



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

# **Clinical Speech & Language Studies**

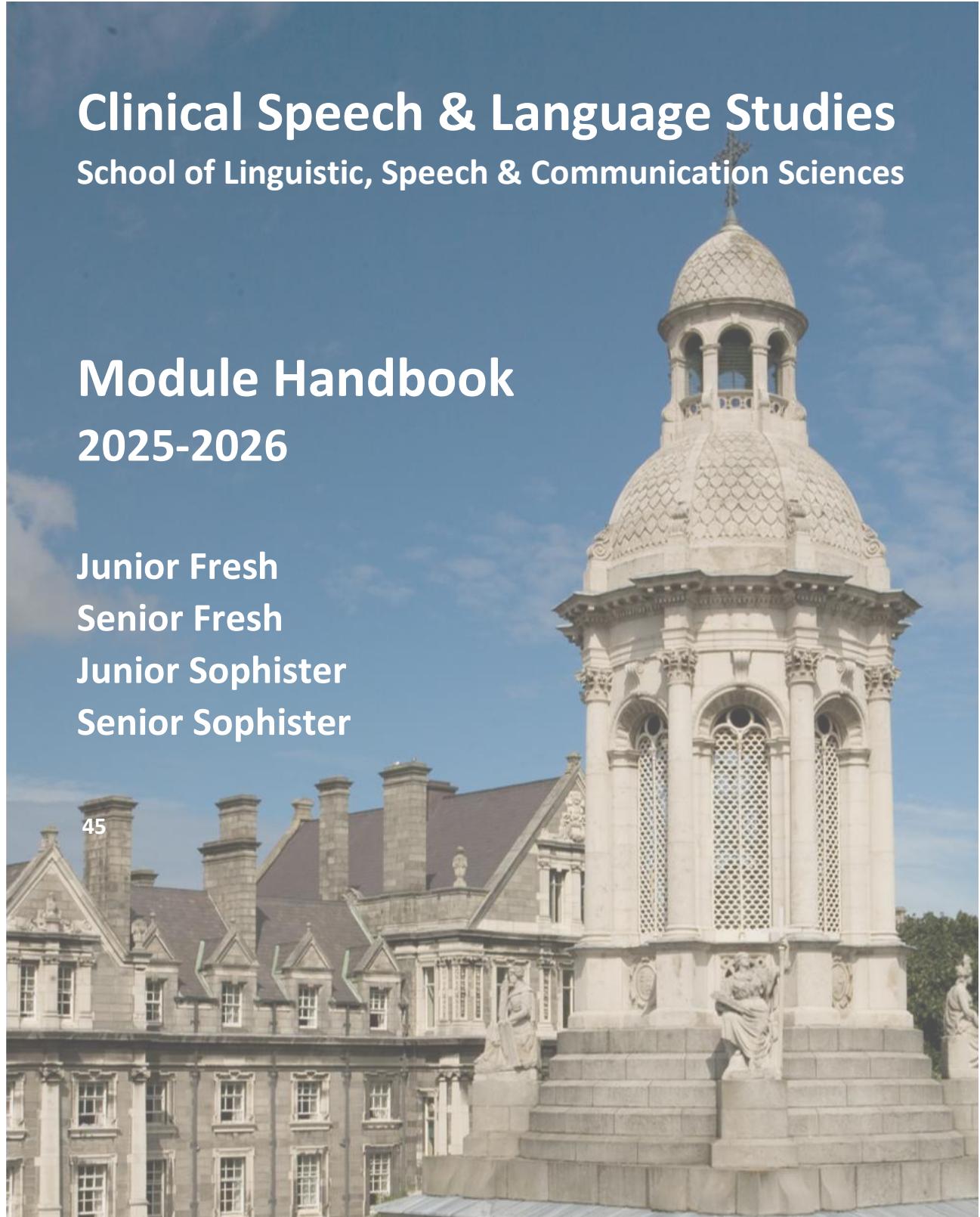
## **School of Linguistic, Speech & Communication Sciences**

## **Module Handbook**

### **2025-2026**

**Junior Fresh**  
**Senior Fresh**  
**Junior Sophister**  
**Senior Sophister**

45



<b>UBLS-CSLS-1F CLINICAL SPEECH &amp; LANGUAGE STUDIES COURSE OVERVIEW .....</b>	<b>3</b>
<b>SLU11001 FOUNDATION CLINICAL STUDIES.....</b>	<b>5</b>
<b>SLU11002 SPEECH, HEARING AND SWALLOWING.....</b>	<b>7</b>
<b>SLU11003 SOCIAL PSYCHOLOGY AND LIFESPAN DEVELOPMENT .....</b>	<b>8</b>
<b>SLU11004 PHONETICS 1.....</b>	<b>9</b>
<b>SLU11005 PHONETICS 2.....</b>	<b>10</b>
<b>INTRODUCTION TO LINGUISTICS I .....</b>	<b>11</b>
<b>LIU11012 INTRODUCTION TO LINGUISTICS II .....</b>	<b>12</b>
<b>LIU11013 FIRST LANGUAGE ACQUISITION .....</b>	<b>13</b>
<b>ANU11004 ANATOMY .....</b>	<b>14</b>
<b>PGU11007 PHYSIOLOGY ALLIED HEALTH .....</b>	<b>17</b>
<b>SLU22001 PHONETICS AND PHONOLOGY .....</b>	<b>18</b>
<b>SLU22002 COGNITIVE AND NEUROPSYCHOLOGY .....</b>	<b>19</b>
<b>SLU22003 NATURE OF DISORDERS OF SPEECH, VOICE, FLUENCY AND SWALLOWING .....</b>	<b>20</b>
<b>SLU22004 ASSESSMENT OF DISORDERS OF SPEECH, VOICE, FLUENCY AND SWALLOWING.....</b>	<b>21</b>
<b>LIU22007 SOCIOLINGUISTICS.....</b>	<b>23</b>
<b>SLU22006 NATURE OF DISORDERS OF LANGUAGE AND COMMUNICATION .....</b>	<b>24</b>
<b>SLU22007 ASSESSMENT OF DISORDERS OF LANGUAGE AND COMMUNICATION .....</b>	<b>25</b>
<b>SLU22009 ETHICS AND PROFESSIONAL STUDIES.....</b>	<b>29</b>
<b>LIU33005 DISCOURSE ANALYSIS .....</b>	<b>30</b>
<b>SLU33002 DYNAMICS OF DISCOURSE .....</b>	<b>31</b>
<b>SLU33003 EVIDENCE BASED PRACTICE (EBP) – .....</b>	<b>32</b>
<b>SLU33004 INTERVENTION FOR DISORDERS OF SPEECH, VOICE, FLUENCY AND SWALLOWING .....</b>	<b>33</b>
<b>SLU33005 INTERVENTION FOR DISORDERS OF LANGUAGE AND COMMUNICATION .....</b>	<b>35</b>
<b>SLU33006 RESEARCH METHODS AND STATISTICS.....</b>	<b>37</b>
<b>SLU33007 RESEARCH DESIGN .....</b>	<b>38</b>
<b>SLU33008 NEUROLOGY AND PSYCHIATRY .....</b>	<b>39</b>
<b>SLU33009 PRACTICE EDUCATION 2.....</b>	<b>41</b>
<b>SLU44001 ADVANCED STUDIES IN COMMUNICATION AND SWALLOWING .....</b>	<b>43</b>
<b>SLU44002 ADVANCED STUDIES IN COMMUNICATION DISABILITY AND SOCIETY .....</b>	<b>45</b>
<b>SLU44003 RESEARCH PROJECT .....</b>	<b>47</b>
<b>SLU44004 REFLECTIVE STUDIES .....</b>	<b>48</b>
<b>SLU44005 COUNSELLING PRINCIPLES AND PRACTICE .....</b>	<b>50</b>
<b>SLU44006 PRACTICE EDUCATION 3.....</b>	<b>52</b>
<b>SLU44007 PRACTICE EDUCATION 4.....</b>	<b>54</b>

# Course Details for Clinical Speech & Language Studies

<b>Course Title</b>	UBLS-CSLS-1F Clinical Speech & Language Studies Course Overview
<b>Course URL</b>	<a href="http://www.tcd.ie/slscs/undergraduate/clinical-speech-language/index.php">http://www.tcd.ie/slscs/undergraduate/clinical-speech-language/index.php</a>
<b>Learning Outcomes</b>	<p>On successful completion of this programme, students will be able to:</p> <ul style="list-style-type: none"> <li>LO1. Understand their scope of practice, their own role and the role of other professionals in healthcare and educational settings.</li> <li>LO2. Think independently, critically interpret, reflect upon and apply the evolving knowledge base in communication, swallowing and associated disorders and relate this knowledge to evidence-based clinical decision-making.</li> <li>LO3. Understand the values and principles of team dynamics within clinical practice and apply relevant principles to the planning and delivery of assessment, diagnosis and intervention.</li> <li>LO4. Communicate effectively, in all media, with the full range of relevant stakeholders, in clinical practice, in professional liaisons and with the wider community.</li> <li>LO5. Demonstrate professional autonomy, accountability, responsibility and a commitment to ethical action and social responsibility in professional practice.</li> <li>LO6. Demonstrate an ability to work as self-directed autonomous professionals, whilst working professionally and respectfully with others</li> <li>LO7. Think independently and critically and apply core principles of research design and implementation, with some degree of autonomy.</li> <li>LO8. Develop continuously, personally and professionally and demonstrate the skills required to sustain intellectual interest and critical thinking.</li> </ul>
<b>Course Description</b>	<p>The course in <i>Clinical Speech &amp; Language Studies</i> is of 4 years duration and leads to a B.Sc. Honours degree in Clinical Speech &amp; Language Studies. The course is based in the School of Linguistic, Speech &amp; Communication Sciences at the university and students participate in a range of modules offered to members of other disciplines.</p> <p>Graduates of the course are eligible for registration with CORU, the national registration body for health and social care professionals in Ireland and for membership of the professional body for speech &amp; language therapists working in Ireland (Irish Association of Speech &amp; Language Therapists).</p>
<b>Course Calendar Description</b>	<p>The undergraduate degree course in <i>Clinical Speech &amp; Language Studies</i> involves an integrated programme of study designed to prepare students for careers as registered speech &amp; language therapists. It is a four-year course of honours standard leading to a degree of Bachelor of Science in Clinical Speech &amp; Language Studies.</p> <p>Graduates of the course are professionally recognised by professional bodies in Ireland and the United Kingdom (IASLT and RCSLT). A variety of pedagogical approaches, such as enquiry-based learning, are employed in the delivery of quality education to students based on lifelong learning needs. The course prepares students to independently assess, diagnose and treat all communication and swallowing disorders. Research education is a crucial component of the undergraduate programme and students learn to conduct and analyse relevant theoretical and clinical research and are required to complete a capstone project prior to graduation.</p>
<b>Personnel Information</b>	<p><b>Head of Discipline:</b> Dr. Julie Regan</p> <p><b>Director of Undergraduate Teaching &amp; Learning:</b> Dr. Yvonne Lynch</p> <p><b>Staff:</b> Dr. Paul Conroy, Dr. Martine Smith, Dr. Kathleen McTiernan, Dr. Caroline Jagoe, Dr. Julie Regan, Dr. Yvonne Lynch, Dr. Ciarán Kenny, Dr. Amy Connery, Eadaoin Flynn, Sinead Kelly (Practice Education Coordinator), Katie Burke (Practice Education Coordinator)</p>

<b>Attendance and Participation</b>	<p>Student attendance at all lectures and tutorials is mandatory, as per our professional regulator CORU. Please see the departments attendance policy (available in student handbook) for further details and <a href="#">college guidance</a> on non-satisfactory attendance..</p> <p>Students are expected to actively engage in all teaching activities including PBLs, IPL activities and academic/clinical tutorials. Note students must seek verbal consent from their peers before engaging in any clinical or practical tasks (e.g., oro-facial exam). Please refer to the TCD Dignity and Respect Policy and the TCD Equality and Diversity Policy.</p>
<b>Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research</b>	<p>Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research</p> <p><i>Aligned with the College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment &amp; Research (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per Library guidelines on acknowledging and referencing GenAI. From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.</i></p> <p><i>The Department of Clinical Speech and Language Studies uses a 'traffic light system' to help guide students on the acceptable use of GenAI for coursework:</i></p> <ul style="list-style-type: none"> <li>a) <i>Red: No AI usage</i></li> <li>o <i>Orange: Some permitted AI usage</i></li> <li>o <i>Green: AI usage permitted throughout the task</i></li> </ul> <p><i>Specific guidance for each piece of coursework will be provided on the relevant Blackboard module. In cases of doubt, students should seek clarification from the Module Coordinator via their class rep(s). Students must not input personal data about any person into a GenAI tool at any time. Doing so constitutes a breach of GDPR legislation and, in the case of clients or patients, a violation of professional and ethical standards. Such breaches may be subject to legal review and/or a Fitness to Practise process.</i></p>
<b>Timetable Definitions</b>	<p><b>IPL:</b> Inter-professional learning activity (Contact: Katie Burke (MT), Dr. Amy Connery (HT))</p> <p><b>PBL:</b> Problem Based Learning</p> <p><b>SDL: Non Tutored slot:</b> this is protected time within the timetable for students to work on their PBL activity or to revise module content. Staff will not be present and there is no room booked. Students can book a clinic room downstairs or meet elsewhere (e.g., library, online).</p>
<b>Legacy Course Code:</b> 037	
<b>Year abroad:</b> N/A	
<b>Course approval date:</b>	
<b>Academic Year of Data</b> 2025/2026	

## Junior Freshman Modules

<b>Module Name</b>	SLU11001 Foundation Clinical Studies
<b>ECTS Weighting</b>	10
<b>Term Taught</b>	Michaelmas Term and Hilary
<b>Contact Hours</b>	<b>Direct hours</b> = 50 <b>Indicative hours</b> = 200
<b>Module Personnel</b>	<b>Module Co-ordinators:</b> Dr. Yvonne Lynch (MT) & Dr. Caroline Jagoe (HT) <b>Lecturers:</b> Dr. Yvonne Lynch, Dr. Caroline Jagoe, Dr Rozanne Barrow, Jess Molloy
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. Communicate effectively in all media, using appropriate communication strategies and techniques, to acknowledge and reveal the competence of service users [PO 4,5]</p> <p>LO2. Interact effectively with professionals and peers and engage appropriately with the larger community [PO 4,5]</p> <p>LO3. Critically evaluate and reflect on their own communication skills [PO 2]</p> <p>LO4. Describe the role and scope of practice of the speech &amp; language therapist and the profession's relationship with other services [PO 1]</p> <p>LO5. Demonstrate awareness of professional and ethical issue, standards of ethics, conduct and performance expected of speech &amp; language therapists, including confidentiality and data protection [PO 5]</p> <p>LO6. Engage in an active, task orientated and self-directed approach to their own learning [PO 6]</p>
<b>CORU Standards of Proficiency</b>	<p>Professional Autonomy and Accountability: 1.1; 1.2; 1.3; 1.4; 1.5; 1.7; 1.10; 1.11; 1.12; 1.13; 1.15; 1.20</p> <p>Communication, Collaborative Practice and Team Working: 2.2; 2.3; 2.4; 2.7; 2.10; 2.12; 2.13; 2.14; 2.15; 2.16</p> <p>Safety and Quality: 3.4; 3.5</p> <p>Professional Development: 4.1; 4.2</p> <p>Professional Knowledge and skills: 5.4; 5.7; 5.10; 5.11; 5.18</p>
<b>Module Learning Aims</b>	<p>To provide a challenging, enquiry-based learning environment for students in the area of pre-clinical skills and to build on their critical enquiry and independent learning skills, in the passage of becoming speech &amp; language therapy practitioners who are responsive to current and future education, health and social care needs. The service learning aspect of this module seeks to facilitate student engagement with individuals with communication disorders and reflection of their role as a communication partner.</p>
<b>Module Content</b>	<ol style="list-style-type: none"> <li><b>Problem based learning:</b> An introduction</li> <li><b>Interpersonal communication:</b> Communication in the clinical setting; teamwork and team dynamics</li> <li><b>Overview of disorders</b> of communication and swallowing</li> <li><b>The Speech &amp; Language Therapy profession:</b> client groups and service provision; overview of the clinical pathway, role of the speech &amp; language therapist in the therapeutic process; service locations and delivery systems</li> <li><b>Inter-professional Learning (IPL):</b> Introduction to interprofessional learning (<b>Introduction to IPL: IPL7- INTRO TO IPL:</b> HT Week 9 (Wednesday) online (K. Burke))</li> <li><b>Connect conversation partner scheme:</b> workshop on supporting communication with people with aphasia; paired visits to a person with aphasia in the community; peer-group tutorials.</li> </ol>

	g) <b>Professional Development Log (PDL)</b>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<p><b>3 Continuous Assessment Assignments</b>  <b>(All components must be submitted. No compensation across assessment components; 40% pass)</b></p> <p><b>CA1: Managing a Professional Interaction - Individual assignment</b>  (70%)  <b>Date due:</b> Week 8, Michaelmas Term  <b>Examiners:</b> Katie Burke, Dr. Yvonne Lynch</p> <p><b>CA2: PBL Group Assignment</b> (30%)  <b>Date of assignment:</b> Thursday, Week 12, Michaelmas Term  <b>Examiners:</b> Dr. Yvonne Lynch, Jane Sheridan</p> <p><b>CA3: Professional Development Log (PDL) (Pass or Fail)</b>  <b>Dates of submission:</b> 12 noon, Monday week 2, Hilary Term  12 noon, Friday week 12, Hilary Term  Examiner: Sinéad Kelly  <b>IPL activity (Introduction to IPL: IPL7- INTRO TO IPL):</b> HT Week 9 (Wednesday) online (K. Burke)</p>

<b>Module Name</b>	<b>SLU11002 Speech, Hearing and Swallowing</b>
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours = 26 (Audiology X 12, Fluency X 4, Voice X 6, Swallowing X 4).</b> <b>Indicative hours = 100</b>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Julie Regan <b>Lecturers:</b> Dr. Julie Regan, Dr. Sandra Cummings, Fiona O'Sullivan, Dr. Ciaran Kenny, Dr. Jonathon Linklater, Dr. Anna Gillman
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Demonstrate understanding of the development, and typical changes in voice, hearing, fluency and swallowing across the lifespan [PO 2] LO2. Describe nature and causes of hearing loss and effects on communication [PO 2] LO3. Describe and conduct audiological screening assessments and recognise the indicators for onward referral for diagnostic audiological assessment [PO 1,2] LO4. Think independently and show awareness of the need for an active, task orientated and self-directed approach to their own learning [PO 6]
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.2; 1.6; 1.19 Safety and Quality: 3.1 Professional Knowledge and skills: 5.1; 5.2; 5.3; 5.14; 5.15
<b>Module Learning Aims</b>	To introduce students to the development of voice and fluency across the lifespan and the nature, causes and types of hearing impairment and their effect on the communication process.  To introduce students to swallowing development, normal swallowing across the lifespan and factors affecting swallowing.
<b>Module Content</b>	b) <b>Hearing:</b> terminology; development of hearing and listening c) <b>Hearing loss:</b> nature, causes and effects on communication d) <b>Audiological screening</b> assessments and indicators for onward referral for diagnostic audiological assessments e) <b>Management of hearing impairment</b> in the context of speech & language therapy services f) <b>Effect of type and degree of hearing loss</b> in children and adults g) <b>Fluency</b> definitions, development of fluency, and the major factors that affect acquisition and maintenance of fluency h) <b>Normal voice:</b> the communicative functions of the voice; biomechanics of phonation and perceptual and acoustic characteristics of the voice i) <b>Normal voice development:</b> infancy to senescence j) <b>Normal swallowing:</b> development of swallowing, anatomy and physiology of swallowing; aging and swallowing; factors affecting the normal swallow
<b>Assessment Details</b>	<b>Continuous Assessment, MCQ (100%)</b> to cover speech, voice, fluency, audiology and swallowing (details on Blackboard) <b>(40% pass mark)</b> <b>Date due:</b> Wednesday Teaching Week 12, Michaelmas Teaching Term

<b>Module Name</b>	SLU11003 Social Psychology and Lifespan Development
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 24 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Caroline Jagoe HT (Dr. Kathleen McTiernan on research leave HT 2025-2026) <b>Lecturer:</b> Nicole Maiorano Éadaoin Flynn
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Identify, compare and contrast the key theories in social and developmental psychology [PO 1,2] LO2. Describe and discuss factors that contribute to normal social and lifespan development [PO 2] LO3. Identify the key theories and factors that contribute to the normal development of language, communication, feeding and swallowing [PO 1,2] LO4. Contextualise observations of behaviours within social and developmental theory and demonstrate skills in reporting observational findings [PO 1,7,8] LO5. Think independently and show awareness of the need for an active, task orientated and self-directed approach to their own learning [PO 6]
<b>CORU Standards of Proficiency</b>	Communication, Collaborative Practice and Team Working: 2.2 Professional Knowledge and skills: 5.2; 5.6; 5.9; 5.16; 5.17
<b>Module Learning Aims</b>	Students will be able to demonstrate knowledge of social psychology and lifespan development.
<b>Module Content</b>	The following aspects of social and developmental psychology will be delineated across the lifespan: a) Physical and motor development b) Sensory and perceptual development c) Social and personality development (social cognition, play, self-concept, sex-role) d) Cognitive development e) Moral development
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<b>Continuous assessment: Baby Study Report 100%</b> Each student undertakes a baby study and submits a report linking observations with key theories in Developmental & Social Psychology. See Blackboard for details of the continuous assessment written assignment. <b>(40% pass)</b> <b>The Baby Study Report</b> Date due: 12 noon, Friday, Teaching Week 11, Hilary Term

<b>Module Name</b>	SLU11004 Phonetics 1
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	Direct hours = 22 Indicative hours = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Ciaran Kenny <b>Lecturer:</b> Dr. Rosemary O'Halpin
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: <ul style="list-style-type: none"> <li>1. Understand how speech sounds of English are produced and how these can be described and transcribed [PO 1,2]</li> <li>2. Transcribe English speech sounds using symbols of the International Phonetic Alphabet (IPA) [PO 1,2]</li> <li>3. Recognise IPA symbols and diacritics associated with narrow phonetic transcription of English [PO 1,2]</li> <li>4. Transcribe English speech samples [PO 1,2]</li> </ul>
<b>CORU Standards of Proficiency</b>	Professional Knowledge and skills: 5.1; 5.2; 5.15
<b>Module Learning Aims</b>	The learning aims of this module are that students: <ul style="list-style-type: none"> <li>1. Learn how speech sounds in English are produced</li> <li>2. Become familiar with the symbols of the International Phonetic Alphabet (IPA)</li> <li>3. Learn how to transcribe speech sounds in English using IPA symbols and diacritics</li> <li>4. Learn to perceive differences between varieties of English and regional variations in Irish English</li> <li>5. Become proficient at transcribing words and phrases in English speech samples</li> </ul>
<b>Module Content</b>	<b>Perception, production and transcription of speech sounds in English</b> <ul style="list-style-type: none"> <li>a) Introduction to the International Phonetic Alphabet (IPA)</li> <li>b) Brief introduction to the vocal tract, airstream mechanisms, states of the glottis,</li> <li>c) Consonants: place, manner of articulation, voiced vs. voiceless</li> <li>d) Vowels: vowel quadrilateral, height, backness, liprounding</li> <li>e) Diphthongs</li> <li>f) Broad vs. Narrow transcription and the use of simple diacritics and stress marks</li> <li>g) Consonants and vowels in Irish English: allophones, regional variations, comparison with other varieties of English</li> <li>h) Suprasegmental aspects of speech in English: stress and intonation patterns</li> </ul> Transcription and discrimination practice incorporated into lectures.
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<b>3 class tests (100%)</b> that involve transcription will be scheduled within lecture time. Test 1 - 20% ( <b>Date:</b> Teaching Week 5, Michaelmas Term) Test 2 - 30% ( <b>Date:</b> Teaching Week 9, Michaelmas Term) Test 3 - 50% ( <b>Date:</b> Teaching Week 12, Michaelmas Term) <b>All tests must be completed. No compensation across assessment components; 40% pass mark.</b>

<b>Module Name</b>	SLU11005 Phonetics 2
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 22 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Ciaran Kenny <b>Lecturer:</b> Dr. Rosemary O'Halpin
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Transcribe non-English speech sounds using IPA notation [PO 1,2] LO2. Recognise different airstream mechanisms [PO 1,2] LO3. Understand and transcribe segmental and non-segmental aspects of connected speech [PO 1,2]
<b>CORU Standards of Proficiency</b>	Professional Knowledge and skills: 5.1; 5.2; 5.15
<b>Module Learning Aims</b>	The learning aims of this module are to: 1. Learn to recognise and produce non-English speech sounds and airstream mechanisms 2. Learn to transcribe non-English speech sounds and different airstream mechanisms using IPA symbols and diacritics 3. Become proficient at transcribing non-English speech sounds and airstream mechanisms in speech samples 4. Become more proficient at narrow transcription of samples of connected speech in English using IPA symbols and diacritics
<b>Module Content</b>	<b>Perception, production and transcription of non-English Speech sounds and the transcription of connected speech in English</b> 1. Place and manner of articulation of non-English consonants 2. Airstream mechanisms: ejectives, implosives, clicks 3. Primary and Secondary Cardinal Vowels 4. Vowels in different languages 5. Aspects of connected speech in English: e.g. coarticulation, assimilation, elision, vowel reduction 6. Narrow transcription practice and use of diacritics in connected speech in English 7. Introduction to Suprasegmental features in different languages: e.g. stress, pitch, intonation, tone, length. 8. Transcription and discrimination practice incorporated into lectures.
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	3 class tests (100%) that involve transcription will be scheduled within lecture time. Test 1 - 20% Date: Teaching Week 4, Hilary Term Test 2 - 30% Date: Teaching Week 8, Hilary Term Test 3 - 50% Date: Teaching Week 12, Hilary Term <b>(All tests must be completed. No compensation across assessment components; 40% pass mark)</b>

<b>Module Name</b>	LIU11008 INTRODUCTION TO LINGUISTICS I
<b>ECTS Weighting</b>	5 ECTS
<b>Term Taught</b>	Semester 1/Michaelmas Term
<b>Pre-requisites</b>	None
<b>Contact Hours</b>	<b>Direct hours</b> = 22 (1 term, 2 hours per week) <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Coordinator:</b> Dr. Conor Pyle
<b>Learning Outcomes</b>	On successful completion of this module, students should be able to: LO1. Discuss critically a range of introductory topics in linguistics. LO2. Analyse the structure of spoken and signed languages. LO3. Identify major concepts in linguistics related to the language modalities. LO4. Evaluate different accounts of the relationship between language and thought. LO5. Apply knowledge and understanding of linguistics to engage with linguistic data.
<b>CORU Standards of Proficiency</b>	Communication, Collaborative Practice and Team Working: 2.13 Professional Knowledge and skills: 5.1; 5.2; 5.15
<b>Module Learning Aims</b>	This module is an introduction to linguistics. It gives a general knowledge of each area of linguistics drawing from a range of spoken and signed languages. Its aim is to provide the students who have no previous knowledge of linguistics with a background in core areas of the field – phonetics, phonology, syntax, morphology, semantics, and their acquisition. The module is divided in three parts: the first part is an introduction to the field of linguistics, the second part is concerned with the structure of natural languages, and the third part is related to language modality, with particular attention to signed languages.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>- What is Linguistics?</li> <li>- Brain and Language</li> <li>- Phonetics: the sounds of language</li> <li>- Phonology: the sound patterns of language</li> <li>- Morphology: the study of words</li> <li>- Syntax: from words to phrases</li> <li>- Semantics and Pragmatics</li> <li>- Signed languages and Sign Language Linguistics</li> </ul>
<b>Recommended Reading List</b>	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Fromkin, V., Rodman, R., Hyams, N. 2017. <i>An introduction to Language</i> (11 <sup>th</sup> edition). Boston: Cengage. [Textbook] O'Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. 2017. <i>Contemporary Linguistics. An Introduction</i> (7 <sup>th</sup> edition). Boston/New York: Bedford/St. Martin's.
<b>Assessment Details</b>	<b>Assessment (100%)</b> Take-home test based on selected weekly topics. Date: Friday of revision week, Michaelmas Term <b>(40% pass)</b> .

<b>Module Name</b>	LIU11012 INTRODUCTION TO LINGUISTICS II
<b>ECTS Weighting</b>	5 ECTS
<b>Term Taught</b>	Semester 1/Michaelmas Term
<b>Pre-requisites</b>	None
<b>Contact Hours</b>	<b>Direct hours = 22 (1 term, 2 hours per week)</b> <b>Indicative hours = 100</b>
<b>Module Personnel</b>	<b>Module Coordinator:</b> Dr Conor Pyle
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Explain the basic principles of language, variation and change LO2. Identify key differences between dialects, varieties and languages LO3. Analyse a variety of linguistic problems LO4. Identify the social and linguistic dynamics of language change over time LO5. Discuss critically topics related to bi/multilingualism and language acquisition and learning LO6. Evaluate theories of second language acquisition and learning LO7. Explain factors that impact on the rate and route of acquisition of second languages. LO8. Identify applications of speech and language technology
<b>CORU Standards of Proficiency</b>	Professional Knowledge and skills: 5.1; 5.2; 5.15
<b>Module Learning Aims</b>	This general module is an introduction to three main areas of linguistics: (1) language variation and change, (2) multilingualism, bilingualism and second language acquisition/learning, and (3) speech and language processing, from the perspectives of the human and machine. The first area explores how languages vary in different social and geographic contexts and how language can change over time. The second illustrates the difference between individual and social multilingualism and discusses patterns of language learning in monolinguals, bi/multilinguals and heritage language learners. The third focuses on speech and language processing - by human and machine.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>- Introduction to language variation</li> <li>- Language and society</li> <li>- Historical Linguistics: the study of language change</li> <li>- Dynamics of language change</li> <li>- Linguistic typology</li> <li>- Multilingualism and Bilingualism</li> <li>- Heritage and minority languages</li> <li>- Second language acquisition</li> <li>- Language and technology</li> </ul>
<b>Recommended Reading List</b>	<p>[The following are indicative readings; a more detailed reading list will be available on Blackboard]</p> <p>Fromkin, V., Rodman, R., Hyams, N. 2017. <i>An introduction to Language</i> (11<sup>th</sup> edition). Boston: Cengage. (e-book available via TCD Library).</p> <p>Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. 2017. <i>Contemporary Linguistics. An Introduction</i> (7<sup>th</sup> edition). Boston/New York: Bedford/St. Martin's.</p>
<b>Assessment Details</b>	<b>Assessment 1 (100%)</b> Students are required to complete a single assessment based on selected weekly topics

<b>Module Name</b>	LIU11013 First Language Acquisition
<b>ECTS Weighting</b>	5 ECTS
<b>Term Taught</b>	Semester 2/Hilary Term
<b>Pre-requisites</b>	None
<b>Contact Hours</b>	<b>Direct hours</b> = 22 (1 term, 2 hours per week) <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Coordinator:</b> Prof. Breffni O'Rourke
<b>Learning Outcomes</b>	On successful completion of this module, students should be able to: LO1. Debate historically influential theories of first language acquisition LO2. Explain some central concepts in the linguistic domains of phonology, morphology, syntax, semantics, and pragmatics. LO3. Describe central aspects of first language acquisition in relation to each of the major domains of language. LO4. Describe central aspects of first language acquisition and development in relation to several developmental stages. LO5. Discuss the characteristics of bilingual and multilingual first language acquisition, and the differences between them.
<b>CORU Standards of Proficiency</b>	Professional Knowledge and skills: 5.1; 5.2; 5.5; 5.15
<b>Module Learning Aims</b>	This module will introduce students to central issues in language acquisition and development. The aim is to equip students with an understanding of the nature of non-pathological language acquisition and development in various domains, and an appreciation of the rates and routes of normal language acquisition.
<b>Module Content</b>	After a general introduction, the module deals with the principal domains of language acquisition: sounds, word meanings, sentence grammar, word grammar, and communication. It then deals with the issues of bilingual and multilingual acquisition, individual variation, acquisitional stages, and language universals.
<b>Recommended Reading List</b>	[The following are indicative readings; a more detailed reading list will be available on Blackboard] Rowland, Caroline (2013). <i>Understanding Child Language Acquisition</i> . Abingdon: Routledge.
<b>Assessment Details</b>	<b>Assessment 1 (100%)</b> Students are required to complete a single assessment based on selected weekly topics

<b>Module Name</b>	ANU11004 Anatomy
<b>ECTS Weighting</b>	10
<b>Term Taught</b>	Michaelmas Term and Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 81 <b>Indicative hours</b> = 200 <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> <i>Lectures: 46 hours (22 in Semester 1, 24 in Semester 2)</i>  <i>Practical Classes: 35 hours (22 in Semester 1, 13 in Semester 2)</i> </div>
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Julie Regan, Department of Clinical Speech & Language Studies <b>Lecturer:</b> Dr. Melissa Conroy MT/HT), Dr Neil Fleming (HT) <b>Demonstrators:</b> Dr Claire Lewis (Teaching Fellow)
<b>Learning Outcomes</b>	<p><b>Head and Neck (SEMESTER 1) MICHAELMAS</b></p> <ul style="list-style-type: none"> <li>• Recognise, describe and classify bones and joints of the head and neck and skull</li> <li>• Recognise and describe the gross structure and functions of muscles and nerves of the regions</li> <li>• Recognise and describe its visceral and endocrine structures especially the thyroid gland.</li> <li>• Recognise and describe the organs of the special senses</li> <li>• Recognise and describe its blood supply and lymphatic drainage of the tongue.</li> <li>• Recognise and describe the radiologic features of the head and neck</li> <li>• Describe the development of the head and neck and related congenital abnormalities</li> <li>• Apply anatomical knowledge to explain the pathogenesis and natural history of common clinical disorders of the region</li> <li>• The student should be familiar with the cranial nerves that exit the skull.</li> <li>• The student should be familiar with the anatomy of the larynx and the function of swallowing.</li> </ul> <p><b>Neuroanatomy (SEMESTER 2) HILARY</b></p> <ul style="list-style-type: none"> <li>• Recognise and describe the major subdivisions of the central nervous system (CNS)</li> <li>• Recognise and describe the ventricular system and the production, circulation, absorption and role of cerebrospinal fluid</li> <li>• Recognise and describe the pathways associated with sensory and motor systems and their connections</li> <li>• Recognise and describe the structures that are associated with language and their connections</li> <li>• Recognise and briefly describe the limbic system and its connections</li> <li>• Recognise and classify cranial and spinal nerves and their connections</li> <li>• Recognise and describe the blood supply of the central nervous system, including stroke</li> <li>• Describe the development of the palate and related congenital abnormalities</li> <li>• Apply anatomical knowledge to explain the normal function of the CNS</li> <li>• Apply anatomical knowledge to explain the pathogenesis and natural history of common clinical disorders of the CNS including Parkinson's Disease (PD), Depression and Alzheimers Disease.</li> </ul> <p><b>Thorax (SEMESTER 2)</b></p> <ul style="list-style-type: none"> <li>• Recognise and describe the bones and joints of the thorax</li> <li>• Recognise and describe the respiratory muscles with their associated nerves and vessels including the diaphragm</li> <li>• Recognise and describe the structure and function of the heart, lungs and oesophagus</li> <li>• Recognise and describe the blood supply and lymphatic drainage of mediastinal structures.</li> <li>• Recognise and describe the radiologic features of the thorax.</li> <li>• Apply anatomical knowledge to explain the pathogenesis and natural history of common clinical disorders of the region</li> </ul>

<b>CORU Standards of Proficiency</b>	Professional Knowledge and skills: 5.1; 5.2
<b>Module Learning Aims</b>	<ol style="list-style-type: none"> <li>1. To provide detailed instruction on gross anatomy of the head and neck and its embryologic development.</li> <li>2. To consider the structure of the central nervous system, its subdivisions and connections.</li> <li>3. To provide detailed instruction on the gross anatomy of the thorax.</li> <li>4. To use this knowledge as the basis of understanding of function in health and disease. The above is intended for students of JF Clinical Speech and Language Studies, for whom it is mandatory. The module supports the academic program of the Discipline of Clinical Speech and Language Studies.</li> </ol>
<b>Module Content</b>	<p><b>Head and Neck (H&amp;N)</b></p> <ul style="list-style-type: none"> <li>• The cervical vertebrae and skull, with their joints and ligaments</li> <li>• The muscles and nerves in functional groups</li> <li>• The visceral and endocrine structures in (H&amp;N)</li> <li>• The organs of the special senses (vision, hearing, taste)</li> <li>• The arteries, veins and lymphatics.</li> <li>• Applied radiology.</li> <li>• Embryologic development of the craniofacial regions</li> <li>• Clinical applications of H&amp;N anatomy</li> <li>• Cranial nerves and their exit points from the skull</li> </ul> <p><b>Neuroanatomy</b></p> <ul style="list-style-type: none"> <li>• Overview of the nervous system</li> <li>• Cerebral cortex</li> <li>• Cerebellum; Brainstem; Cerebrospinal fluid</li> <li>• Blood supply of the central nervous system</li> <li>• Cranial nerves; Spinal cord</li> <li>• Ascending and descending pathways</li> <li>• Language areas in the cerebral cortex</li> <li>• Thalamus</li> <li>• Basal ganglia</li> <li>• Olfactory, limbic, autonomic, visual and auditory systems</li> <li>• Radiology of the central nervous system</li> <li>• Clinical applications</li> </ul> <p><b>Thorax</b></p> <ul style="list-style-type: none"> <li>• The thoracic wall with its bones and joints</li> <li>• The intercostal muscles and diaphragm</li> <li>• The mediastinum; the heart</li> <li>• The lungs</li> <li>• Radiology of the thorax</li> <li>• Clinical applications of thoracic anatomy</li> </ul>
<b>Recommended Reading List</b> <small>(Please see the Anatomy Course Handbook for detailed reading list)</small>	Reading list available on Blackboard and Course Handbook on Anatomy
<b>Assessment Details</b> <small>(Please see the Anatomy Course Handbook for detailed information)</small>	<p>Assessment is by in-course <b>SPOT exam</b> at the end of semesters (SEM 1 and (SEM 2), and by <b>MULTIPLE CHOICE QUESTIONS (MCQ'S)</b></p> <p>The <b>SPOT</b> consists of the student passing by five tables; each of which has four marked specimens/bones on each table or cadaver.</p> <p>The students are asked to identify anatomical structures and answer functional and clinical questions. Each station is of three minutes duration (total time 20 minutes)</p> <p>The questions are labelled <b>RED, BLUE, YELLOW and GREEN</b>. The first two questions (colours) are anatomical, the last two are anatomically based but with a clinical/functional bias and thus are more difficult to answer.</p>

**MULTIPLE CHOICE QUESTIONS:** The MCQ has 50 questions with a total time of 1 hour allowed to complete. Each question has a stem and 5 statements, one of which is true or false. **THE SINGLE BEST ANSWER** is required, be it **TRUE** or **FALSE**. There are no negative marks for a wrong answer.

**Overall Module Marks Weighting**

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

**Pass Criteria**

In order to pass the module, students must achieve an overall mark of **50%**. The student may compensate with marks between semesters and within semesters.

**At the module coordinator's discretion borderline students, with an overall mark of less than 50%, may be required to attend a pass/fail viva voce examination with the External Examiner in Anatomy during the annual examination period.**

Subject to a satisfactory performance the External Examiner will raise the mark to 50%. Students who do not satisfy the External Examiner will be required to sit the Supplemental Examination. There is no compensation allowed between the Anatomy module and the other modules within Junior Freshman Clinical Speech and Language Studies.

**Distinctions**

Students attaining a mark of  $\geq 75$  in anatomy, and at the Module Coordinator's discretion, will be awarded a **Distinction in Anatomy**.

**Supplemental Examination**

The Supplemental Examination is held in August/September. Marks from the in-course assessments are not carried forward.

The format of the Question Paper in the Supplemental Examination and the standard to pass is the same as those of the Annual Examination.

However, the practical examination will consist of a 10-minute viva voce examination with a member of the anatomy department teaching staff. Question Paper and Practical Examination are each worth 50%.

**Overall Weighting of Supplemental exam:**

Practical Examination	50%
Question Paper (MCQ)	50%

As in the Annual Examination, borderline students achieving an aggregate mark of  $< 50\%$  in the supplemental assessment, and at the module coordinator's discretion, may be required to attend a pass/fail viva voce examination with the External Examiner.

<b>Module Name</b>	PGU11007 Physiology Allied Health
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 30 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Julie Regan, Department of Clinical Speech & Language Studies <b>Lecturers:</b> Prof Mark Cunningham, Dr. Mikel Egana, Dr. Aine Kelly, Dr. Alice Witney, Dr Bahman Nasseroleslami, Dr. Eric Downer, Dr Tamara Boto, Dr. Wilby Williamson
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Describe the structural characteristics of the basic mammalian cell types LO2. Explain the functional roles of these cell types and how they interact in the various organ systems studied during the course LO3. Explain the mechanisms by which these different organ systems are controlled in the human body LO4. Give examples of the functional interrelationships that normally exist between the organ systems during daily life LO5. List typical normal values for these physiological variables commonly used in clinical practice.
<b>CORU Standards of Proficiency</b>	Professional Knowledge and skills: 5.1; 5.2
<b>Module Learning Aims</b>	To provide students with core knowledge of normal bodily function as the basis for future application of Physiology to therapeutic practice
<b>Module Content</b>	Lectures are presented in units (denoted by the abbreviation) on various organs/physiological systems: a) Cells, tissues and body organisation (C&T) b) Nervous and sensory systems (N&S) c) Muscle function (MSC) d) Cardiovascular system (CVS) e) Respiratory system (RESP) f) Digestion and metabolic processes (D&M)  The first three units are mainly concerned with basic functions of organelles, cells, and tissues. This knowledge forms the basis of Systems Physiology, which is concerned with how tissues combine to form organ systems that work together for particular functions (i.e. cardiovascular, respiratory, digestive, etc.). This integration implies a degree of control or regulation and this is the aspect on which students should focus.
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<b>One 2.5-hour Annual Examination</b> using 2 forms of standard assessment <ul style="list-style-type: none"><li>o Short-answer questions (SAQ)</li><li>o Multiple-choice questions (MCQ)</li></ul> [ <i>Note:</i> Please read the Physiology Course Handbook for detailed information] <b>(no compensation across assessment components; 40% pass)</b>

## Senior Freshman Modules

<b>Module Name</b>	SLU22001 Phonetics and Phonology
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 22 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator(s):</b> Dr. Irena Yanushevskaya, Lecturer: Dr. Irena Yanushevskaya
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Use the symbols of the International Phonetic Alphabet (IPA) and Extensions to the IPA (extIPA) for the transcription of disordered speech (PO1, 2) LO2. Use the VoQS symbols for the transcription of voice quality (PO1, 2). LO3. Apply phonetic transcription skills to the analysis of samples of disordered speech (PO1, 2)
<b>CORU Standards of Proficiency</b>	Professional Knowledge and Skills: 5.1; 5.2; 5.15
<b>Module Learning Aims</b>	To familiarise students with the Extensions to the International Phonetic Alphabet (extIPA) and symbols for the transcription of voice quality (VoQS) and to give students practice in their use, along with the IPA, for the transcription of disordered speech. Students are expected to build on the phonetic knowledge and skills acquired in the Junior Freshman year and to develop further skills in the perception, transcription and phonological analysis of clinical data.
<b>Module Content</b>	The principles of phonetic transcription using the IPA are revisited and the extIPA and VoQS notation is introduced. Speech samples representative of a range of speech disorders are transcribed and analysed. The module introduces clinically relevant aspects of phonological theory. The course uses a combination of lecture presentations relating to clinical phonetics and practical transcription and phonological analysis of disordered speech.
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<b>Two class tests (90%)</b> These tests will be held within class time. Test 1 - Date: Teaching Week 6, Michaelmas Term <b>40%</b> Test 2 - Date: Teaching Week 12, Michaelmas Term - <b>50%</b> <b>Weekly Quizzes (10%)</b> <b>(All tests must be completed. No compensation across assessment components; 40% pass)</b>

<b>Module Name</b>	SLU22002 Cognitive and Neuropsychology
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 24 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Julie Regan 2025-2026 Dr. Kathleen McTiernan (On research leave HT 2025-2026) <b>Lecturer:</b> Savanna Daquila
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify, compare and contrast major theories of contemporary cognitive psychology and neuropsychology [PO 1,2]</li> <li>Outline and critically evaluate different methodological approaches in cognitive psychology and neuropsychology [PO 2,8]</li> <li>Reflect on the theoretical and practical importance of cognitive psychology in the clinical practice of speech &amp; language therapy [PO 2,6]</li> </ul> <p>Reflect on the theoretical and practical importance of neuropsychology in the clinical practice of speech &amp; language therapy [PO 2,6]</p>
<b>CORU Standards of Proficiency</b>	Communication, Collaborative Practice and Team Working: 2.13 Professional Knowledge and skills: 5.1; 5.2; 5.4; 5.15; 5.16
<b>Module Learning Aims</b>	To provide an in-depth exploration of human cognition and the neurological basis of behaviour
<b>Module Content</b>	a) Normal brain structure and function b) Overview of neurological disorders c) Neuropsychology and language d) Sensation and perception e) The neuropsychology of consciousness f) Thinking and problem solving g) Multiple memory systems, encoding and retrieval processes
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<p><b>Continuous Assessment (100%)</b></p> <p><b>Written assignment</b>, Due Date: Friday Teaching Week 11, at 12 Noon</p> <p>[See Blackboard for details of the continuous assessment written assignment] <b>(40% pass)</b></p>

<b>Module Name</b>	SLU22003 Nature of Disorders of Speech, Voice, Fluency and Swallowing
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 22 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Amy Connery <b>Lecturers:</b> Dr. Amy Connery, Dr. Yvonne Lynch, Dr. Paul Conroy, Dr. Julie Regan, Dr. Ciarán Kenny, Dr. Anna Gillman, guest lecturers
<b>Learning Outcomes</b>	LO1. Describe the factors that may predispose an individual to disorders of speech, voice, fluency and swallowing. LO2. Describe the characteristic features of disorders of speech, voice, fluency and swallowing. LO3. Describe and interpret the impact of a disorder of speech, voice, fluency and/or swallowing in an individual, drawing on a biopsychological model of health and wellbeing. LO4. Describe and interpret the impact of structural, neurological and sensory impairments on speech, voice, fluency and swallowing. LO5. Analyse and synthesise clinical data to formulate a client profile in order to inform differential diagnosis.
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.5; Safety and Quality: 3.1; 3.2; 3.3; 3.4; 3.5 Professional Knowledge and skills: 5.1; 5.2; 5.3; 5.5; 5.6; 5.7; 5.11; 5.12; 5.13; 5.14; 5.17; 5.19; 5.20
<b>Module Learning Aims</b>	To introduce students to models, principles and techniques relevant to understanding the nature and implications of disorders of speech, voice, fluency and swallowing, incorporating person-centred approaches with the holistic framework of the ICF.
<b>Module Content</b>	<ol style="list-style-type: none"> <li><b>Principles of the ICF framework:</b> Implications for assessment of impairment, activity limitations and participation restrictions</li> <li><b>Explanatory theories</b> and the nature of predisposing, precipitating, perpetuating and protective factors associated with disorders of: <ul style="list-style-type: none"> <li>▫ Fluency</li> <li>▫ Acquired motor speech disorders (dysarthria, apraxia of speech)</li> <li>▫ Developmental speech sound disorders (including phonological and articulatory disorders, and childhood apraxia of speech)</li> <li>▫ Voice</li> <li>▫ Dysphagia</li> </ul> </li> <li><b>The nature of multimodal communication</b> and implications for consideration of augmentative and alternative communication</li> </ol>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<p><b>Class Test (100%)</b></p> <p><b>MCQ</b> with 50 questions across 5 module topics (Stuttering, SSD, AAC, Voice and Craniofacial anomalies). There will be no negative marking.-</p> <p><b>Date:</b> Thursday Teaching Week 12, Michaelmas Term</p> <p><b>(40% pass)</b></p>

<b>Module Name</b>	SLU22004 Assessment of Disorders of Speech, Voice, Fluency and Swallowing
<b>ECTS Weighting</b>	10
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 44 <b>Indicative hours</b> = 200
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Amy Connery <b>Lecturers:</b> Dr. Amy Connery, Dr. Paul Conroy, Dr. Ciarán Kenny, Dr. Yvonne Lynch, Dr. Julie Regan, Dr. Anna Gillman, guest lecturers
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. Critically evaluate the diagnostic process related to disorders of speech, voice, fluency and swallowing [PO 2]</p> <p>LO2. Construct and rationalise a plan for assessment that will allow differentiation of factors impacting on activities of speech, voice, fluency and swallowing [PO 2]</p> <p>LO3. Construct and rationalise an assessment plan that is maximally efficient, problem-driven and solution focused [PO 2]</p> <p>LO4. Analyse and synthesise assessment data related to the activities of speech, voice, fluency, and swallowing and interpret this information with reference to information on social participation [PO 2]</p> <p>LO5. Identify the opportunities for interdisciplinary working, and the indicators for onward referral, recognising the roles of other professionals and respecting the client and significant others as active and informed partners in all assessment processes and referral decisions [PO 1,3,6]</p> <p>LO6. Communicate assessment findings appropriately and effectively to relevant stakeholders [PO 4]</p>
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.1; 1.2; 1.3; 1.5; 1.17; 1.18 Communication, Collaborative Practice and Team Working: 2.1; 2.3; 2.6; 2.10; 2.13; 2.14 Safety and Quality: 3.1; 3.2; .3.; 3.4; 3.5 Professional Knowledge and skills: 5.1; 5.2; 5.3; 5.4; 5.5; 5.11; 5.12; 5.13; 5.14; 5.17; 5.20
<b>Module Learning Aims</b>	To introduce students to assessment models, principles and techniques relevant to disorders of speech, voice, fluency, and swallowing as well as to the principles of decision-making in assessment of disorders of speech, voice, fluency, and swallowing.
<b>Module Content</b>	<ol style="list-style-type: none"> <li>Principles of assessment of disorders of speech, voice, fluency, and swallowing within an EBP framework</li> <li>Theories of speech motor control: Implications for assessment of oromotor skills and speech</li> <li>Fluency disorders in children and adults: Diagnostic practice across fluency disorders</li> <li>Assessment of acquired motor speech disorders (<i>Dysarthria and Apraxia of Speech</i>): Diagnostic practice; standard, non-standard and perceptual assessment processes and procedures</li> <li>Assessment of developmental speech sound disorders: <ul style="list-style-type: none"> <li>phonological disorders</li> <li>developmental dysarthria</li> <li>developmental verbal dyspraxia/Childhood Apraxia of Speech</li> <li>Speech disorders associated with craniofacial anomalies</li> </ul> </li> <li>AAC: Principles and practices of assessment; participation model of assessment</li> <li>Voice and its disorders: Diagnostic framework; assessment process and procedures, analysis and evaluation</li> <li>Assessment related to dysphagia: Clinical and instrumental evaluations; outcome measures; team members.</li> </ol>

<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<p><b>One 3-hour Examination Paper - 3 questions to be answered (70%)</b>  <i>Date:</i> Assessment Week, Michaelmas Term – Topics: Speech Sound Disorders, Apraxia of Speech in Children and Adults, and Voice</p> <p><b>Continuous Assessment</b> – PBL Group Product (Acquired Motor Speech- Dysarthria) (30%).</p> <p><i>Date due:</i> Wednesday, Teaching Week 9, Michaelmas Term</p> <p><b>(No compensation across assessment components; 40% pass)</b></p>

<b>Module Name</b>	LIU22007 Sociolinguistics
<b>ECTS Weighting</b>	5 ECTS
<b>Term Taught</b>	Semester 1/ Michaelmas Term
<b>Pre-requisites</b>	None
<b>Contact Hours</b>	<b>Direct hours</b> = 22 (1 term, 2 hours per week) <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Coordinator:</b> Prof. Valentina Colasanti
<b>Learning Outcomes</b>	On successful completion of this module students should be able to: LO1. Describe socially-significant variation in the use of language within specific language communities. LO2. Identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change. LO3. Critically discuss language standardisation as a social process. LO4. Critically review relationships between language and other aspects of culture and cognition. LO5. Conduct library or field research on language in its social context.
<b>CORU Standards of Proficiency</b>	Communication, Collaborative Practice and Team Working: 2.2; 2.5; Professional Knowledge and skills: 5.1; 5.2; 5.6; 5.7; 5.15
<b>Module Learning Aims</b>	This module is an introduction to the study of language in relation to society.
<b>Module Content</b>	Sociolinguistics is the systematic study of language as a social phenomenon. The way that an individual speaks is determined by many factors, such as: a) where they are from b) how old they are c) who they are speaking with at a particular time d) who they generally speak with e) what they think about how others speak This class is a hands-on exploration of how social factors influence the way that language is used. We investigate variation that occurs in language and how languages change. Some of the topics we cover include regional variation, language attitudes, multilingualism, social networks, and language contact.
<b>Recommended Reading List</b>	Janet Holmes and Nick Wilson. 2017. <i>An Introduction to Sociolinguistics</i> . 5 <sup>th</sup> edition. London: Routledge. (required text) Tagliamonte, Sali. 2012. <i>Variationist Sociolinguistics: Change, Observation and Interpretation</i> . London/New York: Wiley-Blackwell. Van Herk, Gerard. 2012. <i>What is sociolinguistics?</i> London/New York: Wiley-Blackwell. Wardhaugh, Ronald and Janet M. Fuller. 2015. <i>An Introduction to Sociolinguistics</i> . 7 <sup>th</sup> ed. Oxford: Wiley-Blackwell. [Detailed reading list available on Blackboard]
<b>Assessment Details</b>	Assignment 1 (10%) - Module participation Assignment 2 (30%) - Date: Friday of teaching week 5 Assignment 3 (60%) - Date: Teaching weeks 11 and 12 <b>(Compensation across assessment components; 40% pass)</b>

<b>Module Name</b>	SLU22006 Nature of Disorders of Language and Communication
<b>ECTS Weighting</b>	5
<b>Semester/Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 22 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Yvonne Lynch <b>Lecturers:</b> Dr. Yvonne Lynch Dr. Caroline Jagoe, Dr. Rozanne Barrow, Marie Cox, Dr. Suzanna Dooley, Jess Molloy, guest lecturers
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Describe the nature of the range of developmental and acquired language and communication disorders, demonstrating a deep knowledge of the characteristics of each disorder [PO 2] LO2. Interpret the impact of a disorder of language and communication on an individual within their social, vocational and/or academic environments, drawing on a biopsychosocial model of health and wellbeing [PO 2] LO3. Understand and critically analyse concepts, models and frameworks of language processing as they relate to disorders of language and communication across the lifespan [PO 2,7]
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.5 Communication, Collaborative Practice and Team Working: 2.5 Safety and Quality: 3.1; 3.3; 3.4 Professional Knowledge and skills: 5.1; 5.2; 5.3; 5.5; 5.6; 5.7; 5.11; 5.12; 5.13; 5.17; 5.19; 5.20
<b>Module Learning Aims</b>	To introduce students to the nature of a range of acquired and developmental disorders of language and communication, in the context of biopsychosocial considerations and with reference to models of language processing.
<b>Module Content</b>	The following disorders of language and communication will be considered: a) Developmental Language Disorder b) Developmental Language Disorder and associated conditions c) Intellectual Disability d) Aphasia e) The Dementias f) Traumatic Brain Injury g) Right Hemisphere Damage h) Mental health disorders
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<b>Continuous assessment</b> (100%) o Written assignment (child language) <b>Date due:</b> 12 noon, Wednesday, Teaching Week 7, Hilary Term <b>(40% pass)</b>

<b>Module Name</b>	SLU22007 Assessment of Disorders of Language and Communication
<b>ECTS Weighting</b>	10
<b>Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 66 <b>Indicative hours</b> = 200
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Yvonne Lynch <b>Lecturers:</b> Dr. Caroline Jagoe, Dr. Rozanne Barrow, Paula Bradley, Dr. Suzanna Dooley, guest lecturers
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. Critically evaluate the diagnostic processes related to disorders of language and communication [PO 2,7]</p> <p>LO2. Construct and rationalise a plan for assessment that will consider all factors impacting on language and communication abilities [PO 2]</p> <p>LO3. Construct and rationalise a plan for assessment of language and communication that is maximally efficient, problem-driven and solution focused, taking into consideration the interprofessional context of the setting [PO 1,2,6]</p> <p>LO4. Analyse and synthesise assessment data related to language and communication abilities, and interpret this information with reference to experiences of social participation [PO 1,2]</p> <p>LO5. Identify the opportunities for interdisciplinary working, and the indicators for onward referral, recognising the roles of other professionals and respecting the client and significant others as active and informed partners in all assessment processes and referral decisions [PO 1,3,6]</p> <p>LO6. Communicate assessment findings appropriately and effectively to relevant stakeholders [PO 4]</p>
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.2; 1.3; 1.5; 1.8; 1.9; 1.18; 1.19 Communication, Collaborative Practice and Team Working: 2.1; 2.2; 2.3; 2.13; 2.14 Safety and Quality: 3.1; 3.2; 3.3; 3.4 Professional Knowledge and skills: 5.1; 5.2; 5.3; 5.4; 5.5; 5.11; 5.12; 5.13; 5.15; 5.17; 5.19; 5.20
<b>Module Learning Aims</b>	To introduce students to person-centred models of assessment, including assessment models, principles and techniques relevant to disorders of language and communication, as well as the core principles of decision-making in assessment of individuals with suspected impairments of language and communication within an interdisciplinary team context.
<b>Module Content</b>	The aims will be addressed in the context of the following disorders of language and communication: a) Developmental language disorder b) Developmental language disorder and associated conditions c) Intellectual Disability d) Aphasia e) The Dementias f) Traumatic Brain Injury g) Right Hemisphere Damage
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<b>One 3-hour Exam Paper (60%)</b> The exam will include questions on the four topics of: Developmental Language Disorder, Aphasia, Dementia and Child and Adolescent mental health

	<p>Irrespective of marks obtained on continuous assessment assignments, students are required to achieve an overall mark of 40% or higher on the examination paper in order to pass the module.</p> <p><b>Continuous assessment (40%)</b></p> <p><b><i>PBL resolution date:</i></b> 11am-1pm, Wednesday, Teaching Week 11, Hilary Term</p> <p><b>(No compensation across assessment components; 40% pass)</b></p>
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<b>Module Name</b>	SLU22008 Practice Education 1
<b>ECTS Weighting</b>	10
<b>Term Taught</b>	Michaelmas Term and Hilary Term
<b>Contact Hours</b>	Indicative hours = 200
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Practice Education Coordinator <b>Other personnel:</b> Regional Placement Facilitators, Practice tutors, Practice Educators
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. Describe and adhere to clinical policies, procedures, protocols and guidelines on professional conduct, health &amp; safety, infection control, risk management, and child protection [PO 1,5]</p> <p>LO2. Demonstrate understanding of the principles underlying client confidentiality and adhere to legal and professional guidelines for record keeping and data protection [PO 1,5]</p> <p>LO3. Demonstrate appropriate professional conduct and clinical competencies, under supervision, when collecting and collating relevant client-related information [PO 5,6]</p> <p>LO4. Demonstrate appropriate professional conduct and clinical competencies, under supervision, when selecting, administering recording, scoring and interpreting a range of informal and formal assessments [PO 3,4]</p> <p>LO5. Demonstrate appropriate professional conduct and clinical competencies, under supervision, when communicating assessment findings orally and in written format [PO 4]</p> <p>LO6. Demonstrate appropriate professional conduct and communication skills during all interactions with clients and families, practice educators and other key stakeholders [PO 4]</p> <p>LO7. Engage in reflective practice, applying self-appraisal to develop professional conduct and competence and responding to feedback received from practice educators [PO 8]</p>
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.1-1.20 Communication, Collaborative Practice and Team Working: 2.1-2.16 Safety and Quality: 3.1-3.14 Professional Development: 4.1-4.5 Professional Knowledge and skills: 5.1; 5.4; 5.5; 5.6; 5.7; 5.8; 5.10; 5.11; 5.12; 5.14; 5.15; 5.218; 5.19; 5.20; 5.21
<b>Module Learning Aims</b>	To allow students to develop competence in observing, recording, analysing and evaluating communication and swallowing samples in clinical and non-clinical populations through participation in tutorials, skill & competency development and practice workshops, practice education placement, Professional Development Logs and OSCEs.
<b>Module Content</b>	To provide students to develop competencies in being able to: <ol style="list-style-type: none"> <li>Demonstrate appropriate professional conduct</li> <li>Apply knowledge of knowledge, anatomy, neurology and psychology to the assessment of communication skills across a range of client groups and settings</li> <li>Apply the principles of assessment to observation, recording, analysis and evaluation of communication and swallowing samples in clinical contexts</li> <li>Apply the principles of assessment and intervention to clinical decision-making and case management</li> <li>Use assessment findings to inform clinical decision-making</li> <li>Work effectively as speech &amp; language therapy assessors under the direction and guidance of a qualified speech &amp; language therapist</li> <li>Understand the principles underlying assessment and diagnosis in speech &amp; language therapy practice</li> </ol>

	<p>h. Understand the principles underlying case and caseload management in speech &amp; language therapy service delivery</p> <p><b>Clinical tutorials</b> allow students to develop knowledge and skills in the areas of professional conduct, assessment and diagnosis to the level of novice clinician.</p> <p><b>The Practice education placement:</b> 10-12 Mondays throughout Hilary Term. Induction day arranged locally prior to placement commencing *Note: Placement continues to run through reading week and students are expected to attend as normal. Practice education placement provides students with a range of clinical experiences working with paediatric and adult clients who may have speech, language and/or swallowing disorders in a variety of contexts.</p> <p>[Note: Allocation of placements is based primarily on learning needs and gaps in experience to ensure students gain opportunities in a variety of settings with diverse client groups. Every effort is made to match students with suitable placements to maximise opportunities in the development of clinical competencies, this may entail travelling to clinical settings outside of the Dublin Region.]</p>
<b>Recommended Reading List</b>	<p>Reading list available on Blackboard</p>
<b>Assessment Details</b>	<p><b>Semester 1</b></p> <ol style="list-style-type: none"> <li>1. <b>Objective Structured Clinical Examination - OSCEs</b> (100%). Clinical competencies will be assessed based on objective testing through observation of skills including but not restricted to case history taking, informal and formal assessments, record keeping and session planning.  <b>Date:</b> Friday, Teaching Week 11 Michaelmas Term.  <b>Marking:</b> 40% pass mark. <i>No compensation within assessment i.e. students must pass each station of the OSCE to pass the OSCE overall.</i></li> <li>2. <b>Certificates</b> of relevant online modules on HSEland (<a href="http://www.hseland.ie">www.hseland.ie</a>) as outlined on Blackboard  <b>Date due:</b> 12 noon, Friday Teaching Week 12, Michaelmas Term</li> </ol> <p><b>Semester 2</b></p> <ol style="list-style-type: none"> <li>3. <b>SF Weekly Novice level Practice Education Placement</b>  <b>Continuous Assessment</b> (Pass/Fail) – The mark awarded is based on continuous assessment on the National Student Clinical Competency Evaluation Form Level 1 (Novice). To pass: <ul style="list-style-type: none"> <li>▫ All 10 professional conduct competencies must be rated as acceptable</li> <li>▫ 7 or more out of 10 rated clinical competencies must fall within the evident/plus range</li> </ul> </li> <li>4. <b>Professional Development Log (PDL)</b> (Pass/Fail) – evaluated for accuracy, completeness, quality of reflective practice and overall presentation  <b>Date due:</b> 12 noon, Friday of Teaching Week 12, Hilary Term</li> </ol> <p><b>(All components must be completed. No compensation across assessment components; 40% pass)</b></p>

<b>Module Name</b>	SLU22009 Ethics and Professional Studies
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 20 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Amy Connery <b>Other personnel:</b> Katie Burke, Dr. Paul Conroy, Dr. Amy Connery, Aoife Mhic Mhathúna, Dr. Caroline Jagoe
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. Demonstrate understanding of the professional, legal and ethical responsibilities of a speech &amp; language therapist [PO 1,5]</p> <p>LO2. Recognise and adhere to the professional, legal and ethical guidelines for record keeping, informed consent and data protection [PO 5]</p> <p>LO3. Recognise and adhere to the professional, legal, ethical and relevant national guidelines, policies and protocols addressing service quality, health &amp; safety, child welfare, safeguarding vulnerable client groups and others as appropriate [PO 5]</p> <p>LO4. Apply understanding of all relevant guidelines, policies and/or protocols, including CORU's <i>Code of Professional Conduct &amp; Ethics for Speech &amp; Language Therapists</i>, to practice education experience [PO 1,5]</p>
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.1; 1.2; 1.3; 1.4; 1.6-1.18 Communication, Collaborative Practice and Team Working: 2.1; 2.3; 2.7; 2.9; 2.10; 2.12 Safety and Quality: 3.7; 3.11; 3.13; 3.14 Professional Development: 4.1; 4.2; 4.4 Professional Knowledge and skills: 5.18
<b>Module Learning Aims</b>	To develop knowledge and understanding of professional, legal and ethical guidelines, policies and procedures.
<b>Module Content</b> <i>(To include but not restricted to these topics)</i>	<p>a) The basis of ethics in philosophy</p> <p>b) Code of Ethics (e.g. IASLT, CORU)</p> <p>c) Ethical, professional and legal responsibilities of clinical practice</p> <p>d) Ethical, professional and legal guidelines that influence service policies and service delivery, including GDPR</p> <p>e) Ethical, professional and legal guidelines for the protection of children and vulnerable adults</p> <p>f) Ethical, professional and legal guidelines for processing personal data, solving ethical dilemmas, quandaries and conflicts</p>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<p><b>One 90-minute Class Test (100%)</b></p> <ul style="list-style-type: none"> <li>○ Multiple Choice Questions (20%)</li> <li>○ Ethical and professional dilemma to discuss (80%)</li> </ul> <p><b>Date:</b> Monday of Teaching Week 11, Michaelmas Term</p> <p><b>[Note:</b> Students must pass each part and those who do not pass in Michaelmas term will be required to complete an assignment to demonstrate the relevant knowledge and understanding before starting clinical placement in the Hilary term. In addition, it will be necessary to sit a repeat test in the supplemental period.]</p> <p><b>(Both components must be completed. No compensation across assessment components; 40% pass)</b></p>

## Junior Sophister Modules

<b>Module Name</b>	LIU33005 Discourse Analysis
<b>ECTS Weighting</b>	5 ECTS
<b>Term Taught</b>	Semester 1/ Michaelmas Term
<b>Pre-requisites</b>	None
<b>Contact Hours</b>	<b>Direct hours</b> = 22 (1 term, 2 hours per week) <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Coordinator:</b> Prof. Breffni O'Rourke
<b>Learning Outcomes</b>	On successful completion of this module students should be able to: LO1. Describe linguistic discourse as a phenomenon worthy of systematic investigation. LO2. Transcribe conversational discourse in sufficient detail for most analytic purposes. LO3. Explain the fundamentals of relevant ethnographic, pragmatic, and conversation-analytic conceptual frameworks. LO4. Analyse discourse from ethnographic, pragmatic, and conversation-analytic perspectives.
<b>CORU Standards of Proficiency</b>	Professional Knowledge and skills: 5.1; 5.7; 5.15
<b>Module Learning Aims</b>	Discourse Analysis is a broad field which encompasses various aspects of language in use: pragmatics; conversation analysis; social interaction and questions of identity, power and control; critical analysis of discourse in society; and the study of narrative. In this introduction, attention is given to the transcription of spoken discourse; speech acts, or how people 'do things with words'; the theory of politeness in discourse; and the structure of interactions such as conversations and interviews. The module aims to introduce students to a range of theoretical and analytic perspectives on discourse, and to introduce students to some of the main tools that have been used for analysing meaning and speaker choices in discourse.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>- What is discourse? Why and how should we study it?</li> <li>- Transcribing discourse (lecture and workshops)</li> <li>- The cultural context of discourse: Ethnography of Communication</li> <li>- "Doing things with words": speech act theory</li> <li>- Meanings beyond our words: the cooperative principle and conversational implicature</li> <li>- Beyond cooperativeness: politeness theory</li> <li>- Discourse markers</li> <li>- Microanalysis of talk-in-interaction: Conversation Analysis</li> </ul>
<b>Recommended Reading List</b>	Detailed reading list available on Blackboard
<b>Assessment Details</b>	Assignment 1 (30%) - Date: Friday of teaching week 6 Assignment 2 (70%) - Date: Friday of revision week <b>(Compensation across assessment components; 40% pass)</b>

<b>Module Name</b>	SLU33002 Dynamics of Discourse
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 22 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Paul Conroy <b>Lecturer:</b> Dr. Paul Conroy
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Describe the development of discourse skills in childhood and adolescence [PO 2,7] LO2. Analyse features of spoken discourse in everyday and institutional contexts, with particular reference to speech & language therapy encounters [PO 1,2,4,7,8] LO3. Describe how spoken discourse may be influenced by interlocutors' levels of conversational engagement, orientation and skill in communication interactions [PO 1,2,7,8]
<b>CORU Standards of Proficiency</b>	Communication, Collaborative Practice and Team Working: 2.2 Professional Knowledge and skills: 5.1; 5.6; 5.7; 5.15
<b>Module Learning Aims</b>	To demonstrate the application of discourse theory, including narrative discourse to the development of discourse skills in childhood, and to a range of different institutional discourse contexts (e.g. classroom, clinical discourse). To appreciate the impact of a diagnosis of language and/or communication impairment has on the development of discourse skills
<b>Module Content</b>	a) Development of discourse skills in childhood and adolescence b) Discourse abilities, disabilities and differences across individuals c) Institutional discourse and the clinical encounter in speech & language therapy d) Discourse analysis workshops
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<b>Written Assignment (100%)</b> <b>Date:</b> Friday of Revision Week <b>(40% pass)</b>

<b>Module Name</b>	SLU33003 Evidence Based Practice (EBP) –
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 24 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Éadaoin Flynn <b>Lecturers:</b> Éadaoin Flynn, Dr. Julie Regan, Dr. Yvonne Lynch, Dr. Ciarán Kenny, Isolde Harpur, Julia Hirschwald, Dr. Orla Gilheaney
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Critically interpret the principles underlying evidence-based practice with specific reference to communication and swallowing disorders [PO 2,8] LO2. Formulate an answerable question for retrieval of evidence [PO 6,7,8] LO3. Retrieve high quality clinical evidence using scientific literacy skills [PO 6,7,8] LO4. Critically appraise the methodological quality of research evidence [PO 2,7,8] LO5. Integrate relevant evidence with clinical experience to inform clinical decision-making [PO 2,5,7,8]
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.3; 1.19 Communication, Collaborative Practice and Team Working: 2.3; 2.7; 2.8; 2.13; 2.13 Safety and Quality: 3.2; 3.3; 3.4; 3.6; 3.9 Professional Knowledge and skills: 5.4; 5.5; 5.7; 5.9
<b>Module Learning Aims</b>	This module introduces students to the principles and application of evidence-based healthcare into clinical practice. Students are introduced to critical appraisal of literature across a range of methodologies, to audit the quality of service to key holders and to apply EBP to research as well as clinical practice.
<b>Module Content</b>	a) Introduction and critical reflection on principles of EBP b) Formulation of PICO and PIRT questions for information retrieval c) Database searching using key electronic databases d) Critical appraisal of published research on assessments, interventions and systematic reviews using specific checklists e) Introduction to reporting guidelines for studies f) Introduction to clinical audit and quality appraisal of services g) Applications of EBP into clinical practice, challenges and opportunities.
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	There are 2 exam components <b>1. MCQ (20%)</b> Teaching Week 6 <b>2. Scheduled 2-hour onsite exam (80%)</b> in Assessment Week MT At the end of Week 6 you will be given 3 research articles. One of these articles will come up in the exam. You will be asked to critique the selected paper in the exam. There are 10 questions - all must be answered. Each question carries equal marks.  <b>(Both components must be completed. There is no compensation across assessment components; 40% pass)</b>

<b>Module Name</b>	SLU33004 Intervention for Disorders of Speech, Voice, Fluency and Swallowing
<b>ECTS Weighting</b>	10
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 66 <b>Indicative hours</b> = 200
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Amy Connery <b>Lecturers:</b> Dr. Amy Connery, Dr. Julie Regan, Dr. Ciarán Kenny, Dr. Yvonne Lynch, Dr Paul Conroy, guest lecturers
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. Critically evaluate the evidence base for specific prevention and intervention approaches related to disorders of speech, voice, fluency and swallowing [PO 2,6]</p> <p>LO2. Describe and critique models of intervention and related intervention strategies [PO 1,2]</p> <p>LO3. Construct plans for therapy, incorporating specific and measurable long- and short-term aims that are client-driven and evidence-informed [PO 2,3,5,7]</p> <p>LO4. Critically evaluate therapy plans, incorporating consideration of the processes that optimise client-provider partnership, active engagement and client self-management [PO 1,2,4]</p> <p>LO5. Critically evaluate therapy outcomes with reference to meaningful change [PO 2]</p> <p>LO6. Apply the principles of interdisciplinary working, recognising the roles of other professionals and respecting the client and significant others as active and informed partners in all intervention processes [PO 1,3,6]</p>
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.3; 1.5 Communication, Collaborative Practice and Team Working: 2.1; 2.2; 2.3; 2.4; 2.14; 2.15; 2.16 Safety and Quality: 3.1; 3.5; 3.6; 3.7; 3.8; 3.10; Professional Knowledge and skills: 5.1-5.5; 5.11-5.14; 5.19; 5.20
<b>Module Learning Aims</b>	<p>To introduce students to the art and science of intervention, encapsulating the principles of collaborative decision-making to optimise meaningful outcomes for individuals who experience disorders of speech production, disorders of voice, fluency and swallowing. The construct of intelligibility as a shared feature of the speaker, listener and the environment is explored, highlighting the relationship between level of breakdown and focus of intervention, and linking assessment to intervention planning.</p> <p>Building on the knowledge and skills from modules in SF, students learn about the application of medical, social and biopsychosocial frameworks in intervention, with particular reference to activity limitations and participation restrictions associated with disorders of speech, voice, fluency and swallowing. The importance of collaboration is highlighted, incorporating collaboration with clients and families as well as interprofessional cooperation and engagement.</p>
<b>Module Content</b>	<ol style="list-style-type: none"> <li>Introduction to models and principles of intervention with an Evidence Based Practice (EBP) framework</li> <li>Interprofessional practice to support optimal outcomes</li> <li>Intervention principles and practices for children with developmental disorders of speech</li> <li>Intervention with children with cochlear implants</li> <li>Intervention with children with speech and swallowing disorders, acquired dysarthria and apraxia of speech (AOS)</li> <li>Intervention with children and adults with: <ul style="list-style-type: none"> <li>▫ dysphagia</li> <li>▫ disorders of fluency</li> <li>▫ disorders of voice</li> </ul> </li> </ol>

	<p>g) Intervention using AAC</p> <p><b>IPL activity (IPL2- PRIMARY CARE):</b> MT Week 9 (Wednesday) SJH (K. Burke)</p> <p><b>IPL activity (IPL8- PARKINSON'S DISEASE):</b> MT Week 11 (Wednesday) SJH (K. Burke)</p>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<p><b>One 3-hour examination paper, 4 questions to be answered (70%)</b></p> <p>Topics: Dysarthria &amp; Dysphagia, Stuttering, AAC, Voice.</p> <p><b>Continuous Assessment Assignment</b></p> <ul style="list-style-type: none"> <li>○ Group assignment (30%) (Speech Sound Disorders &amp; Stuttering)</li> </ul> <p><b>Date:</b> Wednesday of Teaching Week 10, Michaelmas Term</p> <p><b>(Both components must be completed. No compensation across assessment components; 40% pass)</b></p>

<b>Module Name</b>	SLU33005 Intervention for Disorders of Language and Communication
<b>ECTS Weighting</b>	10
<b>Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 66 <b>Indicative hours</b> = 200
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr Yvonne Lynch <b>Lecturers:</b> Dr. Caroline Jagoe, Dr. Yvonne Lynch, Dr. Rozanne Barrow, Marie Cox, Dr. Suzanna Dooley, Jess Molloy, Dr. Paul Conroy, Lisa Sheridan, guest lecturers
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. Critically evaluate the principles and processes of prevention and intervention approaches related to language and communication disorders [PO 1, 2, 4, 5]</p> <p>LO2. Critically evaluate the evidence base in relation to specific interventions, models and techniques [PO 1, 2, 4, 7]</p> <p>LO3. Construct and rationalise therapy plans, incorporating specific and measurable aims and goals that are strengths-based, client-driven and evidence-informed, within a multidisciplinary framework and inclusive of stakeholder perspectives [PO 1, 2, 3, 4, 5]</p> <p>LO4. Critically evaluate therapy plans, incorporating consideration of the processes that optimise client-provider partnership, active engagement and client self-management [PO 1, 2, 4]</p> <p>LO5. Critically evaluate therapy outcomes with reference to meaningful change [PO 1, 2, 5]</p> <p>LO6. Apply the principles of interdisciplinary working, recognising the roles of other professionals and respecting the client and significant others as active and informed partners in all intervention processes [PO 1, 3, 6]</p>
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.3; 1.5 Communication, Collaborative Practice and Team Working: 2.1; 2.2; 2.3; 2.4; 2.14; 2.15; 2.16 Safety and Quality: 3.1; 3.5; 3.6; 3.7; 3.8; 3.10; Professional Knowledge and Skills: 5.1-5.5; 5.11-5.13; 5.20
<b>Module Learning Aims</b>	To introduce students to a range of intervention models, principles and techniques appropriate to clinical work with children, adolescents and adults with language and communication disorders. Students will explore the principles of decision-making in intervention and will be facilitated in evaluating therapy in a person-centred manner.
<b>Module Content</b>	<p>The module aims will be addressed across the following content areas:</p> <ol style="list-style-type: none"> <li>Developmental Language Disorder (DLD)</li> <li>DLD and associated disorders</li> <li>Aphasia</li> <li>TBI &amp; Right Hemisphere Damage</li> <li>The Dementias</li> <li>Communication &amp; mental health disorders</li> <li>Intellectual disability</li> </ol> <p>Students will also participate in intervention workshops provided</p> <p><b>IPL Activities:</b></p> <p><b>(IPL1- STROKE):</b> HT Week 4 (Wednesday) online (Dr. Amy Connery)</p> <p><b>(IPL4- TBI):</b> HT Week 11 (Wednesday) online (Dr. Amy Connery)</p>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<p><b>One 3-hour Examination Paper, 3 questions to be answered (70%)</b></p> <p><b>Exam Topics:</b></p> <ul style="list-style-type: none"> <li>• Aphasia</li> <li>• Dementia</li> <li>• Child language and communication</li> </ul>

	<p><b>Two Continuous Assessment Assignments</b></p> <ul style="list-style-type: none"><li>o PBL group assignment (30%) (Developmental language disorder) <b>Date:</b> Wednesday, Teaching Week 5, Hilary Term</li><li>o IPL group written product (pass/fail) <b>Date due:</b> 12 noon Monday, Teaching Week 11, Hilary Term <b>Examiner:</b> Dr. Caroline Jagoe</li></ul> <p><b>(Both components must be completed. No compensation across assessment components; 40% pass)</b></p>
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<b>Module Name</b>	SLU33006 Research Methods and Statistics
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 24 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Kathleen McTiernan <b>Lecturer:</b> Dr. Kathleen McTiernan
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: <ul style="list-style-type: none"> <li>Identify and differentiate between a range of research designs and approaches [PO 3,8]</li> <li>Identify and explain the stages of the research process [PO 3,8]</li> <li>Appraise the quality of evidence presented in research articles [PO 3,8]</li> <li>Identify, compare and contrast different sampling strategies [PO 3,8]</li> <li>Outline and critically evaluate different data collection techniques [PO 3,8]</li> <li>Demonstrate the ability to select and apply appropriate statistical procedures for the analysis of data [PO 3,8]</li> </ul>
<b>CORU Standards of Proficiency</b>	Professional Knowledge and Skills: 5.4; 5.9
<b>Module Learning Aims</b>	<ul style="list-style-type: none"> <li>To introduce students to the different research methodologies, to the design of research projects and to methods of data collection and analysis.</li> <li>To equip students with basic skills to support their development as independent clinician-researchers.</li> </ul>
<b>Module Content</b>	<p><b>Research methods topics include:</b></p> <ol style="list-style-type: none"> <li>Theory of research and contexts of inquiry</li> <li>The process of research</li> <li>Approaches to research</li> <li>Reviewing the literature</li> <li>Sampling</li> <li>Data collection methods</li> </ol> <p><b>Statistics topics include:</b></p> <ol style="list-style-type: none"> <li>Definitions of terms: <ul style="list-style-type: none"> <li>statistics, descriptive and inferential statistics</li> <li>samples and populations, variables, observations, values, levels of measurement</li> </ul> </li> <li>Independent and dependent variables</li> <li>Descriptive statistics and arrays of data</li> <li>Graphical representation of data</li> <li>Measures of central tendency and measures of dispersion</li> <li>Standing scores (z scores)</li> <li>Tests of association and correlation and their uses</li> <li>Testing for differences – t tests; analysis of variance; outline of uses</li> <li>Choosing an appropriate test – parametric vs non-parametric considerations</li> </ol>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	Class test (100%) <b>Date:</b> Teaching Week 11, Michaelmas Term <b>(40% pass)</b>

<b>Module Name</b>	SLU33007 Research Design
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 24 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Caroline Jagoe (HT 2025-2026) Dr Kathleen McTiernan (On leave HT 2025-2026) <b>Lecturers:</b> Dr. Caroline Jagoe, Dr. Julie Regan, Dr. Yvonne Lynch, Dr Amy Connery, Katie Burke, Dr. Ciarán Kenny, Dr. Irena Yanushevskaya, Savanna Daquila
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: LO1. Think independently and critically apply the core principles of research design and implementation [PO 2,7,8] LO2. Differentiate between a range of designs and approaches suitable for application in research projects [PO 7,8] LO3. Critically analyse literature and place a research question into the context of the existing literature [PO 7,8] LO4. Choose appropriate sampling strategies, methods of data collection and procedures for the analysis of data for a research project [PO 7,8] LO5. Develop and write a methodologically appropriate research proposal [PO 4,7,8] LO6. Identify and address the key ethical issues for a proposed research project [PO 5,7,8]
<b>CORU Standards of Proficiency</b>	Communication, Collaborative Practice and Team Working: 2.2; 2.6 Professional Knowledge and Skills: 5.4; 5.9
<b>Module Learning Aims</b>	<ul style="list-style-type: none"> <li>○ To equip students with the skills needed to undertake and complete their sophister research project</li> <li>○ To develop a lifelong learning approach to research and evidence based practice</li> </ul>
<b>Module Content</b>	<ol style="list-style-type: none"> <li>a) Theory of research and contexts of inquiry</li> <li>b) Overview of the reading for research</li> <li>c) Development of a research question</li> <li>d) Designing a research study (sampling, data collection and analysis, ethical considerations of research)</li> <li>e) Ethical considerations of research</li> <li>f) Writing a research proposal</li> </ol>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<p><b>Continuous assessment (100%)</b></p> <ul style="list-style-type: none"> <li>○ <b>Ethics Application/Research Proposal</b> (details of the assessment of the module will be posted on Blackboard)</li> </ul> <p><b>Date due: 12 noon, Friday of Teaching Week 12, Hilary Term</b></p> <p><b>(40% pass)</b></p>

<b>Module Name</b>	SLU33008 Neurology and Psychiatry
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 24 (Child Neurology = 6; Adult Neurology = 8; Child Psychiatry = 6; Adult Psychiatry = 4) <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinators:</b> Dr. Julie Regan <b>Neurology Lecturers:</b> Dr. Julie Regan, Eadaoin Flynn, Dr. Paul Conroy <b>Psychiatry Lecturers:</b> Dr. Mark Daubaras, Dr. Aoife Twohig
<b>Learning Outcomes</b>	<p><b>Neurology:</b> on successful completion of this module, students will be able to:</p> <p>LO1. Apply understanding of the normal neurological system to rationalise diagnostic and intervention decisions in relation to impairments of speech, language, swallowing and voice in children and adults [PO 1,2]</p> <p>LO2. Describe the causes, features, diagnostic processes and multidisciplinary management associated with commonly occurring neurological conditions in children and adults [PO 1,2,3,4]</p> <p>LO3. Evaluate the impact of commonly occurring neurological conditions on speech, language, communication and swallowing from impairment and quality of life perspectives [PO 1,2,3]</p> <p>LO4. Rationalise the role of the speech &amp; language therapist within the multidisciplinary team in the management of children and adults with neurological conditions [PO 1,3,4,5,6]</p> <p><b>Psychiatry:</b> on successful completion of this module students will be able to:</p> <p>LO1. Identify likely symptom profiles of children and adults with commonly occurring psychological and psychiatric disorders [PO 1,2]</p> <p>LO2. Evaluate the potential impact of commonly occurring psychological and psychiatric disorders on speech, language, communication and swallowing function [PO 1,2]</p> <p>LO3. Identify intervention approaches used in the management of children and adults with commonly occurring psychological and psychiatric disorders [PO 1,3,6]</p> <p>LO4. Rationalise the role of the speech &amp; language therapist within the multidisciplinary management of children and adults with psychological and psychiatric disorders [PO 1,3,4,5,6]</p>
<b>CORU Standards of Proficiency</b>	Communication, Collaborative Practice and Team Working: 2.2; 2.16 Safety and Quality: 3.1; 3.3 Professional Knowledge and Skills: 5.1-5.4; 5.16
<b>Module Learning Aims</b>	To introduce students to neurological and psychiatric conditions commonly encountered by speech & language therapists within clinical practice. Typical features of both child and adult onset neurological and psychiatric disorders will be highlighted.
<b>Module Content</b>	<p><b>Neurology</b></p> <p>a) An overview of the major neurological disorders of childhood</p> <p>b) An overview of major neurological disorders of adulthood, including but not restricted to the following</p> <ul style="list-style-type: none"> <li>▫ Review of the neurological system</li> <li>▫ Disorders of upper and lower motor neurones/disorders of the pyramidal system</li> <li>▫ Disorders of the extra-pyramidal system</li> <li>▫ Impact of neurological disorders on speech, language, communication and swallowing</li> <li>▫ Role of the speech &amp; language therapist in the management of people with neurological conditions</li> </ul> <p><b>Psychiatry</b></p> <p>a) An overview of the major psychiatric disorders of childhood and related topics</p> <p>b) An overview of the major psychiatric disorders of adulthood and related topics</p>
<b>Recommended Reading List</b>	Reading list available on Blackboard

<b>Assessment Details</b>	<p><b>Neurology (child &amp; adult)</b>  <b>Neurology MCQ (child &amp; adult) (50%)</b>  <i>Date:</i> Teaching Week 11 Hilary Term</p> <p><b>Psychiatry (child &amp; adult)</b>  <b>Psychiatry Class Test (child &amp; adult) (50%)</b></p> <ul style="list-style-type: none"> <li>○ Section 1: Child Psychiatry (25%)</li> <li>○ Section 2: Adult Psychiatry (25%)</li> </ul> <p><i>Date:</i> Teaching Week 12</p> <p><b>(Both components must be completed. No compensation across assessment components; 40% pass)</b></p>
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<b>Module Name</b>	SLU33009 Practice Education 2
<b>ECTS Weighting</b>	10
<b>Term Taught</b>	Michaelmas Term and Hilary Term
<b>Contact Hours</b>	Indicative hours = 200
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Katie Burke & Sinéad Kelly, Practice Education Coordinators <b>Other personnel:</b> Regional Placement Facilitators, Practice Tutors, Practice Educators
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. <b>Engage in reflection and reflective practice:</b> critically self-appraising and working to develop their own professional conduct and clinical competencies and responding to feedback received from practice educators [PO 1,2,5,6,8]</p> <p>LO2. <b>Demonstrate appropriate professional conduct and clinical competencies</b> [PO 1,2,3,5,6,8] at transition or plus level of the National Student Clinical Competencies, in:</p> <ul style="list-style-type: none"> <li>▫ the clinical assessment of communication and feeding, eating, drinking and swallowing disorders</li> <li>▫ the clinical planning and delivery of intervention of communication and swallowing disorders</li> </ul> <p>LO3. <b>Demonstrate appropriate professional conduct and clinical competencies</b> during all interactions with clients, team members and practice educators [PO 1,3,4,6]</p> <p>LO4. <b>Describe and adhere to clinical policies, procedures, protocols and guidelines</b> on professional conduct, health &amp; safety, infection control, risk management, data protection and child protection [PO 5].</p>
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.1-1.20 Communication, Collaborative Practice and Team Working: 2.1-2.16 Safety and Quality: 3.1-3.14 Professional Development: 4.1-4.6 Professional Knowledge and Skills: 5.1; 5.3; 5.4; 5.5; 5.7; 5.8; 5.10; 5.11; 5.12; 5.14; 5.15; 5.17-5.21
<b>Module Learning Aims</b>	<ul style="list-style-type: none"> <li>○ Through clinical briefings and practice education placements, to provide students with opportunities to assess, diagnose, plan and implement intervention programmes with a small number of clients in clinical settings.</li> <li>○ Students work with clients under the supervision of professionally qualified speech &amp; language therapists who aim to provide students with opportunities to develop the competencies required to work as a speech &amp; language therapist</li> </ul> <p><b>[Note:</b> This is a mandatory module for students undertaking the SLT clinical education programme]</p>
<b>Module Content</b>	<p>a. Clinical briefings        b. Clinical tutorials        c. Professional Development Log (PDL)</p> <p>Two practice education placements:</p> <p><b>[Note:</b> Allocation of placements is based primarily on learning needs and gaps in experience to ensure students gain opportunities in a variety of settings with diverse client groups. Every effort is made to match students with suitable placements to maximise opportunities in the development of clinical competencies, this may entail travelling to clinical settings outside of the Dublin Region.]</p> <ul style="list-style-type: none"> <li>● <b>Weekly Placement:</b> 10-12 Thursdays across Michaelmas Term. Induction takes place by arrangement prior to the first day of placement.</li> <li>● <b>Block Placement:</b> Summer placement. 30 day placement/6 week block (4 clinic days on-site, 1 research day off-site per week) evaluated as part of the SS module SLU44006. Dates: May / June 2026. Induction is arranged locally prior to first day of placement.</li> </ul> <p><b>[Note:</b> Allocation of placements is based primarily on learning needs and gaps in experience to ensure students gain opportunities in a variety of settings with diverse client groups. Every effort</p>

	is made to match students with suitable placements to maximise opportunities in the development of clinical competencies, this may entail travelling to clinical settings outside of the Dublin Region.]
<b>Recommended Reading List</b>	Reading list available on Blackboard Reading from professional knowledge base relevant to client group and setting
<b>Assessment Details</b>	<p><b>Weekly Practice Education Placement</b></p> <ul style="list-style-type: none"> <li>○ <b>Continuous Assessment</b> Pass/Fail completed by the practice educator on the National Student Clinical Competency Evaluation Form Level 2 Transition.  <b>Marking:</b> <i>To pass, all 10 professional conduct competencies must be rated as acceptable and 12 or more clinical competencies must fall within the evident/plus range out of a total of 15 rated competencies.</i></li> <li>○ <b>Clinical exam</b> 50% – Student competency is assessed during a ‘seen’ clinical exam in the second half of placement. The student is observed by the Practice Educator and a colleague conducting a therapy session with a client/client group with whom they are familiar while on placement. There are four components: <ul style="list-style-type: none"> <li>□ File – evidence of competencies relating to clinical record keeping</li> <li>□ Presentation – student provides a brief oral summary of the client (&lt;5mins)</li> <li>□ Clinical session – student observed by 2 examiners working with a client</li> <li>□ Viva following the clinical session</li> </ul> <b>Marking:</b> 40% pass mark  <b>Date:</b> Second half of PE2 placement, Michaelmas Term</li> <li>○ <b>Simulated Case Exercise</b> 50% - Students will complete a simulated case exercise in Hilary Term during a timetabled class test. This simulated case exercise will be evaluated by the Practice Education Coordinator, Practice Tutor/Regional Placement Facilitator and/or member of the academic staff  <b>Marking:</b> 40% pass mark  <b>Date:</b> timetabled class test in Hilary Term</li> <li>○ <b>Professional Development Log (PDL)</b> (Pass/Fail) – evaluated for accuracy, completeness, quality of reflective practice and overall presentation  <b>Date due:</b> 12 noon, Friday of Teaching Week 12, Hilary Term  <b>[Note:</b> The PDL must be passed in order to pass the module]</li> </ul> <p><b>[Note:</b> Details of JS summer block placement are outlined in Practice Education 3 module description: SLU44006]</p> <p><b>(All components must be completed. No compensation across assessment components; 40% pass)</b></p>

## Senior Sophister Modules

<b>Module Name</b>	SLU44001 Advanced Studies in Communication and Swallowing
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 32 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Julie Regan <b>Lecturers:</b> Dr. Julie Regan, guest lecturers
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. Apply understanding of typical communication, the normal swallow system and the principles of post-surgical voice restoration, to rationalise diagnostic and intervention decisions for people presenting with speech, voice and/or swallowing problems across the lifespan and as a result of carcinoma of the head &amp; neck and/or its treatment [PO 1,2]</p> <p>LO2. Apply principles of evidence-based decision-making to assessment, diagnosis and intervention in communication and/or swallowing disorders across the lifespan [PO 2]</p> <p>LO3. Relate the management of specific communication and/or swallowing needs, within an inter-professional framework, to the overall experience of educational, health and social care provision for the client [PO 1,4,6]</p> <p>LO4. Recognise, describe and incorporate ethical, legal and moral responsibilities in the management of children and adults with communication and/or swallowing disorders and other key stakeholders including the members of the interdisciplinary team [PO 1,3,4,5,6]</p> <p>LO5. Continue to engage in self-directed learning that will promote professional development now and in the future [PO 7,8]</p>
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.2 Communication, Collaborative Practice and Team Working: 2.13; 2.14; 2.15 Safety and Quality: 3.1-3.4; 3.7; 3.8; 3.10 Professional Knowledge and Skills: 5.1; 5.2; 5.3; 5.7; 5.8; 5.11; 5.13; 5.14; 5.16; 5.18; 5.19; 5.20
<b>Module Content</b>	<p><b>Dysphagia</b></p> <ul style="list-style-type: none"> <li>a) Clinical decision-making within dysphagia evaluation and intervention</li> <li>b) Impact of living with dysphagia and the need for person-centred care</li> <li>c) Interdisciplinary team management of dysphagia</li> <li>d) Ethical and medico-legal issues in dysphagia management</li> <li>e) Case management across clinical populations</li> </ul> <p><b>Head &amp; Neck Cancer, Voice and Speech</b></p> <ul style="list-style-type: none"> <li>a) Carcinoma of the head and neck with specific reference to oral, nasopharyngeal, hypopharyngeal and laryngeal cancer.</li> <li>b) Oral hygiene evaluation.</li> <li>c) Treatment options and sequelae.</li> <li>d) Interdisciplinary management with specific reference to the philosophy and principles of SLT assessment and intervention</li> </ul> <p><b>Healthcare Intervention Design</b></p> <ul style="list-style-type: none"> <li>a) Health behaviour change and adherence promotion</li> <li>b) make every contact count</li> <li>c) chronic disease self-management</li> <li>d) pre-habilitation</li> <li>e) intervention dosage and intensity</li> </ul>

	<b>IPL activity (Oral Cancer IPL: IPL3- ORAL CANCER):</b> HT Week 10 (Wednesday) online (Dr. Amy Connery)
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<p><b>Objective Structured Clinical Examination (OSCE) (100%)</b></p> <p>Students <u>must</u> pass each station of the OSCE</p> <p><b>Date:</b> Teaching Week 12, Michaelmas Term</p> <p><b>(40% pass)</b></p>

<b>Module Name</b>	SLU44002 Advanced Studies in Communication Disability and Society
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 22 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Caroline Jagoe <b>Lecturers:</b> Dr. Caroline Jagoe, Claire O'Reilly, guest lecturers
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. Critically reflect on the impact of models of disability in influencing client-provider relationships and optimum health outcomes [PO 1,6]</p> <p>LO2. Critically evaluate service design and service provision in speech &amp; language therapy in the context of available resources, existing policies and legislation, social, political, cultural and socioeconomic factors [PO 1,6]</p> <p>LO3. Evaluate the advocacy role of the speech &amp; language therapist to effect change in the design, implementation and evaluation of health programmes, in an ethically responsible, non-discriminatory and inclusive manner [PO 2,6]</p> <p>LO4. Adopt an international perspective on the role of the speech &amp; language therapist through consideration of global goals and health system challenges which affect those with communication difficulties and the provision of speech &amp; language therapy services [PO 4]</p> <p>LO5. Appraise a current challenge, specific service design or service provision issue related to the profession and communicate the core considerations to an audience of peers and professionals [PO 3,6,7]</p>
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.5; 1.8 Communication, Collaborative Practice and Team Working: 2.1; 2.3; 2.5; 2.11; 2.13; 2.16 Safety and Quality: 3.1; 3.7; Professional Knowledge and Skills: 5.1; 5.3; 5.6, 5.7; 5.10- 5.13; 5.19
<b>Module Learning Aims</b>	<p>To provide students with an opportunity to explore the application of the UN Convention on the Rights of Persons with Disabilities with specific consideration of persons with communication disabilities.</p> <p>The human rights approach to disability will form the foundation from which students will engage with topics that address public health, global health and the sustainable development goals.</p> <p>(see: <a href="https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf">https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf</a>)</p>
<b>Module Content</b>	<ol style="list-style-type: none"> <li>Human rights, health and disability</li> <li>Social determinants of health</li> <li>Intersectional identities, marginalised groups, and health</li> <li>Sustainability and climate action in speech &amp; language therapy (including sustainable development goals and disability: Global goals, local implementation)</li> <li>Racism in (allied) healthcare: reflexivity and liberatory practice</li> <li>Trauma-informed care</li> <li>Advocacy for policy development: application to SLT</li> <li>Elective topic focus: In small groups students will choose a topic aligned with the module aims and address this through a poster presentation (see assessment details)</li> </ol>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<p><b>Continuous assessment</b> (small groups)</p> <ol style="list-style-type: none"> <li>Group submission of structured abstract (40%) Date: Monday, Teaching Week 9, Michaelmas Term</li> <li>Group poster presentation (60%): 5 minutes to present and 3 minutes for</li> </ol>

	<p>questions. <i>Date:</i> Thursday, Teaching Week 9 Michaelmas Term</p> <p><b>(Both components must be completed. No compensation across assessment components; 40% pass)</b></p>
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<b>Module Name</b>	SLU44003 Research Project
<b>ECTS Weighting</b>	20
<b>Term Taught</b>	Michaelmas Term and Hilary Term
<b>Contact Hours</b>	<b>Contact hours</b> = 33 <b>Indicative hours</b> = 400
<b>Module Personnel</b>	<b>Module Co-ordinator(s):</b> Dr. Kathleen McTiernan (MT), Dr. Julie Regan (HT) Dr. Kathleen McTiernan (On leave HT 2025-2026) Supervisors: Dr Kathleen McTiernan, Dr. Caroline Jagoe, Dr. Julie Regan, Dr. Yvonne Lynch, Dr Amy Connery, Dr. Ciarán Kenny, Dr. Irena Yanushevskaya, Éadaoin Flynn <b>Please note FYP supervisors will meet student groups in weeks 1, 3, 5, 9, &amp; 11 only.</b>
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: <ul style="list-style-type: none"><li>• Apply core principles of research design and implement a research project [PO 7,8]</li><li>• Demonstrate critical thinking and scientific writing skills [PO 2,7,8]</li><li>• Demonstrate an in-depth knowledge of a particular topic [PO 2]</li></ul> Demonstrate the skills required to sustain intellectual interest and critical thinking, through the application of scientific literacy skills [PO 8]
<b>CORU Standards of Proficiency</b>	Communication, Collaborative Practice and Team Working: 2.6 Safety and Quality: 3.5; 3.7 Professional Development: 4.1; 4.2 Professional Knowledge and Skills: 5.4; 5.9; 5.12
<b>Module Learning Aims</b>	To equip students with the skills required to sustain intellectual interest and critical thinking through the application of scientific literacy skills
<b>Module Content</b>	a. Application of critical analysis to a review of aspects of the literature b. Development and implementation of a research methodology c. Collection and analysis of data d. Presentation of results e. Critical analysis and discussion of findings f. Submission of dissertation
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<b>Carrying out of an independent research project</b> on a topic in the area of human communication and/or swallowing and to submit a dissertation of the research. Details of the assessment for the module will be posted on Blackboard. <b>Submission date:</b> 12 noon, Monday of Teaching Week 1, Hilary Term (40% pass)

<b>Module Name</b>	SLU44004 Reflective Studies
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Michaelmas Term and Hilary Term
<b>Contact Hours</b>	<b>Direct hours</b> = 28 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Paul Conroy <b>Lecturers:</b> Dr. Paul Conroy, Dr. Amy Connery, Dr. Caroline Jagoe, Dr. Kathleen McTiernan, Dr. Yvonne Lynch, Niamh Reynolds, Dr. Beth Milofsky
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically interpret and reflect upon the evolving knowledge base in applying theory to professional practice and clinical processes [PO 1,2]</li> <li>2. Reflect upon wider cultural, societal and global contexts and their influences on professional practice in all its diversity [PO 1,2,5,8]</li> <li>3. Synthesise knowledge acquired and experience gained over the course and to apply it critically to a general statement or problem set by examiners [PO 1,2,3,8]</li> <li>4. Think independently and develop continuously on a personal and professional level and to sustain intellectual interest and critical thinking [PO 7,8]</li> </ol>
<b>CORU Standards of Proficiency</b>	Professional Autonomy and Accountability: 1.1-1.20 Communication, Collaborative Practice and Team Working: 2.1; 2.7; 2.16 Safety and Quality: 3.4; 3.7; Professional Development: 4.1-4.5 Professional Knowledge and Skills: 5.1; 5.3; 5.6; 5.7; 5.13; 5.18
<b>Module Learning Aims</b>	To allow students to critically reflect on the wider issues underpinning the processes and practice of speech and language therapy as a discipline and as a profession. Its aim is for students to think 'outside the box' while integrating their learning from cognate areas in the basic sciences, psychology and linguistics, and to apply that learning to scholarly discussion and argument. Such considerations will take into account global and societal issues, along with concepts of culture, practice, difference and diversity.
<b>Module Content</b> <i>(To include but not restricted to these topics)</i>	<ol style="list-style-type: none"> <li>1. The module takes into account issues of relevance to the discipline, against a backdrop of critical argument and discussion.</li> <li>2. An eclectic mix of contemporary topics are considered for reflection and discussion.</li> <li>3. Discussions are intended to promote critical thinking and integration of ideas from a range of areas, including those related to concepts of culture, practice, difference and diversity.</li> <li>4. Students are expected to actively engage with, and contribute to, discussions facilitated by staff.</li> <li>5. Students are expected to engage in guided reflections before and/or following each session.</li> </ol>
<b>Recommended Reading List</b>	Reading lists available on Blackboard from individual lecturers
<b>Assessment Details</b>	<p><b>Part 1: Reflection Submissions (Michaelmas Term):</b> Submission of 4/5 reflective pieces/ artefacts. This is a <b>Pass/Fail</b> component.</p> <p><b>Date:</b> During Michaelmas Term (nature of submissions and submission dates to be introduced by each lecturer with overview given in Week 1).</p> <p><b>Part 2: Reflective Studies Examination in person (100%) (Hilary Term):</b> 2-hour essay-based examination; one essay/question to be answered from a choice of four.</p> <p><b>Date:</b> Assessment Week, Hilary Term</p>

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

**(Both components must be completed. No compensation across assessment components; 40% pass)**

<b>Module Name</b>	SLU44005 Counselling Principles and Practice
<b>ECTS Weighting</b>	5
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Direct hours</b> = 24 <b>Indicative hours</b> = 100
<b>Module Personnel</b>	<b>Module Co-ordinator:</b> Dr. Kathleen McTiernan <b>Lecturer:</b> Dr. Kathleen McTiernan and guest lecturers
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. Identify, compare and contrast the major theoretical frameworks in Counselling Psychology [PO 1,2]</p> <p>LO2. Outline the major theoretical perspectives and formulate their own congruent approach to working with clients based on empirical evidence and best practice principles</p> <p>LO3. Review and critically evaluate the mainstream counselling and therapeutic approaches (mainly psychodynamic, cognitive-behavioural and humanistic) as well as relevant theoretical issues encountered by counselling psychologists [PO 1,2]</p> <p>LO4. Gain insight into the practical and theoretical importance of Counselling Psychology in clinical settings [PO 5,6,8]</p> <p>LO5. Obtain training in generic counselling skills that reflects the ability to combine several counselling approaches and if necessary, to address issues that may arise in the clinical setting [PO 6]</p> <p>LO6. Apply counselling theory using a range of basic counselling strategies, techniques and assessment methods with clients in the speech &amp; language therapy setting [PO 4,6,8]</p>
<b>CORU Standards of Proficiency</b>	<p>Professional Autonomy and Accountability: 1.3; 1.20</p> <p>Communication, Collaborative Practice and Team Working: 2.4; 2.12; 2.13</p> <p>Safety and Quality: 3.1, 3.4</p> <p>Professional Development: 4.1, 4.2; 4.4</p> <p>Professional Knowledge and Skills: 5.16; 5.19</p>
<b>Module Learning Aims</b>	<ul style="list-style-type: none"> <li>○ 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</li> <li>○ To facilitate this, to review in-depth and critically evaluate the mainstream counselling and therapeutic approaches (mainly current psychodynamic, cognitive-behavioural and humanistic) as well as relevant theoretical issues encountered by counselling psychologists</li> <li>○ To obtain training in generic counselling skills and lectures on psychotherapy integration (assimilative or combining several theories)</li> <li>○ To understand developmental issues and life transition points as they apply to counselling and speech &amp; language therapy and be able to use a range of basic counselling strategies, techniques and assessment methods with clients in the speech &amp; language therapy setting</li> </ul>
<b>Module Content</b>	<ol style="list-style-type: none"> <li>a) Theories and approaches to counselling</li> <li>b) Structure of counselling situations</li> <li>c) Stages of the counselling relationship</li> <li>d) Development of counselling skills</li> <li>e) Applications in speech &amp; language therapy contexts</li> <li>f) Reflection and resilience</li> </ol>
<b>Recommended Reading List</b>	Reading list available on Blackboard

<b>Assessment Details</b>	<p><b>Two continuous assessment assignments</b></p> <ul style="list-style-type: none"> <li>○ <b>CA1 – Individual assignment</b> (10%): Reflective Log This is to provide evidence of continuous reflective practice through the regular weekly submissions of reflective logs. Weekly submission of logs is a criterion for the final grade. <i>Date due:</i> 12 noon, Friday of Teaching Week 11, Michaelmas Term</li> <li>○ <b>CA2 – Individual assignment</b> (90%): Essay (2,000 words) Details of the assessment for the module will be posted on Blackboard.</li> <li>○ <b>Date due:</b> 12 noon, Friday of Teaching Week 8, Michaelmas Term <b>(Both components must be completed. No compensation across assessment components; 40% pass)</b></li> </ul>
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<b>Module Name</b>	SLU44006 Practice Education 3
<b>ECTS Weighting</b>	10
<b>Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	Indicative hours = 200
<b>Module Personnel</b>	<p><b>Module Co-ordinator:</b> Sinead Kelly and Katie Burke (Practice Education Coordinators)</p> <p><b>Other personnel:</b> Regional Placement Facilitators, Practice Tutors, Practice Educators</p>
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. <b>Engage in reflection and reflective practice:</b> critically self-appraising and working to develop their own professional conduct and clinical competencies and responding to feedback received from practice educators [PO 1,2,5,6,8]</p> <p>LO2. <b>Demonstrate appropriate professional conduct and clinical competencies</b> at entry or plus level of the National Student Clinical Competencies [PO 1,2,4,5,6], in:</p> <ul style="list-style-type: none"> <li>▫ the clinical assessment of communication and swallowing disorders</li> <li>▫ the clinical planning and delivery of intervention of communication and swallowing disorders</li> </ul> <p>LO3. <b>Demonstrate appropriate professional conduct</b> and clinical competencies during all interactions with clients, team members and practice educators [PO 1,3,4,6]</p> <p>LO4. <b>Describe and adhere to clinical policies, procedures, protocols and guidelines</b> on professional conduct, health &amp; safety, infection control, risk management, data protection and child protection [PO 1,5].</p>
<b>CORU Standards of Proficiency</b>	<p>Professional Autonomy and Accountability: 1.1-1.20</p> <p>Communication, Collaborative Practice and Team Working: 2.1-2.16</p> <p>Safety and Quality: 3.1-3.14</p> <p>Professional Development: 4.1-4.6</p> <p>Professional Knowledge and Skills: 5.1; 5.3; 5.4; 5.5; 5.7; 5.8; 5.10; 5.11; 5.12; 5.14-5.21</p>
<b>Module Learning Aims</b>	<p>To provide students with opportunities to develop competency in assessment, diagnosis, planning, implementing and evaluating therapy programmes for clients with communication and/or swallowing difficulties to prepare them to work as new entrants to the profession. It allows students to:</p> <ul style="list-style-type: none"> <li>○ Apply knowledge and skills learned to the assessment, differential diagnosis and management of communication and swallowing disorders</li> <li>○ Generalise competencies developed with specific client groups to a range of client groups and disorders</li> <li>○ Apply the principles of assessment, intervention and service delivery to case management in a small caseload</li> <li>○ Understand the principles underlying speech &amp; language therapy practice in a range of service settings</li> </ul>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>a) Clinical briefings</li> <li>b) Clinical tutorials</li> <li>c) Professional Development Log (PDL)</li> <li>d) Practice education placement - Please note: <b>Block Placement:</b> 30 day JS placement during May/June (24 on-site days, 6 research days)</li> <li>e) Simulated Case Based Exercise</li> </ul> <p><i>[Note: Allocation of placements is based primarily on learning needs and gaps in experience to ensure students gain opportunities in a variety of settings with diverse client groups. Every effort is made to match students with suitable placement to maximise opportunities in the development of clinical competencies, this may entail travelling to clinical settings outside of the Dublin Region.]</i></p>
<b>Recommended Reading List</b>	Reading list available on Blackboard

<b>Assessment Details</b>	<p><b>Summer Block Practice Education Placement</b></p> <p><b>JS Summer Block Practice Education Placement</b></p> <ul style="list-style-type: none"> <li>○ <b>Continuous Assessment</b> (60%)—The mark awarded is based on continuous assessment on the National Student Clinical Competency Evaluation Form Level 2 (Transition). To pass: <ul style="list-style-type: none"> <li>▫ All 10 professional conduct competencies must be rated as acceptable</li> <li>▫ 12 or more out of a 15 rated clinical competencies must fall within the evident/plus range</li> </ul> </li> <li>○ <b>Simulated Case Based Exercise</b> (40%)-Student competency is assessed via a simulated case-based exercise in Michaelmas Term of SS year following the summer block placement between JS and SS. Full details will be posted on Blackboard. <b>Date</b>: Friday, Teaching Week 3, Michaelmas Term</li> </ul> <p><b>Professional Development Log (PDL) (Pass or Fail)</b> – relevant declarations, hours and reflective practice forms as per PE3 PDL Checklist.</p> <p><b>Date due:</b> Within one week of completing placement</p> <p><b>(All components must be completed; no compensation across assessment components; 40% pass)</b></p>
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<b>Module Name</b>	SLU44007 Practice Education 4
<b>ECTS Weighting</b>	10
<b>Term Taught</b>	Hilary Term
<b>Contact Hours</b>	<b>Indicative hours = 200</b>
<b>Module Personnel</b>	<p><b>Module Co-ordinator:</b> Katie Burke and Sinéad Kelly, Practice Education Coordinators</p> <p><b>Examiners:</b> Dr. Caroline Jagoe, Dr. Julie Regan, Dr. Yvonne Lynch, Dr. Ciaran Kenny, Éadaoin Flynn, Dr Amy Connery, Dr. Paul Conroy, Regional Placement Facilitators, Practice Tutors, Practice Educators</p>
<b>Learning Outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <p>LO1. Engage in reflective practice, applying self-appraisal to develop professional conduct and clinical competence and responding to feedback received from practice educators [PO 1, 5, 6, 8]</p> <p>LO2. Demonstrate appropriate professional conduct and clinical competencies, at entry or plus level in the National Student Clinical Competencies, in the management of communication and feeding, eating, drinking and swallowing disorders [PO 1, 2, 3, 4, 5]</p> <p>LO3. Demonstrate appropriate professional conduct and clinical competencies during all interactions with practice educators, clients and their families and all other relevant stakeholders [PO 1, 2, 3, 4, 5]</p> <p>LO4. Describe and adhere to clinical policies, procedures, protocols and guidelines on professional conduct, health and safety, infection control, risk management, data protection and child protection</p>
<b>CORU Standards of Proficiency</b>	<p>Professional Autonomy and Accountability: 1.1-1.20</p> <p>Communication, Collaborative Practice and Team Working: 2.1-2.16</p> <p>Safety and Quality: 3.1-3.14</p> <p>Professional Development: 4.1-4.6</p> <p>Professional Knowledge and Skills: 5.1; 5.3; 5.4; 5.5; 5.7; 5.8; 5.10; 5.11; 5.12; 5.14-5.21</p>
<b>Module Learning Aims</b>	<p>To provide students with opportunities to develop competency in assessment, diagnosis, planning, implementing and evaluating therapy programmes for clients with communication and/or swallowing difficulties to prepare them to work as new entrants to the profession. It allows students to:</p> <ul style="list-style-type: none"> <li>o Apply knowledge and skills learned to the assessment, differential diagnosis and management of communication and swallowing disorders</li> <li>o Generalise competencies developed with specific client groups to a range of client groups and disorders</li> <li>o Apply the principles of assessment, intervention and service delivery to case management in a small caseload</li> <li>o Understand the principles underlying speech &amp; language therapy practice in a range of service settings</li> </ul>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>a) Clinical briefings</li> <li>b) Clinical tutorials and workshops</li> <li>c) Professional Development Log (PDL)</li> <li>d) 40 day block practice education placement in Hilary Term (4 on-site clinic days and 1 research day each week). Induction is arranged locally in January, 2026.</li> <li>e) Single Station OSCE</li> </ul>

	<p><b>[Note:</b> Allocation of placements is based primarily on learning needs and gaps in experience to ensure students gain opportunities in a variety of settings with diverse client groups. Every effort is made to match students with suitable placement to maximise opportunities in the development of clinical competencies, this may entail travelling to clinical settings outside of the Dublin Region.]</p>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Assessment Details</b>	<p><b>Continuous Assessment</b> Pass/fail– The mark awarded is based on the student’s developing competencies demonstrated during the placement. It should reflect a formal evaluation on the National Student Clinical Competency Evaluation Form Level 3 (Entry) in the middle and at the end of the placement.</p> <p>To pass:</p> <ul style="list-style-type: none"> <li>○ All 10 professional conduct competencies must be rated as acceptable</li> <li>○ 16 or more out of all 20 clinical competencies must fall within the evident/plus range</li> </ul> <p><b>Clinical Exam</b> 50% – The exam is conducted on the clinical placement by the Practice Educator and a Regional Placement Facilitator/Practice Tutor (or their nominated representative), and/or a member of the academic clinical staff. The student’s competency is evaluated during an assessment of a new client whilst on placement followed by a written report and Viva Voce. Full details are available in the Practice Education Handbook.</p> <p><b>Marking:</b> 40% pass mark</p> <p><b>Date:</b> After a minimum of 16 clinical placement days. Before the exam, students are provided with formative feedback from a ‘trial’ clinical exam.</p> <p><b>Single Station Objective Structured Clinical Exam (OSCE)</b> (50%) Student demonstration of Entry level competency is directly assessed by the Practice Education Team via Single Station OSCE. Details of the assessment will be posted on Blackboard.</p> <p><b>Date:</b> Week 12 of Hilary Term.</p> <p><b>Professional Development Log (PDL)</b> (Pass/Fail)</p> <p>The PDL is evaluated for accuracy, completeness and overall presentation. Students must submit their PDL in full by the specified deadline to pass the module.</p> <p><b>Date due:</b> 12 noon, Friday of teaching Week 12, Hilary term Submitted to Blackboard</p> <p><b>[Note:</b> Students who pass the continuous assessment (CA) component but who fail the clinic exam component will carry the CA mark to the additional placement. Students are then required to demonstrate a pass standard for continuous assessment on the additional placement prior to proceeding to the supplementary clinical exam.]</p> <p><b>(no compensation across assessment components; 40% pass)</b></p>