CLINICAL SPEECH AND LANGUAGE STUDIES

SENIOR SOPHISTER MODULE HANDBOOK 2016-2017
Term Dates

**Michaelmas Term:**

Weeks 5 – 16  
26\(^{th}\) September – 16\(^{th}\) December 2016  
–  Teaching

**Hilary Term:**

Weeks 21 – 32  
16\(^{th}\) January – 7\(^{th}\) April 2017  
–  Teaching

**Trinity Term:**

Week 33 – 35  
10\(^{th}\) April – 28\(^{th}\) April 2017  
–  Revision weeks

Week 36 - 39  
1\(^{st}\) May – 26th May 2017  
–  Annual exam period

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. **A maximum mark of 40 per cent may be awarded for any such supplemental examination.**

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

1. Collects and collates relevant client-related information systematically from case history, interviews and health records.

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

3. Administers, records and scores a range of assessments accurately.

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

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

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

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

8. Reports assessment findings orally in an appropriate professional manner to client / carer and team members.

9. Presents accurate written client reports conforming to professional and legal guidelines and appropriate to the needs of all recipients.

10. Demonstrates the ability to provide clients and carers with information in appropriate formats to facilitate decision-making and informed consent.

11. Demonstrates the ability to consult and collaborate with clients / carers when developing management plans.

12. Determines care pathway for clients based on client needs, service resources and the professional evidence base.

13. Recognizes the roles of other team members and consults and collaborates appropriately to develop and implement client management plans.

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

15. Maintains precise and concise therapy records, carries out administrative tasks and maintains service records.

16. Implements therapy using theoretically grounded, evidence based techniques and resources.

17. Introduces, presents and closes all clinical sessions clearly in a client-centred manner.

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.

**DOMAIN 1: PROFESSIONAL AUTONOMY AND ACCOUNTABILITY**

<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>
| **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

<table>
<thead>
<tr>
<th>Standard of Proficiency</th>
<th>Specific Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduates will</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3.1</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion. | a) Be aware of, 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.  
b) Be able to select, move between and use appropriate forms of verbal and non-verbal communication, including listening skills, with service users and others.  
c) Demonstrate the ability to produce clear, concise and objective written communication and reports that are appropriate for the intended readers.  
d) Demonstrate an appropriate use of information technology relevant for speech and language therapy practice.  
e) Understand the importance of and demonstrate effective communication with other colleagues (inter-disciplinary communication).  
f) Understand the need to provide service users (or people acting on their behalf) with the information necessary in an appropriate format to enable them to make informed decisions.  
g) Understand the need to use an appropriate interpreter to assist patients/clients/service users where necessary. |
| **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

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

<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>

### 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><strong>k)</strong> 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><strong>l)</strong> Demonstrate an understanding of educational philosophy and practice and the relationship between language and literacy.</td>
</tr>
<tr>
<td></td>
<td><strong>m)</strong> Demonstrate an understanding of therapeutic contexts, models and processes, relevant to the practice of speech and language therapy.</td>
</tr>
<tr>
<td></td>
<td><strong>n)</strong> Demonstrate an understanding of developmental and acquired disorders of speech, language, communication and swallowing.</td>
</tr>
<tr>
<td></td>
<td><strong>o)</strong> 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><strong>p)</strong> 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><strong>q)</strong> 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>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th></th>
<th><strong>a)</strong> Be able to use knowledge of speech and language therapy to assess and manage people with difficulties in the following areas:</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

### 6.3 Have the knowledge and understanding of the skills and elements required to maintain service user, self and staff safety.

<table>
<thead>
<tr>
<th></th>
<th><strong>a)</strong> Understand systems and impact of complexity on service user care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>b)</strong> Understand and be able to manage risk.</td>
</tr>
<tr>
<td></td>
<td><strong>c)</strong> Be able to identify, prevent and manage adverse events and near misses and learn from errors.</td>
</tr>
<tr>
<td></td>
<td><strong>d)</strong> Understand the importance of communication with service users and staff.</td>
</tr>
<tr>
<td></td>
<td><strong>e)</strong> Be aware of applicable legislation e.g. health and safety legislation, employment legislation and relevant national guidelines.</td>
</tr>
<tr>
<td></td>
<td><strong>f)</strong> 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><strong>g)</strong> 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><strong>h)</strong> Undertake appropriate health and safety training.</td>
</tr>
<tr>
<td>Week No</td>
<td>Teaching Week / Week beginning</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Week 5</td>
<td>Teaching week 1 26th Sept</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Teaching week 2 3rd Oct</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Teaching week 3 10th Oct</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Seminars: Titles to be submitted</td>
</tr>
<tr>
<td>Week 8</td>
<td>Teaching week 4 17th Oct</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Teaching week 5 24th Oct</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Teaching week 6 31st Oct</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics &amp; Administration Class Test</td>
</tr>
<tr>
<td>Week 11</td>
<td>Teaching week 7 7th Nov</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Seminars: Slides and structured abstracts to be submitted</td>
</tr>
<tr>
<td>Week 12</td>
<td>Teaching week 8 14th Nov</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disability Studies Poster Assignment: Part 1</td>
</tr>
<tr>
<td></td>
<td>Communication Seminars</td>
</tr>
<tr>
<td>Week 13</td>
<td>Teaching week 9 21st Nov</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disability Studies Poster Assignment: Part 2</td>
</tr>
<tr>
<td></td>
<td>Communication Seminars</td>
</tr>
<tr>
<td>Week 14</td>
<td>Teaching week 10 28th Nov</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Seminars</td>
</tr>
<tr>
<td>Week 15</td>
<td>Teaching week 11 5th Dec</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Seminars</td>
</tr>
<tr>
<td></td>
<td>Class Test: Management of Individuals with Dysphagia across the lifespan</td>
</tr>
<tr>
<td>Week 16</td>
<td>Teaching week 12 12th Dec</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Seminars</td>
</tr>
<tr>
<td></td>
<td>Case Presentations</td>
</tr>
<tr>
<td>Week 23</td>
<td>Teaching week 3 23rd Jan</td>
</tr>
<tr>
<td></td>
<td>Research Project due 30th January</td>
</tr>
</tbody>
</table>
1. **What is the module about?**
   This module focuses on the management of people with disorders of speech, voice, fluency and dysphagia, with particular emphasis on the application of knowledge to the areas of dysphagia and head and neck cancer.

2. **Why do I need to learn about this area?**
   This module provides an opportunity for students to integrate their knowledge and apply it to the holistic evaluation of clients presenting with disorders speech, voice, fluency and dysphagia, recognising their role within the wider MDT as well as the ethical, legal and moral obligations that must be considered.

3. **How does the learning on this module link to clinical practice?**
   This module links to clinical practice as students (i) apply and rationalise diagnostic and intervention decisions in the context of the MDT, for people with disorders of speech, voice, fluency and dysphagia; (ii) develop an appreciation of the complex ethical, legal and moral considerations inherent in these domains of clinical practice; and (iii) develop an understanding of the principles and practice of clinical management of people with head and neck cancer at all stages of the clinical pathway, including palliative care.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
   All clinical competencies are relevant to this module at SS level, including in particular:
   - **SCCE 6:** Makes appropriate recommendations for management based on a holistic client profile.
   - **SCCE 13:** Recognizes the roles of other team members and consults and collaborates appropriately to develop and implement client management plans.

   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 2 (Interpersonal and Professional Relationships)**, and **Domain 5 (Provision of Quality Services)**, where the role of the SLT within the wider MDT is highlighted, with specific focus on the theoretical and practical foundations required to provide quality services to individuals with disorders of speech, voice, fluency and dysphagia.
   - Domain 2.1 (a) Demonstrate capacity to build and sustain professional relationships as both independent practitioner and collaboratively as a member of a team.
   - Domain 5.1 (c) Identify conditions that require further investigation, making referrals to other professionals as appropriate
   - Domain 5.3 (e) Demonstrate a logical and systematic approach to problem solving.
   - Domain 6.1 (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

   (See also 2.1(d), 5.1(d), 5.1(e), 5.3(d), 5.6(a), 5.6(b), 5.8(b), 5.8(e), 6.1(a), 6.1(b), 6.1(c), 6.1(d), 6.1(e), 6.1(i), 6.1(o), 6.1(p), 6.1(q))
MODULE NAME: MANAGEMENT SPEECH VOICE FLUENCY DYSPHAGIA

Module Code: SL4002

ECTS weighting: 10
Terms Taught: Michaelmas

Contact Hours: 32 hours lectures, 80, Total 204 hours


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

i. Describe the speech and language therapist’s role and scope of practice in management of children and adults with speech, voice, fluency and/or swallowing disorders, within the multidisciplinary team context and all service contexts, including palliative care (programme outcomes 4, 5)

ii. Describe the speech & language therapist’s role and scope of practice in the management of the client with head and neck cancer, within the context of the multidisciplinary team and treatment options.

iii. Apply understanding of typical communication and the normal swallow system, to rationalise diagnostic and intervention decisions for people presenting with speech, voice fluency and/or swallowing disorders across the lifespan (programme outcomes 1,2,4)

iv. Evaluate the impact of structural, neurological, mechanical and psychological factors on speech, voice, fluency and/or swallow function (programme outcomes 1,2,4)

v. Have a working knowledge of swallowing and/or voice problems arising as a result of carcinoma of the head & neck and/or its treatment and apply appropriate intervention procedures, using a defensible decision-making plan

vi. Demonstrate knowledge of tracheostomy and post-surgical voice restoration prostheses.

vii. Apply principles of evidence based decision making to assessment, diagnosis and intervention in speech, voice, fluency and/or swallowing disorders across the lifespan (programme outcomes 1,2,4)

viii. Be able to relate the management of specific communication and/or swallowing needs, within an inter professional framework, to the overall experience of educational, health and social care provision for the client.

ix. Recognise and describe the ethical, legal and moral obligations that must be considered when working with people with communication and swallowing disorders and other key stakeholders across the lifespan. Demonstrate incorporation of these obligations into intervention planning for children and adults with disorders of speech, voice, fluency and/or swallowing disorders (programme outcomes 1,2,4,5)

Module Learning Aims

To provide undergraduate students with core theoretical knowledge on eating, drinking and swallowing disorders (dysphagia) across the lifespan. On qualification, students will be able to detect the presence or absence of dysphagia from case history and assessment, recognise the limitations of his/her competencies and make appropriate onward referral to more experienced SLTs as required.

To provide undergraduate students with core theoretical knowledge on oral and laryngeal cancer and its impact on speech, voice and swallowing; related treatment options and approaches including chemotherapy, chemo-radiation, radiation therapy; and post-surgical tracheoesophageal voice restoration.

To provide undergraduate students with core theoretical knowledge and key clinical considerations with regards to palliative care.
MODULE CODE: SL4002  MODULE NAME: MANAGEMENT SPEECH VOICE FLUENCY DYSPHAGIA

Module Content
a) Nature, assessment, differential diagnosis and intervention in dysphagia across the lifespan
b) Role and scope of practice of the newly graduated speech and language therapist in dysphagia
c) Moral, legal and ethical issues in dysphagia intervention
d) Evidence based clinical decision making, at all stages of intervention, including palliative care
e) Understanding the context of SLT service delivery for people with dysphagia.
f) Overview of carcinoma of the head and neck with specific reference to laryngeal cancer.
g) Management, philosophy and principles of assessment and intervention
h) Chemo-radiation, radiotherapy, chemotherapy, surgery, tracheoesophageal voice restoration.
i) SLT role in speech, voice and swallowing at all stages of management, including palliative care.

Recommended Reading List: See Blackboard for relevant lists

Assessment Details
(i) Annual Examination: One 3-hour paper, 3 questions to be answered. (60%)
Irrespective of marks attained on continuous assessment assignments, students are required to achieve an overall mark of 35% or higher on the examination paper in order to pass this module overall.

(ii) Class Test: Management of Individuals with Dysphagia across the Lifespan (40%); 2 hour class test in week 11 Michaelmas Term (8th December 2016)- 2 questions to be answered one of which is compulsory.

Students who fail this class test will be required to repeat it before the end of Hilary Term. Mark will be capped at 40% (provided assignment is a pass standard) for this compulsory continuous assessment component. Failing a resubmitted assignment will result in a fail mark being entered into SITS and require resubmission in the supplemental period.
### 1. What is the module about?
This module addresses management in a broader sense than that covered in the area of assessment (SF) and intervention (JS) in language and communication disorders, integrating areas pertaining to critical issues in service delivery to those with disabilities, along with a focus on specific areas of enquiry in language and communication disorders.

### 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 be aware of critical issues (e.g. historical, clinical, political, ethical, societal) pertaining (i) to the nature, presentation and common perception of ‘disorders’ and (ii) service design and delivery for a wide diversity of clients presenting with language and communication needs (including those with disabilities).

### 3. How does the learning on this module link to clinical practice?
This module links to clinical practice as students learn (i) how to look at the broader issues linked to the provision of client-centred care (e.g. historical, societal, political, educational and ethical influences) (ii) how to critically review the evidence base and implement appropriate intervention programmes, relevant to service specific requirements and (iii) to develop a deeper knowledge base as relevant to specific language and communication presentations and disabilities across the lifespan.

### 4. What are the Student Clinical Competencies (SCCE) relevant to this module?
All clinical competencies are relevant to this module at SS level, including in particular:

**SCCE 12:** Determines care pathway for clients based on client needs, service resources and the professional evidence base.

**SCCE 16:** Implements therapy using theoretically grounded, evidence based techniques and resources.

**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?
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’; e.g. 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 6 (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

Domain 6 (r): 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.

Other: see also, for example, Domain 6: 1, (b), (d), (e) and (m).
MODULE NAME: MANAGEMENT LANGUAGE AND COMMUNICATION  
MODULE CODE: SL4003

ECTS weighting: 10  
Terms Taught: Michaelmas Term

Contact Hours: 24 hours lectures, 2 assignments 80, Total 204

Module Personnel:  
Module Co-ordinator and Lecturer - Dr C. Jagoe  
Lecturers - Dr. M. Smith; Dr. I. Walsh; Dr. V. Aguiar; M. Lawler, E. Ryan.

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

i. Work collaboratively with peers applying scientific literacy skills to report orally and in writing on aspects of language and communication impairments. (Prog Outcomes 1, 3, 5)

ii. Integrate and synthesise information from a range of sources and disciplines to prepare and deliver an oral presentation on a chosen topic in speech language pathology, conforming to preset presentation guidelines. (Prog outcomes 1, 3, 7)

iii. Critically evaluate the physical, sensory, social and emotional constraints which may influence communication development and use in clients with disability. (Prog outcomes 1, 2, 4)

iv. Compare differing approaches and models in the assessment and delivery of services to clients with different disabilities and associated communication impairments. (Prog outcomes 1, 2, 4)

v. Apply principles of evidence based practice to critically evaluate programmes and approaches used in speech and language therapy service delivery to clients with disabilities and their carers. (Prog outcomes 1, 2, 4)

vi. Identify and describe the range of options available to augment verbal communication for individuals with severe communication difficulties. (Prog outcomes 1, 2, 4)

vii. Evaluate augmentative and alternative communication possibilities in response to specific client needs and abilities. (Prog outcomes 1, 2, 4)

Module Learning Aims

1) Students will gain knowledge of speech and language therapy services to those with speech, language and communication needs and disabilities in current international, national and local contexts.

2) Students will develop awareness of the range of options available to augment verbal communication and an understanding of the principles influencing option selection and use.

Module Content

Disability Studies

a) History of Intellectual Disability services in Ireland and general principles guiding practice in services.

b) Legislation and policy, including the issues facing SLTs balancing the demands of HIQA, Person-Centred Planning Approaches, and best practice in SLT.

c) Developing a Total Communication Approach, including use of low-tech and high-tech AAC

d) Assessment and intervention, including staff training, and the differences in this domain of practice

e) Listening to the ‘voice’ of the person who uses services, including how we consult with people and involve service users


Communication Seminars

a) Pairs of students will select and agree a topic with relevant lecturers and present the topic to the class in a seminar format.

b) Topic categories (students must choose a specific topic within these topic categories):
   - Language/communication development in children and adolescents
   - Developmental language and communication disorders (may include phonology and/or Developmental Verbal Dyspraxia but discussed within a language/linguistic context)
   - Acquired language and communication disorders (in children, adolescents or adults)
**Recommended Reading List:** See Blackboard for relevant lists

**Assessment Details**

(i) **Annual Examination:** 3-hour paper, 3 questions to be answered (60%). Irrespective of marks attained on continuous assessment assignments, students are required to achieve an overall mark of 35% or higher on the Examination paper in order to pass this module overall.

(ii) **Assessment 1: Communication Seminars:** (25%). Title of Seminar to be submitted on or before 10<sup>th</sup> October 2016. A draft of no more than 8 slides and a 1-page structured abstract to be submitted on or before 7<sup>th</sup> November at 12 noon and signed in at Reception. Seminars will take place teaching weeks 8, 9, 10, 11 and 12. Seminars consist of a 15-minute presentation (12 minutes for presentation and 3 minutes question time). Each presentation must be accompanied by a full bibliography of resources, submitted at time of presentation, with a copy of the final version of the slides used in the presentation (no more than 10 slides).

(iii) **Assessment 2: Disability Studies:** (15%). Topics for posters will be given to the class at the start of the module.

**Poster Presentation** will be in two stages:

**Stage 1:** Groups will be timetabled to present to staff only and get feedback on their content. This first stage is worth 40% of the assessment. Stage 1 will take place on **Tuesday 15<sup>th</sup> November 2016** in **Room 004**.

**Stage 2:** Groups will be timetabled to present revised posters to staff again on **Tuesday 22nd November 2016** in **Room 103-104** and poster will remain in situ for other students to view. Poster presentations should be limited to 4 minutes with additional 4 minutes for questions. This final presentation is worth 60% of the assessment. Information should be presented in a professional poster format (portrait or landscape size A0).
**MODULE CODE: SL4007**

**MODULE NAME: CLINICAL PRACTICE**

---

1. **What is the module about?**

This module provides the students with opportunities to develop caseload and service management and administration skills as well as providing them the clinical experience necessary to generalise assessment and intervention skills and competencies across a range of client group and service settings.

---

2. **Why do I need to learn about this area?**

The knowledge acquired from the academic programme and skills and competencies developed on earlier practice placements need to be stabilised and generalised across a range of clients across different settings as students become ready to join the profession.

---

3. **How does the learning on this module link to clinical practice?**

The learning on this module reflects the reality of clinical practice and students need to be aware of this reality during all stages of assessment, diagnosis and service delivery and service management and audit.

---

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**

Progress on this module is evaluated using the Student Clinical Competencies level 3 (Entry) across a range of assessment types. Students are expected to demonstrate understanding and application of professional conduct standards as summarised on Professional Conduct (1-10).

Students are expected to demonstrate practice competency at entry level in all competency areas by the end of this module i.e. SCCE competencies 1-20.

---

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 specific indicators of the CORU standards of proficiency of all following domains:

1. Professional Autonomy and Accountability
2. Interpersonal and Professional Relationships
3. Effective Communication
4. Personal and Professional Development
5. Provision of Quality Health and Social Care
6. Knowledge and Understanding
**Module Handbook 2016-2017**

**Module Name:** CLINICAL PRACTICE

**Module Code:** SL4007

<table>
<thead>
<tr>
<th>ECTS weighting:</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms Taught:</td>
<td>Michaelmas and Hilary terms</td>
</tr>
</tbody>
</table>

**Contact Hours:** 300 hours

**Module Personnel:** Module Co-ordinator and Practice Co-ordinator - D. Quigley

**Examiners:** Dr. M. Smith; Dr. C. Jagoe; Dr. I.P. Walsh; Dr. P. Sloane, Dr V. de Aguiar, D. Quigley along with Regional Placement Facilitators, Practice Tutors and Practice Educators

**Learning Outcomes**

On successful completion of this module, students should demonstrate competency to evident or enhanced level at the entry level of the Student Clinical Competency Evaluation Indicators in their ability to

1. Apply clinical assessment, diagnostic skills and evidence based practice to case and caseload management
2. Plan, devise, implement and evaluate long and short term therapy programmes independently for a range of clients/communication profiles
3. Discuss principles and evidence underlying therapy approaches and service delivery models
4. Communicate information on diagnosis, therapy and professional recommendations effectively to clients, carers, and co-workers orally and in writing
5. Evaluate own professional competencies and identify learning goals and resources to meet these
6. Manage record keeping and caseload in accordance with agency policies
7. Use knowledge of health, education and social supports when devising intervention programmes

**Module Learning Aims**

The module provides students with opportunities to develop competency in assessment, diagnosis, planning, implementing and evaluating therapy programmes for clients with communication and/ or eating, drinking and swallowing difficulties and prepares them for work as new entrants to the profession.

Practice placements allow students to

- apply knowledge and skills to the assessment, differential diagnosis and management of communication and eating, drinking and swallowing disorders.
- generalise competencies developed with specific client groups to a range of client groups and disorders
- apply the principles of assessment, intervention and service delivery to case management in a small caseload
- understand the principles underlying speech and language therapy practice in a range of service settings

**Module Content**

a) Clinical briefings
b) Clinical workshops
c) Practice Placements 3.1 and 3.2
Recommended Reading List: See Blackboard for relevant lists

Submission of certified hours forms
Dates for the submission of clinical hours forms will be notified to student. Students are required to submit their clinical hours form by this date. A penalty will be incurred for failure to submit these hours’ forms.

Assessment Details

(i) Practice Placement 2.2: (10%)
The assessment mark awarded for Placement 2.2 is based on the student demonstrating competency in professional report writing. Two case reports are submitted in the final week of the JS block placement (Hilary Term) and are evaluated. These reports could include: an assessment summary, diagnostic report with intervention recommendations to referral source(s), an onward referral to a speech and language therapist detailing assessment, case management and outcomes, along with recommendation for further management, as relevant or appropriate.

Mark contributes 10% towards the final year clinical grade, module SL4007 Clinical Practice.

(ii) Continuous Assessment A: Placement 3.1. (20%)
The continuous assessment mark awarded for this placement is based on the student’s developing competencies as demonstrated during the placement. The mark should reflect a formal evaluation in the middle and at the end of the placement on the Student Clinical Competency Evaluation Forms Level 3. The mid-placement session should be scheduled between clinical day 5 and day 6 of the placement and should include a full review of student files. It is recommended that the Practice Educator observe and discuss two therapy sessions, and provide the student with formal feedback by the completion of an evaluation form and a formal feedback session. Feedback is provided in order to allow the student to evaluate progress, set learning goals etc. Students should complete self-evaluation forms at this point also, to facilitate discussion and the identification of learning goals. If difficulties are encountered at the assessment or if more than 5 competencies are rated as not evident or emerging these should be discussed with the college mentor.

(iii) Case Presentation Placement 3.1. (10%)
Students are required to carry out detailed research on one client in preparation for a Case Presentation to be given in College, following placement completion. The case presentation will take place in the Department in small groups and with 2 college examiners on 16th December 2016; the Speech & Language Pathology External Examiner may also be present at these case presentations also for moderation purposes.

The presentations may be audio or video recorded and retained for evaluation. Each student will be allocated a maximum of 10 minutes for the presentation and 2-3 minutes to answer questions. Marking criteria for this presentation will be made available on Blackboard, ahead of Case Presentations.
(iv) Continuous Assessment Placement 3.2. (35%)
The continuous assessment mark awarded for this placement should be based on the student’s
developing competencies as demonstrated during the placement. The mark should reflect a formal
evaluation in the middle and at the end of the placement on the **Student Clinical Competency**
Evaluation Forms Level 3 based on observation of developing competencies in clinical practice. The
mid-placement session should be scheduled between clinical day 8 and day 12 of the placement and
should include a full review of student files. It is recommended that the Practice Educator observe and
discuss two therapy sessions, including an unseen client if possible, and provide the student with formal
feedback by the completion of an evaluation form and a formal feedback session. Feedback is provided
in order to allow the student to evaluate progress, set learning goals etc.

(v) Clinical Exam Placement 3.2. (25%)
The clinical examination can take place after the student has completed 12 clinic days. The examination
is conducted by the Practice Educator and a Regional Placement Facilitator, Practice Tutor (or their
nominated representative), or a member of the academic clinical staff. In a number of instances each
year, the External Examiner may undertake to act as moderator. During the clinical examination the
student’s files are examined and the student is observed working with two clients. The clinical sessions
are followed by a short viva. The sessions are evaluated and graded using the relevant indicators from
**Student Clinical Competency Evaluation Form (SCCE)** and indicators **Level 3 entry**.

On the exam day:

a) students are observed working with two clients
   (i) A ‘seen’ client: a client the student has been working with while on placement
   (ii) An ‘unseen’ client: a client that is new to the student; a referral will be provided to the student
       one working day before the exam day).

b) students must present
   (i) **One Summary Report** on their ‘seen’ client, that is no more than 2 pages in 12 point Verdana
       Font 1.5 spacing; headings may be used as relevant to client profile and student involvement.
   (ii) **Two Session Plans**: one for exam session with ‘seen’ client, and one for assessment session with
        ‘unseen’ client.

**PLEASE NOTE:** Students who pass the continuous assessment (CA) component but who fail the clinic
exam component on Placement 3.2 will carry that CA mark to the additional placement. Students are
then required to demonstrate a pass standard for continuous assessment, within the timeframe of
the additional placement prior to proceeding to the supplementary clinical exam, which is capped at
40%.
1. **What is the module about?**
   This module provides the students with information on role and responsibilities of speech and language therapists in a range of service setting both in Ireland and abroad. Students are encouraged to explore the legal, social and philosophical frameworks underlying health service provision.

2. **Why do I need to learn about this area?**
   Students need to understand the legal frameworks and ethical influences on case and caseload management and service delivery models in order to be able to work through the problems, ethical dilemmas and conflicts that may arise for therapists in the course of their work.

3. **How does the learning on this module link to clinical practice?**
   The module aims to encourage students to analyse, synthesize and evaluate service policies and procedures and delivery models and to explore the underpinning ethical, social and political philosophies.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
   Progress on this module is evaluated by a class test to demonstrate understanding of the legal and ethical principles influencing current services. Students are expected to demonstrate this knowledge in practice by demonstrating professional practice as evaluated by SCCE Professional Conduct (1-10) and by demonstrating practice competency in particular in the following competencies
   - SCCE 9 Presents accurate written client reports conforming to professional and legal guidelines and appropriate to the needs of all recipients.
   - SCCE 12 Determines care pathway for clients based on client needs, service resources and the professional evidence base
   - SCCE 14 Writes holistic management plans incorporating short and long-term goals in session, episode and discharge plans.
   - SCCE 15 Maintains precise and concise therapy records, carries out administrative tasks and maintains service records.
   - SCCE 20 Continuously evaluates intervention efficacy and modifies intervention and discharge plans as required.
   See SCCE list for other competencies relevant to this module.

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 specific indicators of the CORU standards of proficiency of the following domains
   1. Professional Autonomy and Accountability
   2. Interpersonal and Professional Relationships
   3. Effective Communication
   4. Personal and Professional Development
   5. Provision of Quality Health and Social Care Services
   6. Knowledge and Understanding
   to the following specific indicators
   4.1 Understand the role of reflective practice in relation to personal and professional development (specific indicators: a-m)
   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)
   5.9 Be able to evaluate, audit, and review practice (specific indicators: a-f)
   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)
   6.3 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: ETHICS, ADMINISTRATION AND REFLECTION ON PRACTICE**  
**MODULE CODE: SL4008**

<table>
<thead>
<tr>
<th>ECTS weighting:</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms Taught:</td>
<td>Michaelmas Term</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>24 hours lectures (14 x Reflective Studies, 10 x Ethics &amp; Administration)</td>
</tr>
</tbody>
</table>
| Module Personnel: | Module Co-ordinator and lecturer – Dr. I. P. Walsh  
Lecturers - Dr. M. Smith; Dr. C. Jagoe; Dr. P. Sloane, Dr. V. deAguiar, F. Ryan, D. Quigley, M. Lawler, E. Ryan. |

**Learning Outcomes**

**Ethics & Administration:** On successful completion of this module, students should be able to demonstrate knowledge and understanding of:

i. The legal and ethical responsibilities of professional practice  
the professional, legal and ethical influences on case and caseload management and service delivery models.  

ii. Current policies and procedures governing speech and language therapy service development and delivery.  

iii. The role of the speech and language therapist in the implementation of national guidelines for general health and safety and for the protection of children and vulnerable adults.  

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

iv. Synthesize and formalise knowledge of theoretical contexts, professional and service policies and procedures and disability models and roles acquired during the four-year education programme.  

v. Consolidate knowledge of the professional, ethical and legal guidelines which scaffold service delivery.  

vi. Draw on the knowledge acquired over the four years B.Sc curriculum and apply it appropriately to a general statement or problem set by examiners.  

**Module Learning Aims**

**Ethics & Administration**  
This part of the module aims to bring together and formalise knowledge of professional and service policies and procedures acquired by students during the academic and clinical education programme. The rationale and aims include the provision of a strong basis for understanding ethical principles in health care and research, their application to therapy relationships and problem-solving within SLT, and to debate aspects of ethical dilemmas, quandaries and conflicts that may arise for therapists in the course of their work. Current health service policies and practice will be discussed, with emphasis on the role and responsibility of the SLT in the health care team. Professional responsibilities, covering legal and ethical practices are key components of the course.  

**Reflective Studies**  
This part of the module aims to allow students to critically reflect on the wider issues underpinning the processes and practice of speech and language therapy as a discipline and as a profession. Furthermore, its aim is for students to ‘think outside the box’ while integrating their learning from cognate areas in psychology, linguistics and disability studies in general, and apply that learning to scholarly discussion and argument which may take into account global, societal and ethical considerations, along with concepts of culture, practice and diversity.
Module Content

Ethics & Administration
a) The basis of ethics in philosophy; Codes of Ethics (IASLT; RCSLT; CORU; ASHA; CPLOL).
b) Ethical, legal and professional responsibilities of clinical practice
c) Best practice in SLT service and caseload management
d) Ethical, professional and legal guidelines influences on service policies and service delivery.
e) National guidelines for the safety and well being of clients
f) Ethical, professional and legal guidelines for the protection of children and vulnerable adults
g) Solving ethical dilemmas, quandaries and conflicts.

Reflective Studies The content of the Reflective Studies sessions is diverse in its scope, taking into account issues of relevance to the discipline, against a backdrop of critical argument and discussion. The lecturers involved will bring an eclectic mix of contemporary topics for consideration and debate. It is intended that such discussions will help to promote critical thinking and integration of ideas from a range of areas, including those related to concepts of culture, practice, difference and diversity, to name but a few. Topics may vary from year to year to reflect the ever-changing landscape of process and practice in speech and language therapy. Lecturers will provide relevant reading lists as appropriate to topics under discussion.

Recommended Reading List: See Blackboard for relevant lists

Assessment Details

Reflective Studies: Annual Examination (60%) One 3-Hour Exam Paper: Reflective Studies

Ethics & Administration: Class Test (40%) (90 minutes) 2 questions to be answered. Date 1st November 2016.

This exam must be passed. Students who fail this assessment will be required to submit a specific assignment before the end of Hilary Term. Mark will be capped at 40% for this compulsory continuous assessment component (provided assignment is a pass standard). Failing a resubmitted assignment will result in a fail mark being entered into SITS and require resubmission in the supplemental period.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> <strong>What is the module about?</strong></td>
<td>This module provides a brief overview of the theory/thinking behind the principles of listening and counselling skills, and how these relate to clinical practice as a Speech and Language Therapist.</td>
</tr>
<tr>
<td><strong>2.</strong> <strong>Why do I need to learn about this area?</strong></td>
<td>The Counselling Principles and Practice Module encourages students to compare and contrast some of the major paradigms of counselling and psychotherapy within the context of contemporary understandings of best practice in Speech and Language Therapy.</td>
</tr>
<tr>
<td><strong>3.</strong> <strong>How does the learning on this module link to clinical practice?</strong></td>
<td>Counselling Principles and Practice provides students with the opportunity to learn and practice helpful listening and responding skills, and to introduce the importance of knowing their role boundaries and limitations.</td>
</tr>
<tr>
<td><strong>4.</strong> <strong>What are the Student Clinical Competencies (SCCE) relevant to this module?</strong></td>
<td>The student clinical competencies relevant to this module include:</td>
</tr>
<tr>
<td>SCCE 7</td>
<td>Demonstrates understanding of the indicators and procedures for onward referral.</td>
</tr>
<tr>
<td>SCCE 16</td>
<td>Implements therapy using theoretically grounded, evidence based techniques and resources.</td>
</tr>
<tr>
<td>See SCCE list for other relevant competencies</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> <strong>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>]?</strong></td>
<td>Domain 1 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</td>
</tr>
<tr>
<td>Domain 2 Work, in partnership, with service users and their relatives/carers, and other professionals (d) Demonstrate capacity to build and sustain professional relationships as both independent practitioner and collaboratively as a member of a team. (d) Be able to make appropriate referrals</td>
<td></td>
</tr>
</tbody>
</table>
**MODULE NAME:** COUNSELLING PRINCIPLES AND PRACTICE  
**MODULE CODE:** SL4009

<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, total student input 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Personnel:</td>
<td>Module Co-ordinator – Dr. I. P. Walsh; Lecturers: J. Brophy &amp; M. O’ Dwyer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

i. Identify, compare and contrast the major theoretical frameworks in Counselling Psychology

ii. Outline the major theoretical perspectives and formulate their own congruent approach to working with clients which is based on empirical evidence and best practice principles

iii. Review and critically evaluate the mainstream counselling and therapeutic approaches (mainly current psychodynamic, cognitive-behavioural, and humanistic) as well as relevant theoretical issues encountered by counselling psychologists

iv. Gain insight into the practical and theoretical importance of Counselling Psychology in clinical settings

v. Obtain training in generic counselling skills that reflects the ability to combine several counselling approaches, if necessary, to address issues that may arise in the clinical setting

vi. Apply Counselling theory using a range of basic counselling strategies, techniques and assessment methods with clients in the Speech and Language Therapy setting

**Module Learning Aims**

1) The aim of the course is to make students aware of the different theoretical frameworks in counselling psychology and to encourage them to formulate their own congruent approach to working with clients based on empirical evidence and best practice principles.

2) To facilitate this, students review in-depth and critically evaluate the mainstream counselling and therapeutic approaches (mainly current psychodynamic, cognitive-behavioural, and humanistic) as well as relevant theoretical issues encountered by counselling psychologists.

3) Students will also obtain training in generic counselling skills and lectures on psychotherapy integration (assimilative or combining several theories).

4) By the end of the course, students will understand developmental issues and life transition points as they apply to counselling and Speech and Language Therapy and they will be able to use a range of basic counselling strategies, techniques and assessment methods with clients in the Speech and Language Therapy setting.

**Module Content**

a) Theories and approaches to counselling
b) Structure of counselling situations
c) Stages of a counselling relationship
d) Development of counselling skills
e) Stress and stress management
f) Specific applications relevant to Speech and Language Therapy
g) Grief counselling
h) Family systems therapy
i) Practical application of module content is linked to the practice of Speech and Language Therapy throughout the series of lectures in the module

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

**Assessment Details**

Annual Examination: 100%. One 3-hour Exam paper (3 questions to be answered).
**MODULE CODE: SL4SHC**  
**MODULE NAME: RESEARCH PROJECT**

1. **What is the module about?**
   This module is about learning to carry out and submit a research project related to an aspect of human communication and according to ethical guidelines.

   The project provides students with the opportunity to bring a research project through the stages of the research process, from the development of a research question to the design of the study, collection and analysis of data and the dissemination of findings.

2. **Why do I need to learn about this area?**
   This module provides you with the opportunity to engage in empirical research in answering a research question of clinical relevance, thus drawing on skills which underpin your work in evidence-based practice.

   A final year project thesis module offers the opportunity to undertake independent research on a topic of your choice within the field of human communication.

3. **How does the learning on this module link to clinical practice?**
   This module links to clinical practice as students learn the skills of being able to critically evaluate relevant literature thus enhancing skills as relevant to evidence based practice, while also learning to ethically collect, analyse and report on empirical data, which can inform clinical practice.

   Completion of the Sophister Research Project demonstrates a graduate’s ability to conduct a major piece of academic inquiry and demonstrates academic written skills through the presentation of an extended piece of writing.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
   The student clinical competencies relevant to this module include:
   See Professional Conduct 1 – 10
   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 the consideration of decision making in regard to EBP and to the ability to engage in scientific enquiry in an ethical and systematic way as an SLT.

   **Domain 5: Provision of quality services: (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.

   **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’; e.g. b) Know and understand the principles and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence informed practice.**
   See also: Domain 3, 1. d) & Domain 4, 1. l) Domain 6, 1 (a), (b), (c), (d), (i), (l) (k) (o)
**MODULE NAME: RESEARCH PROJECT**

**ECTS weighting:** 15  
**Terms Taught:** Michaelmas and Hilary terms

**Contact Hours:** 24 hours contact, 144 guided study, Project write up 150, Total 318 hours

**Module Personnel:** Module Co-ordinator– Dr. V. de Aguiar  
Supervisors and examiners: Academic Staff in the School of Linguistic, Speech & Communication Sciences

**Learning Outcomes**

Students should be able to

i. Demonstrate in depth knowledge on a particular topic.

ii. Develop and implement a research methodology, with critical evaluation of the process and the outcome of the research.

iii. Apply in depth knowledge in a specific area and demonstrate skills in reporting research according to a pre-specified format.

Specifially, students will:

iv. Apply critical analysis to a review of aspects of the literature

v. Devise and implement a research methodology

vi. Present results and critically evaluate same

vii. Discuss findings

viii. Present a written project in a professional format

**Module Learning Aims**

The aim of the Sophister Research Project is to give students experience of empirical research. The project provides students with the opportunity to bring a research project through the stages of the research process, from the development of a research question to the design of the study, collection and analysis of data and the dissemination of findings.

**Module Content**

a) Application of critical analysis to a review of aspects of the literature  
b) Development and implementation of a research methodology  
c) Collection and analysis of data  
d) Presentation results and critical evaluation same  
e) Discussion of findings  
f) Presentation of a written project in a professional format

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

**Assessment Details**

Submission Date 30th January 2017

Each student is required to carry out an independent research project on a topic in the area of human communication and swallowing. Students must have completed the research requirements of the Junior Sophister year. Where possible, students will continue their research work under the supervision of the member of staff assigned during the JS year.

A statistics package, involving practical application of computer software, is taught in Semester 1 of SS year. This introduces students to the range of packages available for data analysis.
Students should allow enough time to submit drafts to their supervisors of Chapter 1 Literature Review, Chapter 2 Methodology and Chapter 3 Results/Findings, to allow timely feedback. The supervisor will read TWO drafts ONLY of work submitted: GENERAL GROUP FEEDBACK will be given following the first submission and INDIVIDUAL WRITTEN FEEDBACK will be given for the second submission.

Submission:
(i) Students are required to submit 2 softbound copies of their dissertation, accompanied by (i) a signed Assignment Submission Sheet and (ii) a Project Completion Form which will be returned to the relevant Ethics Committee (if applicable). One copy will be retained in the Department. Students are advised to also keep a copy for themselves, as it may not be possible to return copies following the Court of Examiners’ meeting.
(ii) Projects should be submitted typed, 1.5 spacing on A4 paper and secured in a suitable lightweight binder, with transparent front cover. One copy will remain the property of the University. Punctuation, spelling, and grammatical usage are the responsibility of the student and must be proofread and corrected before submission.
(iii) Word Limit: 8,000 – 10,000 words unless permission given by supervisor and one other academic staff member to exceed this limit. Students should include a printed word count on the last page of their project. In special circumstances, an extension of the word limit may be granted for qualitative studies that require more discursive detail, only after the project supervisor has given due consideration the word limit extension form, submitted by the student requesting the increase in word limit. Students who exceed the word count without the prior permission of their supervisor will be liable for a penalty of 5% of overall project marks, on the advice of the examiners.
(iv) Students must also include a copy of the ethics approval granted for their project as Appendix A of the project submission.
(v) Essential discourse sample extracts and/or table of results, included within the body of the project to support the reader, should be placed in boxed figures, and excluded from the word count of the project. Students should evaluate carefully the extent to which such extracts are necessary for full appreciation of the project.
(vi) Abstracts should be 400-500 words and should have a structured abstract format (i.e. including headings Background/Introductions; Method; Results/Findings; Discussions; Conclusions).