical Competencies (SCCE) relevant to this module?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student clinical competencies relevant to this module include:</td>
<td></td>
</tr>
</tbody>
</table>

SCCE 4: Analyses, interprets and evaluates assessment findings using the professional knowledge base and client information.

SCCE 20: Continuously evaluates intervention efficacy and modifies intervention and discharge plans as required.

See SCCE list for other relevant competencies.

<table>
<thead>
<tr>
<th>5.</th>
<th>How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU <a href="http://www.coru.ie/">http://www.coru.ie/</a>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 6.1</td>
<td></td>
</tr>
</tbody>
</table>

(a) Demonstrate a critical understanding of relevant biological sciences, human development, social sciences and other related sciences, together with knowledge of health, disease, disorder and dysfunction, appropriate to their profession

(b) Have knowledge of the roles of other professions in health and social care.

(j) Demonstrate an understanding of relevant domains of psychology, as relevant to normal and impaired communication, psychological

(m) Demonstrate an understanding of therapeutic contexts, models and processes, relevant to the practice of speech and language therapy

Domain 6.1 (c), (d), (i), (l) (k), (o)
MODULE CODE: SL3006  MODULE NAME: RESEARCH METHODS

<table>
<thead>
<tr>
<th>ECTS weighting: 5</th>
<th>Terms Taught: Hilary Term</th>
</tr>
</thead>
</table>

Contact Hours: 24 hours lectures, 1 assignment 60 hours, total 108 hours

Module Personnel: Module Co-ordinator and Lecturer – Dr. V. de Aguiar
Lecturers: Academic Staff from the School of Linguistic, Speech & Communication Sciences.

Learning Outcomes
On successful completion of this module, students should be able to:

i. Outline the purposes of research and demonstrate an awareness of the advantages and limitations of quantitative and qualitative approaches

ii. Differentiate between a range of designs and approaches suitable for application in research projects on human communication

iii. Control variables in the design of projects and demonstrate the necessity for internal and external validity

iv. Choose appropriate sampling strategies and methods of data collection for a project in human communication

v. Design a research project and write a research proposal for that project

vi. Acquire, if necessary for the project, ethical approval

vii. Use statistics as a tool to help make sense of data and enable predictions and generalizations to be made

viii. Select and apply appropriate statistical procedures for the analysis of non-complex data such as might be collected in the course of an undergraduate project on human communication.

Module Learning Aims
1) The aim of the course is to prepare students so that they are able to critically analyse research, develop a research question and plan a research process to answer the research question posed.

2) By completion of the module, students will have written both a research question and a research plan to be implemented in their fourth year of study. Students will be placed under the supervision of an assigned member of staff and will work closely with that staff member to achieve these aims.

Module Content
a. Introduction to the requirements of the Sophister research project, literature reviews and the critical analysis of research papers.

b. Overview of the sections research papers and journal articles

c. Overview of the components of a research project, refining the research question, developing a plan for investigating the research question

d. Designing a research study, sampling, data collection and analysis, ethical considerations of research

e. Development of a research question and research proposal

f. Writing structured abstracts

Recommended Reading List: See Blackboard for relevant lists

Assessment Details
Continuous Assessment (100%): Research Exercise (TBC); Date Due: April 7th, 2017.
Students must submit a Research Exercise, word limit will be 2,500 excluding Appendices. Further details will be confirmed and posted on Blackboard.
1. **What is the module about?**
   This module is an introduction to research methods and statistics.

2. **Why do I need to learn about this area?**
   It is important to learn about research methods and statistics in order to develop an appreciation of the diverse nature of research and to acquire an ability to critically analyse a wide range of empirical evidence and make links between SLT theory and theories derived from different disciplines.

3. **How does the learning on this module link to clinical practice?**
   The ability to think critically and creatively about theoretical, empirical and applied issues and their interrelationships, applications and implications of research to the clinical practice of Speech and Language Therapy.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
   The student clinical competencies relevant to this module include:

   **SCCE 4**: Analyses, interprets and evaluates assessment findings using the professional knowledge base and client information.

   **SCCE 20**: Continuously evaluates intervention efficacy and modifies intervention and discharge plans as required.
   See SCCE list for other relevant competencies.

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU http://www.coru.ie/?**
   Domain 6.1
   (a) Demonstrate a critical understanding of relevant biological sciences, human development, social sciences and other related sciences, together with knowledge of health, disease, disorder and dysfunction, appropriate to their profession
   (b) Have knowledge of the roles of other professions in health and social care.
   (j) Demonstrate an understanding of relevant domains of psychology, as relevant to normal and impaired communication, psychological
   (m) Demonstrate an understanding of therapeutic contexts, models and processes, relevant to the practice of speech and language therapy
   Domain 6.1 (c), (d), (i), (l) (k), (o)
MODULE NAME: PRINCIPLES & METHODS OF EMPIRICAL RESEARCH

MODULE CODE: SL3007

<table>
<thead>
<tr>
<th>ECTS weighting:</th>
<th>5</th>
<th>Terms Taught:</th>
<th>Michaelmas Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours:</td>
<td>24 hours lectures, 1 class test, 1 assignment 60 hours, total 108 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Personnel:</td>
<td>Module Co-ordinator and Lecturer – Dr. V. Aguiar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Outcomes

On successful completion of this module, students should be able to:

i. Appreciate the purposes of research and gain an awareness of the advantages and limitations of quantitative and qualitative approaches

ii. Differentiate between a range of designs and approaches suitable for application in research projects on human communication

iii. Control variables in the design of projects and demonstrate the necessity for internal and external validity

iv. Choose appropriate sampling strategies and methods of data collection for a project in human communication

v. Critically analyse literature relevant to potential research projects

vi. Select and apply appropriate statistical procedures for the analysis of non-complex data such as might be collected in the course of an undergraduate project on human communication

### Module Learning Aims

The aim of this module is to introduce students to the different research methodologies, to the design of research projects, and to methods of data collection and analysis. Design issues related to experimental control are discussed. Overall, the module is designed to increase the ability to appraise the quality of evidence presented in research articles, which is a skill central to the development of students as evidence-based practitioners. Furthermore, this module aims to equip students with basic skills to support their development as clinician-researchers, therefore providing knowledge that will feed into the Research Methods (SL3006) module.

### Module Content

**Research Design and Methods Topics:**

a) Definition of research; theories of knowledge; contexts of inquiry and of discovery; scientific method and critique

b) The process of research - research loop; finding and refining a research question; types of question; how to survey the literature before formulating a hypothesis

c) Setting up a study - checkpoints and flowchart; selecting an approach; basic approaches outlined; qualitative vs. quantitative research compared.
d) Case and field study research; observation techniques

e) Archival research; historical research; descriptive research: - what involved; strengths, weaknesses

f) Developmental research, correlational research; causal/comparative research: - what involved; strengths, weaknesses

g) Experimental research and quasi-experimental research - strong and weak designs

h) Potential pitfalls - threats to internal and external validity

i) Action research; time-series designs - what involved; strengths and weaknesses

j) Sampling - general principles of subject and event sampling

k) Methods of data collection: general principles of instrumentation; tests, observation, physical records

l) Survey research, questionnaires and interviews

m) Attitude scales- developing a Likert scale

n) Making sense of the data - summarizing, categorising, analysing and depicting

o) Writing a research report

Data Presentation and Analysis Topics:

p) Definitions of terms: statistics, descriptive and inferential statistics; samples and populations, variables, observations, values, levels of measurement.

q) Arrays of data, univariate frequency distribution; ranked frequency distribution, grouped frequency distribution, relative frequencies; cumulative frequencies; cumulative relative frequencies

r) Graphical representation: Line diagram; bar-chart; dot-diagram, pie-chart; stacked bar-chart; stem and leaf chart

s) Measures of central tendency - mean median mode

t) Normal distribution, skewed distributions;

u) Measures of dispersion - range, variance, standard deviation

v) Standard scores (z scores, sigma units) using the tables of normal distribution to find percentages under the curve

w) Sampling distribution of the mean; standard error of the mean; estimating from normal distribution

x) Probability; inferential statistics; hypotheses - null, experimental, alternative; one-tailed, two-tailed; degrees of freedom


z) Tests of association and correlation - linear relationships; Pearson, Spearman, point-bi-serial, Phi Coefficient and their uses; work out examples of Pearson, Spearman,

aa) Chi Square Test as test of goodness of fit, as test of independence and as test of normal distribution.

bb) Testing for differences - t tests; analysis of variance; outline of uses.

cc) Choosing an appropriate test - flowchart; parametric vs. non-parametric considerations.
**Recommended Reading List:** See Blackboard for relevant lists

**Assessment Details**

**Annual examination paper (70%):** One 3 hour Annual Exam Paper
Independent on the mark achieved by students on the continuous assessment assignment, students are required to achieve a mark of at least 35% on the examination in order to pass this module.

**Continuous assessment (30%):** Data presentation and analysis (Statistics) class test.

**Students must pass this class test in order to pass the module.**

Students who fail this class test will be required to repeat it before the end of Hilary Term. The mark will be capped at 40% (provided that assignment is a pass standard) for this compulsory continuous assessment component. Failing a resubmitted assignment will result in a fail mark being entered in SITS and require resubmission in the supplemental period.

The **Statistics Class Test** will take place on the 6th December 2016 during the usual lecture time slot (2pm-4pm)
**MODULE CODE: SL3SCP**  
**MODULE NAME: CLINICAL SKILLS**

1. **What is the module about?**  
This module provides the students with opportunities to apply the principles of assessment, diagnosis and evidence based intervention to case management in a range of practice settings in order to develop basic competency across all areas of speech and language therapy practice.

2. **Why do I need to learn about this area?**  
Students need to learn to transfer theoretical knowledge to clinical practice by applying professional knowledge and skills to diagnosis, goal setting and intervention planning, implementation and evaluation in clinical settings.

3. **How does the learning on this module link to clinical practice?**  
The knowledge learned from the academic programmes and skills from clinical workshops need to be practised with a range of clients across different settings in order to develop the competencies needed to join the profession.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**  
Progress on this module is evaluated using the Student Clinical Competencies (SCCE) level 2 (Transition) across a number of clinical and academic assessments. Students are expected to demonstrate understanding and application of professional conduct standards as summarised on Professional Conduct (1-10). All clinical competencies (1 – 20) are relevant to this module, but see in particular:

   **SCCE 5:** Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge.

   **SCCE 6:** Makes appropriate recommendations for management based on a holistic client profile.

   **SCCE 7:** Demonstrates understanding of the indicators and procedures for onward referral.

   **SCCE 14:** Writes holistic management plans incorporating short and long-term goals in session, episode and discharge plans.

   See SCCE list for other relevant competencies (e.g. 11, 12, 13, 20 etc.)

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [http://www.coru.ie/]?**

   The learning on this module relates to all subsections of CORU standards of proficiency of the following domains: Professional Autonomy and Accountability; Interpersonal and Professional Relationships; Effective Communication; Personal and Professional Development and to the following specific indicators of Domain 5 Provision of Quality Health and Social Care Services and Domain 6 Knowledge and Understanding

   **5.1** Be able to identify and assess service users’ needs in relation to speech, language communication and swallowing (specific indicators; a-f)

   **5.2** Formulate and deliver plans and strategies to meet identified needs of service users (specific indicators; a-e)

   **5.3** Use research, reasoning and problem solving skills to determine appropriate action (specific indicators; a-e) PLUS

   **5.4 (a & b); 5.5 (a & b); 5.6 (b & c); 5.8 (a-e)**

   **6.1** Know and understand the key concepts of the bodies of knowledge which are relevant to the profession and demonstrate the ability to apply knowledge to normal and impaired communication at both theoretical and practical levels (specific indicators a-r)

   **6.2** Know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual, groups or communities. (specific indicators, a)

   **6.3** Have the knowledge and understanding of the skills and elements required to maintain service user, self and staff safety. (specific indicators, a-h)
**MODULE NAME: CLINICAL SKILLS**

**MODULE CODE: SL3SCP**

<table>
<thead>
<tr>
<th>ECTS weighting:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Terms Taught:</strong></td>
<td>Michaelmas and Hilary Term</td>
</tr>
<tr>
<td><strong>Contact Hours:</strong></td>
<td>250 plus 30-day placement (counting towards SS module SL4007)</td>
</tr>
<tr>
<td><strong>Module Personnel:</strong></td>
<td>Module Co-ordinator Practice Education Co-ordinator: D. Quigley Regional Placement Facilitators, Practice tutors, Practice Educators</td>
</tr>
</tbody>
</table>

**Learning Outcomes** On successful completion of this module, students should be able to:

i. Apply the principles of assessment, evidence-based intervention to case and caseload management.

ii. Devise, implement and evaluate therapy programmes and their outcomes.

iii. Communicate information on diagnosis, intervention options and professional recommendation effectively to clients, carers, and co-workers orally and in writing.

iv. Discuss principles and evidence underlying therapy approaches and service decisions.

v. Evaluate own professional competencies and identify learning goals.

**Module Learning Aims**

This is a mandatory module for students undertaking the undergraduate speech and language therapy clinical education programme. Students attend clinical briefings in the department followed by two practice placements which provide them 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 and language therapists who aim to provide students with opportunities to develop the competencies needed to work as a speech and language therapist.

**Module Content**

*Placement 2.1 Case Management – weekly clinic*

The placement consists of clinical workshops and one day per week practice in clinics where students are provided with opportunities to develop competency in assessment, diagnosis, planning, implementing and evaluating therapy programmes for clients with communication and/ or eating and swallowing difficulties. The placement provides students with opportunities to plan, and implement therapy episodes appropriate to the needs of individual clients. Each student must take responsibility for at least one client during this placement. The placement is assessed by continuous assessment and a clinical examination.

*Placement 2.2 Case and Caseload Management - Block placement*

The block placement consists of a 6-week practice placement in health service clinics *(May/June – 24 days’ direct clinic, 4 research days)*. Students are provided with opportunities to develop competencies in assessment and diagnosis as well as in implementing and evaluating therapy programmes for clients with communication and / or eating, drinking and swallowing difficulties. They are also provided with opportunities to develop caseload management skills and to acquire knowledge of service and caseload management policies. The four research days are focussed on evidence-based practice for individual cases and caseload. This placement is evaluated as part of the year 4 - SS module SL4007.

**Recommended Reading List:** See Blackboard for relevant lists
Assessment Details

*Placement 2.1

Continuous Assessment of clinical competencies (50%).
The continuous assessment mark awarded for this placement is based on the student’s developing competencies. Competencies are evaluated and rated using the Student Clinical Competency Evaluation Form and indicators (Level 2 Transition) with the student receiving a moderate level of supervision, monitoring and feedback depending on the complexity of the client and the placement environment.

Clinical Examination: (30%).
Students are examined with a client with whom they are familiar or who is from a client group they have worked with during the placement. The clinical examination takes place towards the end of the placement. The examination has 4 components:

1) Files
   The student files are examined for evidence that appropriate diagnostic and therapy competencies are developing along with the ability to maintain clinical records.

2) Presentation
   The students are required to give a brief oral summary of a client: relevant history, diagnosis and summary of therapy. The case presentation may occur before or after the session and should not last longer than 5 minutes.

3) Clinical Session
   The student is observed working with a client / group by 2 examiners either separately or in turn.

4) Viva
   The clinical session is followed by a short viva. The mark for the examination is based on the Level 2 competencies indicators that are relevant to the clinical and the examination context.

Professional Development Log (FEDS portfolio) (20%).
Students are required to submit a copy of the FEDS Portfolio and Log, plus completed PDL assignments, by Monday 27th March 2017.

Placement 2.2
Students are provided with formative feedback based on mid and end of placement evaluations using SCCE level 2. The marks for this placement contribute to the final year (SS) clinical mark (10%) and will be notified to students in the SS year, subject to confirmation by the Court of Examiners.

PLEASE NOTE: *Students who pass the continuous assessment (CA) component but who fail the clinic exam component on Placement 2.1 will carry that 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.