



**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**  
MSc Clinical Speech and Language Studies  
Postgraduate Diploma (Dysphagia)

**2022-2023**

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## Programme Outcomes (MSc and PG Diploma)

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

On successful completion of the programme, graduates should demonstrate:

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

## SL7014 Research Methods 1

<b>Module Code</b>	<b>SL7014</b>
<b>Module Name</b>	<b>Research Methods 1</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Contact hours:</b> 20 <b>Indicative hours:</b> 200 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Ciarán Kenny
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: 1. Demonstrate a fundamental knowledge of principles of different quantitative research methodologies and an understanding of the advantages and disadvantages of specific approaches. (Programme Outcome 3) 2. Appraise measurement issues in research design (e.g. data normality, handling missing data) (Programme Outcome 3, 4) 3. Recognise basic statistical procedures and demonstrate understanding of both descriptive and inferential statistics. (Programme Outcome 3) 4. Apply appropriate quantitative methodology to clinical research (Programme Outcome 3, 4) 5. Critically appraise statistical analysis and reporting within published quantitative research. (Programme Outcome 2, 6).
<b>Module Learning Aims</b>	The purpose of this module is to revise the key components of quantitative research methods, focusing specifically on: principles of different quantitative experimental research methodologies; good study design; issues in data collection; skills required for data analysis and reporting.
<b>Module Content</b>	Methods of teaching include lectures and lab-based workshops using statistical software. Topics include: <ul style="list-style-type: none"> <li>• Key concepts in quantitative research design.</li> <li>• Formulating statistically testable hypotheses.</li> <li>• Calculating sample size and performing power calculations.</li> <li>• Describing data and data analysis: hypothesis testing, descriptive, inferential, and multivariate statistics.</li> <li>• Interpreting and reporting statistical information in published research.</li> <li>• Using statistical analysis software.</li> </ul>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre-requisites</b>	Not Applicable
<b>Module Co-requisites</b>	Not Applicable
<b>Assessment Details</b> Details@I-MOD-ASSM	Statistics assignment (100%; Michaelmas Term).

## SL7015 Research Methods 2

<b>Module Code</b>	<b>SL7015</b>
<b>Module Name</b>	<b>Research Methods 2</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	All Year
<b>Contact Hours</b>	<b>Contact Hours:</b> 21 <b>Indicative Hours:</b> 200 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Ciarán Kenny <b>Module contributors:</b> Dr Duana Quigley, Prof Geraldine Foley, external lecturers
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: 1. Interpret qualitative research methodologies and strategy, critically reflecting on the characteristics of good qualitative study design. (Programme Outcome 3) 2. Recognise principles of different qualitative research methodologies and the advantages and disadvantages of these different approaches. (Programme Outcome 3) 3. Evaluate data collection procedures and apply the principles of qualitative data analysis to clinical research in an appropriate scholarly and ethical manner. (Programme Outcome 3) 4. Critically appraise analysis of qualitative data and reporting within published clinical research. (Programme Outcome 3)
<b>Module Learning Aims</b>	The purpose of this module is to revise the principles of qualitative methodologies, identify what comprises good study design, examine issues in data collection, and to develop the skills required for data management and production of high-quality qualitative research
<b>Module Content</b>	Methods of teaching used include lectures and hands-on practical workshops. Topics include: <ul style="list-style-type: none"> <li>• Revision of qualitative research methods.</li> <li>• Understanding design, data collection and data analysis as they apply to qualitative research.</li> <li>• Identifying an appropriate qualitative design relevant to a research question/aim.</li> <li>• Implementing common types of qualitative analysis skills (e.g. content, thematic analysis).</li> </ul>
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre-requisites</b>	Not Applicable
<b>Module Co-requisites</b>	Not Applicable
<b>Assessment Details Details@I-MOD-ASSM</b>	Qualitative research scenario presentation (100%; Hilary Term).

## SL7016 Research Methods 3

<b>Module Code</b>	<b>SL7016</b>
<b>Module Name</b>	<b>Research Methods 3</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	All year
<b>Contact Hours</b>	<b>Contact Hours:</b> 21 <b>Indicative Hours:</b> 200 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Órla Gilheaney <b>Module contributors:</b> Professor Ciarán Kenny, external lecturers
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: 1. Formulate a well-built research question in specific topic areas. (Programme Outcome 1, 2) 2. Differentiate between different types of research designs and methods, and understand which of these are most appropriate to answer research questions. (Programme Outcome 2, 3, 4) 3. Demonstrate knowledge and skill in the processes and practices of ethics in research-related activities pertinent to human communication and swallowing. (Programme Outcome 1) 4. Critically reflect on their own moral reasoning competencies, personal ethical stance and approaches to resolution of ethical dilemmas. (Programme Outcome 1, 3, 4) 5. Interpret ethical issues surrounding human research and experimentation, specifically the consent process and apply as relevant to their own research area. (Programme Outcome 4) 6. Critically evaluate ethical issues involved in research design. (Programme Outcome 3, 4)
<b>Module Learning Aims</b>	The purpose of this module is to develop core skills in identification and formulation of clinical research questions and supporting hypotheses. Students taking this module will identify research methods suitable to their own research proposals. This module also broadly examines the processes, practices and implementation of ethical behaviour in research-related activities in the areas of human communication and swallowing.
<b>Module Content</b>	Methods of teaching used include lectures, problem-solving tutorials, debate-driven exercises, and practical workshops. Topics include: • An overview of different types of research (e.g. quantitative, qualitative, mixed-methods) and research design (e.g. observational versus experimental, simple versus complex interventions). • Ethical issues involved in designing and implementing clinical research.
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre requisites</b>	Not Applicable
<b>Module Co-requisites</b>	Not Applicable
<b>Assessment Details Details@I-MOD-ASSM</b>	<b>Assignment 1:</b> Research Proposal (50%; Michaelmas Term for full-time students, Hilary Term for part-time students). <b>Assignment 2:</b> Ethics Assignment: Group Debate – Oral Presentation (50%; Hilary Term).

## SL7025 Reflective Practice: Assessment

<b>Module Code</b>	<b>SL7025</b>
<b>Module Name</b>	<b>REFLECTIVE PRACTICE: ASSESSMENT</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Contact Hours:</b> 21 <b>Indicative Hours:</b> 200 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Ciarán Kenny <b>Module contributors:</b> Professor Margaret Walshe, external lecturers
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: 1. Appraise the role of reflective practice in professional development with specific application to working in the area of dysphagia (feeding, eating, drinking, and swallowing disorders). (Programme Outcome 1, 6) 2. Critically reflect on clinical reasoning skills and the process of decision making in formulating a differential diagnosis and planning assessment of dysphagia. (Programme Outcome 1, 6) 3. Reflect on clinical reasoning skills and the process of clinical decision making in selecting appropriate assessments for people with dysphagia. (Programme Outcome 1, 6) 4. Critically consider the challenges presenting in the area of dysphagia assessment in clinical practice (e.g. service delivery models, lack of resources, etc.), their influence on practice and possible solutions to these challenges. (Programme Outcome 1, 6) 5. Incorporate reflective practice into clinical work considering personal clinical decision-making practices, knowledge, care processes and outcomes with specific focus on assessment procedures. (Programme Outcome 1, 6)
<b>Module Learning Aims</b>	This specialist module is directed at postgraduate students who wish to extend their knowledge, skills and clinical expertise in the area of dysphagia. It expands clinical professional development in the area of dysphagia with a specific focus on reflective clinical practice.
<b>Module Content</b>	This module will focus on assessment in the area of dysphagia. Lectures, tutorials and workshops will be delivered by CSLS staff, and outside clinical specialists within the profession of speech and language therapy. In the weeks off-site, students are expected to carry out self-directed learning on specific topics and complete a reflective log.
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre requisites</b>	Not Applicable
<b>Module Co-requisites</b>	SL7018
<b>Assessment Details Details@I-MOD-ASSM</b>	Reflective Practice: Assessment product (100%; Michaelmas Term).



## SL7026 Reflective Practice: Intervention

<b>Module Code</b>	<b>SL7026</b>
<b>Module Name</b>	<b>REFLECTIVE PRACTICE: INTERVENTION</b>
<b>ECTS Weighting</b>	10
<b>Semester/Term Taught</b>	Michaelmas Term
<b>Contact Hours</b>	<b>Contact Hours:</b> 21 <b>Indicative Hours:</b> 200 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Ciarán Kenny <b>Module contributors:</b> Professor Margaret Walshe, external lecturers
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: 1. Critically reflect on clinical reasoning skills and the process of decision making in formulating intervention and management plans in the area of dysphagia (feeding, eating, drinking, and swallowing disorders). (Programme Outcome 1, 6) 2. Reflect on clinical reasoning skills and the process of decision making in devising intervention programmes and management planning for individuals with dysphagia. (Programme Outcome 1, 6) 3. Critically reflect on the challenges present in the area of dysphagia management in clinical practice (e.g. service delivery models, lack of resources, etc.), their influence on practice and consider possible solutions to these challenges. (Programme Outcome 1, 6) 4. Incorporate reflective practice into clinical work considering personal clinical decision-making practices, knowledge, care processes and outcomes with specific focus on intervention programmes and management procedures in dysphagia. (Programme Outcome 1, 6)
<b>Module Learning Aims</b>	This specialist module is an extension of the Advanced Clinical Skills: Assessment Module (SL7025). It directed at postgraduate students who wish to extend their knowledge and clinical expertise in the area of dysphagia. It expands clinical professional development in the area of dysphagia with a specific focus on reflective clinical practice. This specific module will focus on intervention in dysphagia.
<b>Module Content</b>	Lectures, tutorials and workshops will be delivered by CSLS staff, outside clinical specialists within the profession of speech and language therapy. In the weeks off-site, students are expected to carry out self-directed learning on topics and complete a reflective log.
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre requisites</b>	SL7025
<b>Module Co-requisites</b>	SL7018
<b>Assessment Details</b> <b>Details@I-MOD-ASSM</b>	Reflective Practice: Intervention product (100%; Hilary Term).

## SL7028 Clinical Evidence Based Practice

<b>Module Code</b>	<b>SL7028</b>
<b>Module Name</b>	<b>Clinical Evidence Based Practice</b>
<b>ECTS Weighting</b>	<b>10</b>
<b>Semester/Term Taught</b>	Michaelmas and Hilary Terms
<b>Contact Hours</b>	<b>Contact hours:</b> 27 <b>Indicative hours:</b> 200 (including contact hours, self-directed learning, assignment work).
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Margaret Walshe <b>Module contributors:</b> Ms Isolde Harpur, external lecturers
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to 1. Critically interpret the principles underlying evidence based practice, with reference to communication and swallowing disorders. (Programme Outcome 1) 2. Recognise the importance of knowledge transfer, knowledge translation and implementation science in the field of communication and swallowing disorders. (Programme Outcome 1, 5, 6) 3. Retrieve high quality evidence relevant to specialist area using scientific literacy skills. (Programme Outcome 1, 2, 6) 4. Grade research evidence and methodological quality of research according to established grading systems. (Programme Outcome 1, 3) 5. Extend skills in critical analysis of published research literature across a range of methodologies (qualitative and quantitative). (Programme Outcome 1, 3) 6. Continuously integrate EBP into clinical decision making. (Programme Outcome 1)
<b>Module Learning Aims</b>	The purpose of this module is to explore the key skills involved in the application of evidence to clinical practice. The principles and application of EBP in general and in clinical specialist areas are considered. The module aims to introduce students to the field of implementation science and encourage reflection on the challenges and solutions to implementing evidence based healthcare. The student's skills in critical analysis of literature are extended across a range of methodologies in this module. There is an emphasis on the application of EBP to research as well as into clinical practice.
<b>Module Content</b>	The module covers the following content: 1. Foundation skills in EBP 2. Application of evidence to clinical practice and in clinical specialist areas. 3. Clinical audit and its role in EBP 4. Implementation science with reflection on the challenges and solutions to implementing evidence based healthcare. 5. Skills in the critical analysis of literature extending across a range of methodologies
<b>Recommended Reading List</b>	Reading list available on Blackboard
<b>Module Pre requisites</b>	Not Applicable
<b>Module Co-requisites</b>	Not Applicable
<b>Assessment Details</b>	Critical Analysis of Literature: Quantitative Methodology (100%; Hilary Term).



## SL7029 Advanced Clinical Skills: Dysphagia

<b>Module Code</b>	<b>SL7029</b>
<b>Module Name</b>	<b>Advanced Clinical Skills: Dysphagia</b>
<b>ECTS Weighting</b>	20
<b>Semester/Term Taught</b>	All Year
<b>Contact Hours</b>	<b>Contact Hours:</b> 90 <b>Clinical Hours:</b> 80 <b>Indicative hours:</b> 400 (including contact hours, clinical hours, self-directed learning, assignment work)
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Margaret Walshe <b>Module contributors:</b> Professor Julie Regan, Professor Ciarán Kenny, Professor Órla Gilheaney, external lecturers
<b>Learning Outcomes</b>	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate current models of dysphagia assessment and appraise their role in understanding the nature of dysphagia (feeding, eating, drinking and swallowing disorders) across the lifespan (Programme Outcome: 1,2)</li> <li>2. Recognise anatomical landmarks and interpret endoscopic and videofluoroscopic images presenting in non-complex medical conditions (Programme Outcome: 1)</li> <li>3. Critically reflect on theoretical models of intervention and their application to dysphagia (Programme Outcome: 1)</li> <li>4. Demonstrate awareness of models of disability and specific counselling approaches and their application to the management of people with dysphagia (Programme Outcome: 1)</li> <li>5. Work independently with individuals with dysphagia associated with non-complex conditions (Programme Outcome: 1)</li> <li>6. Demonstrate knowledge of the scope of practice in dysphagia and recognise the role of the speech and language therapist within the multidisciplinary team (Programme Outcome: 1)</li> <li>7. Recognise local and professional legal and ethical obligations in dysphagia (Programme Outcome: 1)</li> <li>8. Critically reflect on the evidence base for dysphagia intervention, identifying areas of research within a specific topic area (Programme Outcome, 1,2,3,5,6)</li> </ol>
<b>Module Learning Aims</b>	This purpose of this clinical specialist module is to extend students' knowledge and clinical expertise in the area of dysphagia across the lifespan. It aims to build on students' existing knowledge base in dysphagia.
<b>Module Content</b>	The module is delivered through a mixture of formal lectures, case presentations, small group tutorials, case-based and problem-based learning. Lectures will be delivered by CSLS staff, international experts and outside clinical specialists within the profession of speech and language therapy, and staff from other specialist areas. In the weeks off-site, students are expected to carry out self-directed learning on topics provided by the lecturers. See Blackboard for further information.
<b>Recommended Reading List</b>	Indicative resources are available on Blackboard
<b>Module Pre-requisites</b>	Recognised qualification in speech and language therapy and foundation level dysphagia theory and practice at undergraduate level.
<b>Module Co-requisite</b>	Not applicable
<b>Assessment Details</b>	(a) Summative: Student performance is evaluated through continuous assessment. Students who have not completed a qualifying course in dysphagia must also complete

<b>Details@I-MOD-ASSM</b>	<p>and pass a clinical practice component involving both direct and indirect clinical supervision.</p> <p>Students who present proof to the course coordinator that they have completed an introductory course in dysphagia, which involved a clinical component and supervised practice, or who are considered by their relevant speech and language therapy professional body to be qualified to work in dysphagia on graduation are exempt from 40 hours supervised practice, but they must complete the unsupervised component. Detailed requirements are available on Blackboard.</p> <p>(b) Formative: Students will receive formative feedback on all assignments. ‘One minute feedback’ may be used to monitor students’ learning at the end of some lecture sessions. Formative feedback will be provided along with summative feedback on case presentations and clinical scenario assignments.</p> <p><b>Assignment 1:</b> Clinical scenario: oral case presentation, assessment focus (16%; Michaelmas Term).</p> <p><b>Assignment 2:</b> Case presentation: oral case presentation, intervention focus (34%; Hilary Term).</p> <p><b>Assignment 3:</b> Analysis of clinical data: written case management assignment (50%; Hilary Term).</p> <p><b>Assignment 4:</b> Clinical Portfolio: (0%, but compulsory; Hilary Term).</p> <p><u>Clinical Portfolio</u></p> <p>Students must compile a clinical portfolio over the academic year. This portfolio should include copies of Assignments 1, 2 and 3, as well as reflections on learning from these assignments. The portfolio should also contain a log of clinical hours completed, as well as evidence of any continuous professional development courses completed during the academic year. See Blackboard for further information and direction on these components.</p>
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## SL7030 Advanced Clinical Skills: Voice

<b>Module Code</b>	<b>SL7030</b>
<b>Module Name</b>	<b>Advanced Clinical Skills: Voice</b>
<b>ECTS Weighting</b>	20
<b>Semester/Term Taught</b>	All Year
<b>Contact Hours</b>	<b>Contact hours:</b> 90 <b>Clinical hours:</b> 80 <b>Indicative hours:</b> 400 (including contact hours, clinical hours, self-directed learning, assignment work)
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Ciarán Kenny <b>Module contributors:</b> Dr Irena Yanushevskaya, external lecturers
<b>Learning Outcomes</b>	On successful completion of this module, students will be able to: <ol style="list-style-type: none"> <li>1. Apply advanced specialist knowledge to the key concepts and theories relating to voice and voice disorders. (Programme Outcome 1)</li> <li>2. Evaluate content, context and processes of voice and voice disorders and engage critically with this knowledge base to make informed professional judgements in diverse situations. (Programme Outcome 1, 2, 6)</li> <li>3. Apply their existing scientific literacy skills to issues of diagnostics and intervention in voice. (Programme Outcome 1, 2)</li> <li>4. Explain and evaluate the processes used in discipline related research and integrate research principles into evidence based clinical practice. (Programme Outcome 2, 3, 4, 6)</li> </ol>
<b>Module Learning Aims</b>	This purpose of this clinical specialist module is to extend students' knowledge and clinical expertise in the area of voice across the lifespan. It aims to build on students' existing knowledge base in voice.
<b>Module Content</b>	This module will be delivered through a mixture of formal lectures, case presentations, small group tutorials, case-based learning and problem-based learning. Lectures will be delivered by CSLS staff, outside clinical specialists within the profession of speech and language therapy, and staff from other specialist areas. In the weeks off-site, students are expected to carry out self-directed learning on topics provided by the lecturers. See Blackboard for further information.
<b>Recommended Reading List</b>	Indicative resources available on Blackboard
<b>Module Pre-requisites</b>	Recognised qualification in speech and language therapy and foundation level voice theory and practice at undergraduate level.
<b>Module Co-requisite</b>	Not applicable
<b>Assessment Details Details@I-MOD-ASSM</b>	<b>Assignment 1:</b> Clinical scenario: oral case presentation, assessment focus (16%; Michaelmas Term).  <b>Assignment 2:</b> Case presentation: oral case presentation, intervention focus (34%; Hilary Term).  <b>Assignment 3:</b> Analysis of clinical data: written case management assignment (50%; Hilary Term).  <b>Assignment 4:</b> Clinical Portfolio: (0%, but compulsory; Hilary Term).

	<p><u>Clinical Portfolio</u></p> <p>Students must compile a clinical portfolio over the academic year. This portfolio should include copies of Assignments 1 and 2, as well as reflections on learning from these assignments. The portfolio should also contain a log of clinical hours completed, as well as evidence of any continuous professional development courses completed during the academic year. See Blackboard for further information and direction on these components.</p>
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## SL7031 Advanced Clinical Skills: AAC

<b>Module Code</b>	<b>SL7031</b>
<b>Module Name</b>	<b>Advanced Clinical Skills: AAC</b>
<b>ECTS Weighting</b>	20
<b>Semester/Term Taught</b>	All Year
<b>Contact Hours</b>	<b>Contact Hours:</b> 90 <b>Clinical Hours:</b> 80 <b>Indicative hours:</b> 400 (including contact hours, clinical hours, self-directed learning, assignment work)
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Yvonne Lynch <b>Module contributors:</b> Professor Martine Smith, external lecturers
<b>Learning Outcomes</b>	<p>On successful completion of this module, students should demonstrate:</p> <ol style="list-style-type: none"> <li>1. The ability to critical apply specialist knowledge in the area of augmentative and alternative communication to support the communication of individuals with complex communication needs (programme outcome 1, 5)</li> <li>2. Critically evaluate of theories of communication as they apply to individuals with complex communication needs (programme outcome 1, 5)</li> <li>3. The ability to evaluate the literature relating to Evidence Based Practice in assessment and intervention with clients with complex communication needs and apply this knowledge in client management (programme outcome 1, 2, 5)</li> <li>4. The skills required to carry out an in-depth assessment of a client who may need to use augmentative or alternative communication (AAC) (programme outcome 1, 5)</li> <li>5. The ability to develop, rationalize, implement and evaluate a management programme to support a client using AAC (programme outcome 1, 5)</li> <li>6. Critical evaluation of the operational and linguistic demands of a range of aided communication systems (programme outcome 1, 5)</li> <li>7. Critical evaluation the social and strategic demands of multimodal communication (programme outcome 1, 5)</li> <li>8. Application of appropriate models of disability and specific counselling approaches to the management of a client who uses AAC. (programme outcome 1, 5)</li> <li>9. Critical reflection on the evidence base for AAC management and related interventions, identifying areas of research within a specific topic area (programme outcome 1, 3, 4, 5)</li> </ol>
<b>Module Learning Aims</b>	This purpose of this clinical specialist module is to extend students' knowledge and clinical expertise in the area of AAC across the lifespan. It aims to build on students' existing knowledge base in AAC.
<b>Module Content</b>	This module will be delivered through a mixture of formal lectures, case presentations, seminars and tutorials, case-based learning and problem-based learning. Lectures will be delivered by CSLS staff, outside clinical specialists within the profession of speech and language therapy, and staff from other specialist areas. In the weeks off-site, students are expected to carry out self-directed learning on topics provided by the lecturers. See Blackboard for further information.
<b>Recommended Reading List</b>	Indicative resources available on Blackboard
<b>Module Pre-requisite</b>	Recognised qualification in speech and language therapy and foundation level AAC theory and practice at undergraduate level.
<b>Module Co Requisite</b>	Not applicable
<b>Assessment Details</b>	<b>Assignment 1:</b> Clinical scenario: oral case presentation, assessment focus (16%; Michaelmas Term).

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ASSM**

**Assignment 2:**

Case presentation: oral case presentation, intervention focus (34%; Hilary Term).

**Assignment 3:**

Analysis of clinical data: written case management assignment (50%; Hilary Term).

**Assignment 4:**

Clinical Portfolio: (0%, but compulsory; Hilary Term).

Clinical Portfolio

Students must compile a clinical portfolio over the academic year. This portfolio should include copies of Assignments 1 and 2, as well as reflections on learning from these assignments. The portfolio should also contain a log of clinical hours completed, as well as evidence of any continuous professional development courses completed during the academic year. See Blackboard for further information and direction on these components.



## SL8001 Dissertation

<b>Module Code</b>	<b>SL8001</b>
<b>Module Name</b>	<b>Dissertation</b>
<b>ECTS Weighting</b>	30
<b>Semester/Term Taught</b>	All year
<b>Contact Hours</b>	<b>Contact Hours:</b> 80 <b>Indicative Hours:</b> 600 (including contact hours, self-directed learning, assignment work)
<b>Module Personnel</b>	<b>Module coordinator:</b> Professor Ciarán Kenny <b>Module contributors:</b> Professor Margaret Walshe, Professor Órla Gilheaney, Professor Julie Regan, Professor Yvonne Lynch, external lecturers
<b>Learning Outcomes</b>	On successful completion of this course, students will be able to: 1. Conduct a thorough review of the literature in the chosen area of research, critically reflecting on the current knowledge base and formulating a theoretical framework relating to the topic of interest. (Programme Outcomes 1, 2, 6) 2. Formulate clear, concise research aims/questions and hypotheses, considering the available methodology to address the research question and provide a rationale for the chosen methodology. (Programme Outcome 3) 3. Design a small scale research project in their chosen specialist area integrating knowledge on ethics, research methodology and current research evidence. (Programme Outcome 4) 4. Apply skills in data collection relevant to the research project and apply principles of data management; integrating concepts, information and techniques relevant to research methodology. (Programme Outcomes 3, 4) 5. Write a dissertation on the research project integrating knowledge of scientific writing conventions. (Programme Outcomes 1, 2, 3, 5) 6. Discuss their research confidently with peers and colleagues. (Programme Outcome 5) 7. Prepare a research article and/or poster for submission to a recognised periodical/journal/conference. (Programme Outcomes 1, 2, 5, 6)
<b>Module Learning Aims</b>	This module prepares students to rigorously structure their research project. Students will then transform their research project into a cohesive and coherent dissertation. Dissertations will reflect a high standard of writing and will advance knowledge in the area.
<b>Module Content</b>	Research project development and production of a dissertation will be facilitated through: <ul style="list-style-type: none"> <li>• Collaborative identification of research topics and proposals.</li> <li>• Classroom discussion about potential pitfalls and advantages involved in chosen research project designs.</li> <li>• Individual meetings with research supervisors.</li> <li>• Workshops on data preparation, referencing, and writing skills.</li> <li>• Lectures and workshops on dissertation structure.</li> <li>• Identification of avenues for project dissemination</li> </ul>
<b>Recommended Reading List</b>	Indicative resources available on Blackboard
<b>Module Pre-requisite</b>	SL7014 SL7015, SL7016, SL7028 plus one of the following modules SL7029; SL7030; SL7031
<b>Module Co Requisite</b>	N/A
<b>Assessment Details</b>	<b>Assignment 1:</b>

	<p>Dissertations (100%) must be submitted by the end of Trinity Term (see submission due date on Blackboard). These are graded as Pass, Pass with Distinction, or Fail. Students will receive formative feedback on draft chapters of the dissertation.</p> <p><b>Assignment 2:</b> Article for publication or poster for conference presentation (0%, but compulsory). See submission due date on Blackboard.</p>
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