CLINICAL SPEECH AND LANGUAGE STUDIES

JUNIOR FRESHMAN MODULE HANDBOOK 2016-2017
Term Dates

**Michaelmas Term:**

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

**Hilary Term:**

Week 20  
9th January – 13th January 2017  –  Pre-School visits

Weeks 21 – 32  
16th January – 7th April 2017  –  Teaching

**Trinity Term:**

Week 33 – 35  
10th April – 28th April 2017  –  Revision weeks

Week 36 – 39  
1st May – 26th May 2017  –  Annual exam period

PLEASE NOTE ABOVE WEEKS / DATES FOR SUBMISSION OF ASSIGNMENTS

**NB**

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

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

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

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

1. Behaves with honesty and integrity before, during and after practice placements in all placement-related matters.

2. Demonstrates respect for the rights and dignity of all through professional communication with clients, families and relevant professions.

3. Carries out duties in a professional and ethical manner complying with professional codes of conduct and ethics.

4. Manages health and well-being to ensure both performance and judgement are appropriate for practice.

5. Demonstrates respect for the supervisory process by seeking and responding to feedback.

6. Engages in reflection and reflective practice; critically self-appraising and working to develop own professional competencies.

7. Demonstrates effective time management i.e. meeting deadlines and punctuality.

8. Adheres to all legislation related to data protection, confidentiality and informed consent

9. Adheres to placement provider’s policies, procedures, protocols and guidelines in areas such as health and safety, infection control, record keeping, risk management, etc.

10. Presents an appropriate personal appearance conforming and adhering to all practice placement policies regarding dress code, jewellery and cosmetics.
**CORU DOMAINS**

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

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

**DOMAIN 2: INTERPERSONAL AND PROFESSIONAL RELATIONSHIPS**

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

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<td>Graduates will</td>
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<td><strong>3.1</strong></td>
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</table>
| Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion. | a) Be aware of, understand and modify communication to address the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community, other ethnic groups and socio-economic status.  
   b) Be able to select, move between and use appropriate forms of verbal and non-verbal communication, including listening skills, with service users and others.  
   c) Demonstrate the ability to produce clear, concise and objective written communication and reports that are appropriate for the intended readers.  
   d) Demonstrate an appropriate use of information technology relevant for speech and language therapy practice.  
   e) Understand the importance of and demonstrate effective communication with other colleagues (inter-disciplinary communication).  
   f) Understand the need to provide service users (or people acting on their behalf) with the information necessary in an appropriate format to enable them to make informed decisions.  
   g) Understand the need to use an appropriate interpreter to assist patients/clients/service users where necessary. |
| **3.2**                 |                     |
| Understand the need for effective communication throughout the care of the service user | a) Recognise the need to use interpersonal skills to facilitate the active participation of service users.  
   b) Demonstrate competence in presenting professional judgements and information in a variety of contexts including when conflict and resistance may arise. |

### Domain 4: Personal and Professional Development

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

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

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

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

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

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

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

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

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

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

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

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

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

### 5.7 Implement best practice in record management.

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

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

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

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

### DOMAIN 6: KNOWLEDGE, UNDERSTANDING AND SKILLS

<table>
<thead>
<tr>
<th>Standard of Proficiency</th>
<th>Specific Indicators</th>
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<tr>
<td><strong>Graduates will</strong></td>
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#### 6.1 Know and understand the key concepts of the bodies of knowledge which are relevant to the profession and demonstrate the ability to apply knowledge to normal and impaired communication at both theoretical and practical levels.

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

<table>
<thead>
<tr>
<th>Week 5 26th Sept</th>
<th>Course</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Anatomy</td>
<td>Clinical practice</td>
<td>LMS</td>
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<tr>
<td>Phonetics</td>
<td>Physiology</td>
<td>Preclinical skills</td>
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<tr>
<td>Psychology</td>
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<tr>
<td>Spot</td>
<td>Log</td>
<td>1 essay</td>
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<td></td>
<td>Regular tests</td>
<td>(starts week 10)</td>
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<td>2 CA summative assignments + 2 formative assignments</td>
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<td>2 assignments (20 hrs each)</td>
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<tr>
<th>Week 6 3rd Oct</th>
<th>Course</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Anatomy</td>
<td>LMS</td>
<td>Phonetics</td>
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<td></td>
<td>Preclinical skills</td>
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<td></td>
<td>Psychology</td>
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<tr>
<td>PBL Problem Resolution</td>
<td>Formative Assessment</td>
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<thead>
<tr>
<th>Week 7 10th Oct</th>
<th>Course</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Anatomy</td>
<td>LMS</td>
<td>Phonetics</td>
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<td></td>
<td>Preclinical skills</td>
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<td></td>
<td>Psychology</td>
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<tr>
<td>Introductory PBL Assignment</td>
<td>(Formative Assessment)</td>
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<tr>
<th>Week 8 17th Oct</th>
<th>Course</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Anatomy</td>
<td>LMS</td>
<td>Phonetics</td>
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<td></td>
<td>Preclinical skills</td>
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<tr>
<td></td>
<td>Psychology</td>
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<tr>
<td>Service Location Report</td>
<td>(Formative assessment)</td>
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<thead>
<tr>
<th>Week 9 24th Oct</th>
<th>Course</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Anatomy</td>
<td>Clinical practice</td>
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<td>Preclinical skills</td>
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<td>Phonetics</td>
<td>Fluency /Voice</td>
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* Station based practical format [SBP] or ‘Spot’
| Week 12 | 14\(^{th}\) Nov | Anatomy  
Clinical practice  
LMS  
Phonetics  
Physiology  
Preclinical skills  
Psychology |  | Week 28  
6\(^{th}\) March | Anatomy  
Intro to CHILDES  
Intro to Syntax  
Physiology  
Fluency /Voice  |
| --- | --- | --- | --- | --- | --- |
| Week 13 | 21\(^{st}\) Nov | Anatomy  
Clinical practice  
LMS  
Phonetics  
Physiology  
Preclinical skills  
Psychology |  | Week 29  
13\(^{th}\) March | Anatomy  
Intro to CHILDES  
Intro to Syntax  
Fluency /Voice  |
| Week 14 | 28\(^{th}\) Nov | Anatomy  
Clinical practice  
LMS  
Phonetics  
Physiology  
Preclinical skills  
Psychology |  | Week 30  
20\(^{th}\) March | Anatomy  
Intro to CHILDES  
Intro to Syntax  
Fluency /Voice  |
| Week 15 | 5\(^{th}\) Dec | Clinical practice  
LMS  
Phonetics  
Physiology  
Preclinical skills  
Psychology |  | Week 31  
27\(^{th}\) March | Anatomy  
Intro to CHILDES  
Intro to Syntax  
Psychology  
Fluency /Voice  |
| Week 16 | 12\(^{th}\) Dec | Clinical practice  
LMS  
Phonetics  
Physiology  
Preclinical skills  
Psychology | Assignment due Jan  
Summative Group Assignment (12/12/16)  
Submit Reflective Log/Communication (16/12/16)  
Baby Study 1 | Week 32  
3\(^{rd}\) April | Anatomy  
Clinical Practice  
Intro to CHILDES  
Intro to Syntax  
Fluency /Voice  |
|  |  |  |  |  | Clinical Practice log (Monday 10\(^{th}\) April) |
**MODULE CODE: SL1002**  
**MODULE NAME: PRE-Clinical Skills**

1. **What is the module about?**  
   This module focuses on developing the students’ critical enquiry, independent learning skills and pre-clinical skills, in the passage to becoming speech and language therapy practitioners who are responsive to current and future education, health and social care needs.

2. **Why do I need to learn about this area?**  
   Students need to develop a knowledge and appreciation of the clinical process, communication within the clinical context and underscores the need for continuing advancement of knowledge, understanding and skills in line with professional development.

3. **How does the learning on this module link to clinical practice?**  
   **SCCE 18:**  
   Demonstrates appropriate communication and therapeutic skills during all interactions including:  
   - Observes, listens and responds to client/carer.  
   - Uses appropriate vocabulary and syntax.  
   - Uses appropriate intonation, volume and rate.  
   - Uses appropriate modelling, expansions and recasting.  
   - Uses appropriate and varied prompts and cues.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**  
   The student clinical competencies relevant to this module include:
   **SCCE 1:** Collects and collates relevant client related information systematically from case history, interviews and health records.  
   **SCCE 18:**  
   Demonstrates appropriate communication and therapeutic skills during all interactions including:  
   - Observes, listens and responds to client/carer.  
   - Uses appropriate vocabulary and syntax.  
   - Uses appropriate intonation, volume and rate.  
   - Uses appropriate modelling, expansions and recasting.  
   - Uses appropriate and varied prompts and cues.  
   See SCCE list for other relevant competencies.

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU http://www.coru.ie/?**  
   The learning on this module relates to **Domain 3 (Effective Communication)** and **Domain 4 (Personal & Professional Development).**  
   Domain 3.1 (b) Be able to select and move between and use appropriate forms of verbal and non-verbal communication, including listening skills, with service users and others  
   Domain 3.1 (a) Be aware of, understand and modify communication to address the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the traveller community, other ethnic groups and socioeconomic status.  
   Domain 4.1 (b) Understand the importance of self-awareness and self-reflection Domains 1. 3 (a); 1.3 (d); 1. 8 (c); 3. 1 (e); 3. 2. (a)
**MODULE NAME:** PRE-CLINICAL SKILLS  
**MODULE CODE:** SL1002

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<th>Term taught:</th>
<th>Michaelmas Term</th>
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<td>Lecture / Tutorials 24, Assignments 60, Total contact hours 108</td>
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<td>Module Co-ordinator and Lecturer: Dr. P. Sloane. Lecturer: Dr. V. Aguiar</td>
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**Learning Outcomes:** By the end of this module, students should be able to demonstrate knowledge and understanding of:

i. The speech and language therapy profession and service and its relationship with other services.

ii. The code of ethics and professional conduct for speech and language therapists.

iii. The common theories of interpersonal communication and their application to speech and language therapy.

iv. A range of interpersonal communication skills that are appropriate to speech and language therapy and multidisciplinary team working and demonstrate effective and confident communication in a range of contexts.

v. Overview & foundations of the therapeutic process and the role of the speech & language therapist.

vi. The need for continuing advancement of knowledge, understanding and skills in line with identified learning styles and needs.

vii. Teamwork, Problem Based Learning, independent thinking and the need for an active, task-oriented, and self-directed approach to their own learning.

**Module Learning Aims**
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 to becoming speech and language therapy practitioners who are responsive to current and future education, health and social care needs.

**Module Content**

a) Problem Based learning; An Introduction, Overview and Experience of PBL.

b) Introduction to professional practice; ethics, code of conduct and fitness to practice.

c) The Speech and Language Therapy Profession; client groups and service provision; role of the speech and language therapist in the therapeutic process; service locations and delivery systems.

d) Foundations for the therapeutic process.

e) Interpersonal communication in the clinical setting.

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

**Assessment Details Pre-Clinical Skills:** Two CA Summative Assessment

CA1 PBL, Group, Summative Assignment. Due: 9 – 2.30 pm, 12th Dec. 2016

CA2 Communication; Reflective Log. Individual Assignment Due 16th Dec at 12 noon

Two CA Formative, Group Assessments; Due 10th October and 24th October

Students who are required to repeat above components by agreed submission dates, are only eligible for a pass mark (40%) on such components. All failed compulsory components MAY be resubmitted ONCE but mark will be capped at 40% provided assignment is a pass standard. Re-submission will be before written exams commence. Failing a resubmitted assignment will result in a fail mark being entered into SITS and will require resubmission in supplemental period.

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*JF Module Handbook 2016-2017*
**MODULE CODE: SL1003  **

**MODULE NAME: CLINICAL PRACTICE**

1. **What is the module about?**
   Through weekly visits to a person with a communication disability and fortnightly tutorials, this module provides students with an opportunity to learn skills to support conversations with individuals with communication impairments, and a context in which to learn about what it means to live with a communication disability.

2. **Why do I need to learn about this area?**
   This module provides a context for students to develop foundational skills to enable them to work alongside people with communication disabilities in situations and contexts that require them to both support communication and maintain an awareness of the clients’ context and goals.

3. **How does the learning on this module link to clinical practice?**
   This module links to clinical practice as students (i) learn to apply specific skills in supporting conversation with those with communication disability; (ii) develop an appreciation of the context in which clients function and live; and (iii) develop skills in reflective practice.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
   The student clinical competencies relevant to this module include:
   
   **SCCE 18:** Demonstrates appropriate communication and therapeutic skills during all interactions including:
   - Observes, listens and responds to client/carer.
   - Uses appropriate vocabulary and syntax.
   - Uses appropriate intonation, volume and rate.
   - Uses appropriate modelling, expansions and recasting.
   - Uses appropriate and varied prompts and cues.
   
   **Professional conduct 6**
   See SCCE list for other relevant competencies.

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [http://www.coru.ie/](http://www.coru.ie/)**
   The learning on this module primarily relates to Domain 2 (Interpersonal and Professional Relationships), Domain 3 (Effective Communication) and Domain 4 (Personal and Professional Development), where professional relationship between student, peers and client are fore-fronted, effective communication is highlighted and reflective practice is emphasised.
   
   Domain 2.1 (c) Recognise and understand the concepts of power and authority in relationship with service users.
   Domain 3.1(b) Be able to select, move between and use appropriate forms of verbal and non-verbal communication, including listening skills, with service users and others
   Domain 4.1(b) Understand the importance of self-awareness and self-reflection.
   (See also 2.2(a), 2.2(b), 3.2(a), 4.1(c), 4.1(d), 4.1(e), 4.1(g))
MODULE NAME: CLINICAL PRACTICE

ECTS weighting: 5

Term taught: Michaelmas and Hilary terms

Contact Hours: Workshop/Training 10, Clinical 30, Assignment 40, Tutorials 20, Total 100 hrs

Module Personnel: Module Co-ordinator and Lecturer: Dr. C. Jagoe

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

i. Apply principles of interpersonal communication and pre-clinical skills to interaction with an adult with communication difficulties.

ii. Select and apply appropriate methods to facilitate conversation with an individual with communication difficulties.

iii. Evaluate their own communication skills, displaying self-directed and reflective practice over the course of the module.

iv. Demonstrate effective communication with relevant stakeholders in the programme.

v. Demonstrate the ability to work collaboratively with a student partner, accessing supervision and guidance appropriately.

vi. Demonstrate an awareness of professional and ethical issues raised in clinical contexts within a social model of disability.

vii. Demonstrate skills in advocating on behalf of people with aphasia as equal and competent members of society.

Module Learning Aims

Connect is a two-semester clinical module taken by the Junior Freshman students on the Clinical Speech and Languages Studies programme. It is mandatory that students complete this module as it provides an initial exposure to clinical contact and a context in which pre-clinical skills can be applied. This service-learning module seeks to facilitate the students to engage with individuals with communication disorders, promoting personal, professional and academic development while engendering a sense of civic engagement. Specifically it aims to enable participants to develop and apply interpersonal skills to facilitating conversation with individuals with communication difficulties, to self-reflect on their role as a conversation partner and to gain first-hand experience of the social model of disability.

Module Content

This is a service learning module which forms part of the clinical curriculum of students in the Clinical Speech and Languages Studies programme.

a) The initial teaching delivery occurs in the form of a workshop in which training is provided.

b) Students are then expected to engage in weekly-paired visits with their conversation partner and submit written feedback on each visit.

c) Two-weekly tutorials provide a forum to discuss issues arising and for the students to access support as necessary.

Recommended Reading List: See Blackboard for relevant lists.

Assessment Details Percentage Weighting 100%

(a) Summative – a reflective log (completed by student pairs) and a summary of learning (completed individually). Due 12 noon Monday 10th April 2017

Students, who are required to repeat above components by agreed submission dates, are only eligible for a pass mark (40%) on such components.

(b) Formative – weekly feedback forms and reflective logs will be submitted by student pairs to the relevant tutor, the tutorials provide a forum for formative feedback.
### MODULE CODE: SL1004  MODULE NAME: SOCIAL PSYCHOLOGY & LIFESPAN DEVELOPMENT

1. **What is the module about?**
   Social Psychology is the study of social influences, social perception and social interaction as a means of understanding social behaviour and Developmental Psychology is the scientific study of human development that seeks to understand and explain how and why people change throughout life.

2. **Why do I need to learn about this area?**
   Speech and Language Therapists need to be familiar with the following aspects of development across the lifespan: physical and motor development, sensory and perceptual development, social and personality development (social cognition, play, self-concept, sex role), cognitive development, moral development and processes that can interfere with development, such as, physical disability, intellectual impairment, mental illness, social disadvantage, and inadequate family support.

3. **How does the learning on this module link to clinical practice?**
   Knowledge of all aspects of human growth, including physical, emotional, intellectual, social, perceptual, and personality development, is applied to all clinical work in speech and language therapy.

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

   - **SCCE 7**: Demonstrates understanding of the indicators and procedures for onward referral
   - **SCCE 8**: Demonstrates appropriate communication and therapeutic skills during all interactions including:
     - Uses appropriate vocabulary and syntax.
     - Uses appropriate intonation, volume and rate.
     - Uses appropriate modelling, expansions and recasting.
     - Uses appropriate and varied prompts and cues.

   See SCCE list for other relevant competencies.

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [http://www.coru.ie/](http://www.coru.ie/)?**
   The learning on this module primarily relates to **Domain 1** (be able to practise as an autonomous professional, exercising their own professional judgment) and **Domain 5**.

   **Domain 1.2 (a)** Acknowledge and respect the differences in beliefs and cultural practices of individuals or groups (b) Promote equality and respect, without prejudice, and practise in a culturally competent, non-discriminatory and inclusive manner. (c) Assist in the promotion and implementation of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers with particular reference to the grounds of gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community other ethnic groups and socio-economic status

   **Domain 1.6 (a)** Know the limits of their practice and know when to seek advice or refer to another professional. (b) Recognise the need for consultation and/or supervision. (c) Be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the situation

   **Domain 3** Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion (1) Be aware of, and understand and modify communication to address the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community, other ethnic groups and socio-economic status. See also Domain, 5, 1 (c); Domain 6, 1(a-d), (j-m)
**MODULE NAME: SOCIAL PSYCHOLOGY & LIFESPAN DEVELOPMENT**  **MODULE CODE: SL1004**

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<th>Michaelmas Term</th>
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<td>Module Co-ordinators – Dr. M. Lawler &amp; Dr. V. Aguiar</td>
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**Learning Outcomes:** On successful completion of this module, students should be able to:

i. Identify, compare and contrast the key theories in social and developmental psychology
ii. Describe and discuss factors contributing to human development
iii. Demonstrate the ability to recognize the impact of heredity, social, cultural, political and economic diversities that contribute to making individuals and societies unique
iv. Interpret behaviour in relation to developmental norms and schedules
v. Place observations of behaviours into the context of developmental theory
vi. Apply knowledge of lifespan development necessary for clinical practice
vii. Develop skills in reporting findings related to questions based on theory which they have investigated using observational methods

**Module Learning Aims:**

1) On completion of the course in Social Psychology and Lifespan Development students will be able to demonstrate knowledge of normal psychological development across the lifespan.
2) Students will also have experience of observational research methods and report writing as a result of the Pre-school Study and the Baby Study.

**Module Content**

a) Basic concepts in psychology: definition, relationship to discipline of SLT.
b) Factors contributing to development: biological bases of behaviour
c) Environmental influences on behaviour and development, processes and structure supporting normal development: family, education, socio-economic class; social behaviour
d) Lifespan Development: Theories, issues; implications for later development.
e) Specifically, the following aspects of development will be delineated across the lifespan: (1) physical and motor development; (2) sensory and perceptual development; (3) social and personality development (social cognition, play, self-concept, sex role); (4) cognitive development.
f) Moral development.
g) Processes that can interfere with development: social disadvantage, and inadequate family support.

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

**Assessment Details**

**One 3-hour examination paper** (60%). Students are required to achieve a minimum mark of 35% overall on this paper in order to be eligible for compensation from continuous assessment assignments.

**Continuous Assessment 1: Pre-School Study Report** (20%): Each student visits a Pre-school (see separate hand-out for details), every morning, during the week 11th - 15th of January, 2017, and submits a Pre-school Study Report which links observations with key theories in Social and Developmental Psychology. The Pre-School Study Report is due 10/2/17

**Continuous Assessment 2: Baby Study Report** (20%): Each student follows the progress of a baby for five months - from October/ November to March/April (see separate hand-out for details) and submits a report linking observations with key theories in Social and Developmental Psychology. Baby Study Report 1 is due on 14/12/16 while Baby Study report 2 is due 27/3/17.
### 1. What is the module about?
This module focuses on learning about 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.

### 2. Why do I need to learn about this area?
Develop a theoretical & practical understanding of the development of hearing, listening, voice & fluency, their communicative functions and their relationship to speech & language acquisition.

### 3. How does the learning on this module link to clinical practice
This module is relevant to clinical practice as students learn about (i) hearing, listening, voice and fluency development from infancy to senescence and (ii) the major factors that affect their acquisition and their maintenance and (iii) gain an overview of how disorders in these areas may impact on communication.

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

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

**SCCE 5:** Formulates appropriate diagnostic hypotheses

See SCCE list for other relevant competencies.

### 5. How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU http://www.coru.ie/?
The learning on this module primarily relates to **Domain 6 (Knowledge Understanding & Skills)** where...

- **Domain 6. 1 (a)** Demonstrate a critical understanding of relevant biological sciences, human development, social sciences and other related sciences, together with a knowledge of health, disease, disorder & dysfunction, appropriate to their profession

- **Domain 6. 1 (h)** Demonstrate an understanding of linguistics, including phonetics, language acquisition, sociolinguistics and all levels of normal speech and language processing

Domain 1 (f), (g) & (h)
MODULE NAME: SPEECH AND HEARING

ECTS weighting: 5
Term taught: Hilary term

Contact Hours: Lectures 24 (12 x Audiology, 6 x Fluency, 6 x Voice), Assignment 30, Total 204 hrs.

Module Personnel: Module Co-ordinator and Lecturer – Dr. P. Sloane.
Lecturers: Dr. V. Aguiar, Dr. S. Laoide-Kemp

Learning Outcomes On successful completion of this module, students should demonstrate knowledge and understanding of:

i. The communicative functions of the voice.
ii. The biomechanics and determinants of phonation.
iii. Voice development, infancy to senescence
iv. The phases of fluency development and influencing factors.
v. Definitions; acquisition of fluency and the major factors that affect acquisition and its maintenance.
vi. The relationship of fluency and language acquisition.

Module Learning Aims
The student will demonstrate knowledge of the development of voice and fluency and the nature, causes and types of hearing impairment and their effect on the communication process.

Module Content
a) Communicative functions of the voice. Overview and revision of respiratory, laryngeal and supralaryngeal structure and function in relation to voice production. Theories of phonation; phonatory physiology. Vocal characteristics; vocal quality; pitch/fundamental frequency; pitch perturbation; loudness/ intensity; amplitude perturbation; harmonics to noise ration; resonance, normal vocal variants; normative data on physiological, acoustic and psychoacoustic parameters
b) Normal voice development, infancy to senescence.
c) Phases of fluency development and influencing factors.
d) Definitions; acquisition of fluency and the major factors that affect acquisition and its maintenance.
e) Fluency acquisition and its relationship to language acquisition.
f) Overview; Terminology. Development of hearing and listening.
g) Hearing loss; types, causes and differential diagnosis.
h) Measurement of auditory functions; pure tone, speech and free field audiometry; tests appropriate to developmental age.
i) Effect of types and degree of hearing loss in child and adult
j) Management of hearing impairment in the context of speech and language therapy services.

Recommended Reading List: See Blackboard for relevant lists.

Annual Examination Paper (80%)
Section 1 - Audiology (30%) (2 questions to be answered)
Section 2 - Fluency and Voice (50%) (2 questions to be answered)
Students are required to achieve a minimum mark of 35% on EACH section of this paper in order to be eligible for compensation from continuous assessment assignments.

Audiology; 1 Assignment - Audiology (20%):
Problem Based Learning assignment. Group written product with the problem incorporating a practical hearing screening component. Full details are given at commencement of course. Due: 31/3/2017
**MODULE CODE:** SL1SPH  
**MODULE NAME:** PHONETICS

1. **What is the module about?**  
   This module introduces students to structured ways of describing how speech sounds are produced, categorized and transcribed, using an internationally agreed ‘alphabet’, the IPA.

2. **Why do I need to learn about this area?**  
   Children and adults with speech sound disorders may produce unusual sounds or unusual patterns of sound changes. A speech language therapist is required to be able to transcribe disordered speech and establish how speech sounds are being produced in order to plan intervention and evaluate progress.

3. **How does the learning on this module link to clinical practice?**  
   The skill of phonetic transcription is critical to effective assessment of children and adults whose intelligibility is a cause for concern.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**  
   The student clinical competencies relevant to this module include:  
   - **SCCE 3:** Administers, records and scores a range of assessments accurately  
   - **SCCE 4:** Analyses, interprets and evaluates assessment findings using the professional knowledge base and client information.  
   See SCCE list for other relevant competencies.

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [http://www.coru.ie/](http://www.coru.ie/)?**  
   The learning in this module relates primarily to **Domain 5 Provision of Quality Services** (1a, d, e; 2a; 8a, e; 9c) and **Domain 6, Knowledge, understanding and skills** (1h) as understanding and describing an individual’s speech production abilities is one key foundation of effective intervention planning and evaluation of intervention effectiveness.
**MODULE NAME:** PHONETICS

**MODULE CODE:** SL1SPH

<table>
<thead>
<tr>
<th>ECTS weighting:</th>
<th>10</th>
<th><strong>Term taught:</strong></th>
<th>Michaelmas and Hilary terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours:</td>
<td>48 Hours Lectures</td>
<td><strong>Module Personnel:</strong></td>
<td>Module Co-ordinator: Dr. I. Walsh Lecturer - Dr. R. O'Halpin</td>
</tr>
</tbody>
</table>

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

i. Identify speech sounds presented in IPA notation and describe the manner of articulation of speech sounds identified.
ii. Classify speech sounds on the basis of perceptual and production features.
iii. Transcribe speech sounds using IPA notation on the basis of both audio recordings and live speech samples.
iv. Describe and apply the principles of speech transcription.

**Module Learning Aims**
1) To develop understanding of the ways in which speech sounds are produced, can be described and can be transcribed
2) To introduce students to phonetic transcription practice
3) To familiarise students with notation associated with broad phonetic transcription
4) To develop skills in speech transcription of recordings and live speech samples

**Module Content**
a) Introduction to phonetics
b) Production and classification of speech sounds (including prosody)
c) Transcription of speech sounds

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

**Assessment Details**

**Written Annual Examination 3 hour paper (70%)**
Students are required to achieve a minimum mark of 35% on this paper in order to be eligible for compensation from continuous assessment assignments.

**Practical Tests in Phonetic Transcription (30%)**
# MODULE NAME: LANGUAGE, THE INDIVIDUAL AND SOCIETY

1. **What is the module about?**
   This module introduces students to critical concepts central to our understanding of the relationship between language, the individual and society, including relationships between language and thought, language learning across the lifespan and language acquisition in a multilingual, multicultural world.

2. **Why do I need to learn about this area?**
   The themes and issues addressed in this module are fundamental to understanding the nature of language disorders, the impact of those disorders on development and functioning of an individual as well as the consequences of language difficulties for participation in society.

3. **How does the learning on this module link to clinical practice?**
   This module sets the context for understanding how assessment of language abilities must be constructed, and for how language assessment information and the implications of same should be interpreted.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
   The student clinical competencies relevant to this module include:
   - **SCCE 2**: Applies theory to practice in the selection of formal and informal assessment procedures and tools appropriate to clients’ needs, abilities and cultural background.
   - **SCCE 4**: Analyses, interprets and evaluates assessment findings using the professional knowledge base and client information.
   
   See SCCE list for other relevant competencies.

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [http://www.coru.ie/?](http://www.coru.ie/)?**
   The learning in this module relates primarily to **Domain 5 Provision of Quality Services** (1a, b, d; 5a) and **Domain 6, Knowledge, understanding and skills** (1f, h, k, q) as understanding the role of language in the development of an individual and the functioning of individuals in society is critical to developing a comprehensive profile of abilities and needs, and is essential for evaluating the impact of intervention.

   **Domain 1.2**: Practice in a non-discriminatory way
   **Domain 3.1(a)**: Be aware of, and understand and modify communication to address the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community, other ethnic groups and socio-economic status.
   **Domain 6.1(h)**: Demonstrate an understanding of linguistics, including phonetics, language acquisition, sociolinguistics and all levels of normal speech and language processing.
# Module Name: Language, The Individual and Society

## Module Code: LI1008

<table>
<thead>
<tr>
<th>ECTS Weighting:</th>
<th>5</th>
<th>Term Taught:</th>
<th>Michaelmas Term</th>
</tr>
</thead>
</table>

### Contact Hours:
- Lectures: 22 hours (1 term, 2 hours per week)

### Module Personnel:
- Dr. Breffni O'Rourke (Module coordinator), Dr. Jeffrey Kallen, Dr. Gessica De Angelis, Dr. Lorna Carson, Pat Matthews, Dr. Lorraine Leeson, Dr. Adrian Tien, Dr. Sarah O'Brien

### Learning Outcomes:
- Engage in critical discussion on a range of relationships that hold between language, the individual and society.
- Problematise the idea that only spoken languages are 'real' languages.
- Evaluate the impact of Age on the rate and route of first and second language acquisition.
- Weigh the merits of different accounts of the relationship between language and thought.
- Critically assess information and views relating to language attitudes, language acquisition and language transmission in multilingual contexts.
- Critically analyse issues relating to language and gender.
  - i. Critically assess data and opinions about language endangerment and language revitalisation.

### Module Aims and Objectives
How do we acquire language? How are we to interpret the fact that language use varies according to geography, social class, gender and context? Why do languages die? What is the impact of immigration on language attitudes, language acquisition and language transmission? This module attempts to provide the beginnings of answers to such questions, as well as many others relating to language, the individual and society. In the process, a range of theories and evidence in the fields of linguistics, applied linguistics, sociolinguistics and psycholinguistics will be explored and tested.

### Module Content
Each week a new topic is introduced and discussed at length over the two lectures. The topics are given below for each week of the course.

- **a)** Week 1: Introduction – Dr O'Rourke
- **b)** Week 2: How do babies learn language? – Dr. De Angelis
- **c)** Week 3: Do children learn languages better than adults? – Dr O'Brien
- **d)** Week 4: Who speaks the best English? – Dr O’Rourke
- **e)** Week 5: Does the way you think depend on the language you speak? – Dr O’Rourke
- **f)** Week 6: Can threatened languages be saved? – Dr O’Rourke
- **g)** Week 7: READING WEEK – NO LECTURES.
- **h)** Week 8: Is Irish a dead language? – Dr O’Brien
- **i)** Week 9: Are signed languages real languages? – P. Matthews
- **j)** Week 10: If you want to live here you should speak our language! – Dr. Carson.
- **k)** Week 11: Is language a window into culture? – Dr Tien
- **l)** Week 12: Language and gender – Dr. Kallen

### Recommended Reading List:
See Blackboard for relevant lists.

### Assessment Details
- **Continuous Assessment:** Essay of 2,500 words (50%) Deadline: 3pm Monday 16th January 2017
- **Written Annual Examination:** Two questions to be answered on Language, the Individual and Society Paper. (50%)
**MODULE CODE: LI1031**  
**MODULE NAME: INTRODUCTION TO SYNTAX**

1. **What is the module about?**  
This module introduces students to frameworks for describing and analysing the grammatical structure of language and for understanding the relationship between grammar (syntax) and other levels of linguistic analysis.

2. **Why do I need to learn about this area?**  
The ability to describe and analyse syntactic structure is critical to describing the communication profile of individuals who experience difficulties learning language or who experience language breakdown.

3. **How does the learning on this module link to clinical practice?**  
This module sets the context for understanding how assessment of language abilities must be constructed, and such assessment information should be interpreted and how language change over time can be measured.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**  
The student clinical competencies relevant to this module include:  
**SCCE 2:** Applies theory to practice in the selection of formal and informal assessment procedures and tools appropriate to clients’ needs, abilities and cultural background.  
**SCCE 4:** Analyses, interprets and evaluates assessment findings using the professional knowledge base and client information.  
See SCCE list for other relevant competencies.

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [http://www.coru.ie/]?**  
The learning in this module relates primarily to **Domain 5 Provision of Quality Services** (1a, b, d; 5a) and **Domain 6, Knowledge, understanding and skills** (1f, h, k, q) as understanding the role of language in the development of an individual and the functioning of individuals in society is critical to developing a comprehensive profile of abilities and needs, and is essential for evaluating the impact of intervention.
MODULE NAME:  INTRODUCTION TO SYNTAX

ECTS weighting:  5  Term taught: Hilary term
Contact Hours:  22 hours (1 term, 2 hours per week)
Module Personnel:  Dr. Elaine Uí Dhonnchadha

Learning Outcomes
On successful completion of this module students should be able to:
   i. Analyse the major syntactic phrases of English
   ii. Identify heads and dependent elements inside major phrases
   iii. Describe the relationship between syntax and other levels of linguistic analysis.

Module Learning Aims
1) To introduce the student to basic techniques of syntactic analysis
2) To apply these techniques to English syntax.

Module Content
a) Structural linguistics;
b) the generative approach to language;
c) the basics of phrase structure grammar;
d) lexical information about heads;
e) recursion and clauses;
f) dependency relations in syntax.

Recommended Reading List: See Blackboard for relevant lists.

Assessment Details
Continuous Assessment: Class test in week 28 (25%)
Written Annual Examination: (75%)

Please note: In the case of a student failing this module in the Annual Examination, the student
will be required to sit the Supplemental Examination and this will be 100% examination, rather
than 25% CA and 75% exam as is the case for Annual Examination.
**MODULE CODE: LI1032 | MODULE NAME: INTRODUCTION TO CHILDES**

1. **What is the module about?**
   This module introduces students to language transcription and analysis programs that support coding and analysis of spontaneous speech data.

2. **Why do I need to learn about this area?**
   Language transcription and analysis provides important information on the rate and route of child language learning, as well as information on language breakdown in adults with acquired communication impairments.

3. **How does the learning on this module link to clinical practice?**
   This module provides students with opportunities to develop important practical skills in transcribing, coding and analysing spontaneous speech data to inform evidence-based assessment of children and adults with language difficulties.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
   The student clinical competencies relevant to this module include:
   - **SCCE 3:** Administers, records and scores a range of assessments accurately.
   - **SCCE 5:** Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge.
   See SCCE list for other relevant competencies.

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [http://www.coru.ie/]?**
   The learning in this module relates primarily to **Domain 5** *Provision of Quality Services* (1a, d; 3b; 8a) and **Domain 6**, *Knowledge, understanding and skills* (1b, h) as spontaneous speech data are a core source of evidence of language skills that can be referenced effectively to map an individual’s current state and their progress over time.
### Module Name: Introduction to CHILDES

<table>
<thead>
<tr>
<th>ECTS Weighting:</th>
<th>5</th>
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<tbody>
<tr>
<td>Term Taught:</td>
<td>Hilary Term</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>24 hours (1 term, 2 hours per week)</td>
</tr>
<tr>
<td>Module Personnel:</td>
<td>Dr. Breffni O’Rourke</td>
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</table>

### Learning Outcomes
Through a hands-on, practical introduction to language transcription and analysis programs (Childes CHAT & CLAN programs), students are facilitated in learning how to:

i. Transcribe speech data
ii. Linguistically annotate speech data
iii. Undertake elementary analysis on transcribed data
iv. Explain the uses and possibilities of transcribed data and how it contributes to their field of study.

### Module Learning Aims
The general aim of this course is to introduce students to language acquisition and changes across the lifespan through analysis of transcripts generated by CHAT & CLAN programs. Students are facilitated in learning how to:

1) recognise different kinds of linguistic data,
3) transcribe spontaneous speech data
4) Analyse transcripts of speech data in basic format,
5) conduct some basic analysis of transcriptions in order to investigate an aspect of child/adult language.

### Module Content
In addition to the hands-on, practical introduction to language transcription and analysis programs, students are also introduced to the

a) various theoretical perspectives on child language acquisition.
b) In particular we look at how language transcription and analysis might help us to answer questions that arise about the rate and route of child language acquisition.

### Recommended Reading List: See Blackboard for relevant lists.

### Assessment Details
**Continuous Assessment:** Students are required to submit a project involving data collection, transcription, coding and analysis. (50%)

**Written Annual Examination:** (50%)
1. **What is the module about?**
   This module concentrates on the anatomy, neuroanatomy, and embryologic development of the head and neck region and thorax.

2. **Why do I need to learn about this area?**
   A knowledge of human anatomy, neuroanatomy and embryologic development is fundamental to understanding the nature of speech, voice and swallowing function and dysfunction across the lifespan.

3. **How does the learning on this module link to clinical practice?**
   This module links with clinical practice as students learn how to recognise the impact of deficits in human embryologic development, anatomical structural and neuroanatomical function on speech, language, communication and swallowing.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
   The student clinical competencies relevant to this module include:
   - **SCCE 4:** Analyses and interprets and evaluates assessment findings using the professional knowledge base and client information.
   - **SCCE 5:** Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge.
   See SCCE list for other relevant competencies.

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [http://www.coru.ie/]?**
   The learning on this module primarily relates to Domain 6 and Domain 5, where...
   - **Domain 6, (1a):** Demonstrate a critical understanding of relevant biological sciences, human development, social sciences, and other related sciences, together with knowledge of health, disease, disorder and dysfunction, appropriate to their profession.
   - **Domain 6, (1i):** Demonstrate an understanding of biomedical and medical sciences as relevant to the development and maintenance of speech, language, communication and swallowing.
   - **Domain 5, (1a):** Be able to gather appropriate information
   - **Domain 5, (1b):** Select and use appropriate and specific assessment techniques; undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment.
   See also Domain 5 (1c, d, e) Domain 5 (2a, 2d); Domain 6 (3a), Domain 6 (1e, 1n), Domain 1 (6c)
### Learning Outcomes:

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

**Head and Neck**

i. Recognise, describe and classify bones and joints of the head and neck

ii. Recognise and describe the gross structure and functions of its muscles and nerves of the region

iii. Recognise and describe its visceral and endocrine structures

iv. Recognise and describe the organs of the special senses

v. Recognise and describe its blood supply and lymphatic drainage

vi. Recognise and describe the radiologic features of the head and neck

vii. Describe the development of the head and neck and related congenital abnormalities

viii. Apply anatomical knowledge to explain the pathogenesis and natural history of common clinical disorders of the region

**Neuroanatomy**

ix. Recognise and describe the major subdivisions of the central nervous system (CNS)

x. Recognise and describe the ventricular system and the production, circulation, absorption and role of cerebrospinal fluid

xi. Recognise and describe the structures associated with sensory and motor systems and their connections

xii. Recognise and describe the structures associated with language and their connections

xiii. Recognise and describe the limbic system and its connections

xiv. Recognise and classify cranial and spinal nerves and their connections.

xv. Recognise and describe the blood supply of the CNS

xvi. Describe the development of the CNS and related congenital abnormalities

xvii. Apply anatomical knowledge to explain the normal function of the CNS

xviii. Apply anatomical knowledge to explain the pathogenesis and natural history of common clinical disorders of the CNS

**Thorax**

xix. Recognise and describe the bones and joints of the thorax.

xx. Recognise and describe the respiratory muscles with their associated nerves and vessels.

xxi. Recognise and describe the structure and function of the heart and lungs and oesophagus.

xxii. Recognise and describe the blood supply and lymphatic drainage of the region.

xxiii. Recognise and describe the radiologic features of the thorax and its organs.

xxiv. Apply anatomical knowledge to explain the pathogenesis and natural history of common clinical disorders of the region.

### Module Learning Aims

This module is intended for students of **JF Clinical Speech and Language Studies**, for whom it is mandatory. The module supports the academic programme of the Discipline of Clinical Speech and Language Studies. The aim of the module is to:

1. To provide detailed instruction on the gross anatomy of the head and neck and its embryologic development.

2. To consider the structure of the central nervous system, its subdivisions and their connections.

3. To provide detailed instruction on the gross anatomy of the thorax.

4. To use this knowledge as the basis of understanding of function in health and disease.
Module Content

Head and Neck
a) The cervical vertebrae and skull, with their joints and ligaments;
b) The muscles and nerves of the region, in functional groups;
c) The visceral and endocrine structures of the head and neck;
d) The organs of the special senses (vision, hearing, taste);
e) The arteries, veins and lymphatics of the region;
f) Radiology of the head and neck;
g) Embryologic development of the cervical and craniofacial regions;
h) Clinical applications of anatomy of the region.

Neuroanatomy
i) Overview of the nervous system;
j) Cerebral cortex; Cerebellum; Brainstem;
k) Cerebrospinal fluid;
l) Blood supply of the central nervous system;
m) Cranial nerves; Spinal cord;
n) Ascending and descending pathways;
o) Language;
p) Thalamus;
q) Basal ganglia;
r) Olfactory, limbic, autonomic, visual and auditory systems;
s) Radiology of the central nervous system;
t) Clinical applications

Thorax:
u) The thoracic wall with its bones and joints;
v) The intercostal muscles and diaphragm;
w) The mediastinum;
x) The heart; The lungs;
y) Radiology of the thorax;
z) Clinical applications of anatomy of the region

Recommended Reading List: See Blackboard for relevant lists.

Assessment details
Assessment is by in-course assessment (Station based practical format [SBP]) during Semester 1 and 2, and by end of module annual examinations (Question Paper and Station Based Practical [SBP] Examination). In the SBP students are asked to identify anatomical structures in the Dissecting Room and answer functional and clinical questions with and without a member of staff. The Question Paper will consist of Multiple Choice Question (MCQ) and Short Answer Question (SAQ) sections, total time 2 hours. The end of module Station Based Practical is a 5-station examination, with three ‘Spot’ stations and two Viva stations (one-to-one oral exam with an Anatomy lecturer). Each station is of three minutes duration.
MODULE NAME: ANATOMY

MODULE CODE: AN2S03

<table>
<thead>
<tr>
<th>Overall Module Marks Weighting</th>
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</thead>
<tbody>
<tr>
<td>SBP Examination 1</td>
</tr>
<tr>
<td>SBP Examination 2</td>
</tr>
<tr>
<td>Question Paper</td>
</tr>
<tr>
<td>SBP Examination</td>
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</tbody>
</table>

Pass Criteria
In order to pass, students must achieve an overall mark of **50%** (It is not necessary to pass any of the individual elements). **At the Module Co-ordinator’s discretion borderline students, with an overall mark of < 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 may 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 ≥ **75** in anatomy, and at the Module Co-ordinator’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 staff. Question Paper and Practical Examination are each worth 50%.

**Overall Weighting of Supplemental exam:**

| Practical Examination | 50% |
| Question Paper | 50% |

As in the Annual Examination, borderline students achieving an aggregate mark of < 50% in the supplemental assessment, and at the Module Co-ordinator’s discretion, may be required to attend a pass/fail viva voce examination with the External Examiner.

**Evaluation**
Students will be provided with a questionnaire at the end of the module to allow feedback. Among other items there will be a section on suggestions for future improvement of the module. The questionnaire will be filled in anonymously and submitted to the Module Co-ordinator.
### MODULE NAME: PHYSIOLOGY ALLIED HEALTH

<table>
<thead>
<tr>
<th>1. What is the module about?</th>
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<tbody>
<tr>
<td>This module focuses on human physiology, specifically cells tissues and body organisation, muscle function, nervous and sensory systems, and cardiovascular and respiratory systems.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Why do I need to learn about this area?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of physiology and its principles, as they relate to human body systems and organs, is fundamental to understanding speech, voice, communication and swallowing function and dysfunction across the lifespan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. How does the learning on this module link to clinical practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>This module links with clinical practice as students learn how to recognise the impact of deficits in human physiology on speech, voice, communication and swallowing.</td>
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</table>

<table>
<thead>
<tr>
<th>4. What are the Student Clinical Competencies (SCCE) relevant to this module?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student clinical competencies relevant to this module include:</td>
</tr>
<tr>
<td>SCCE 4: Analyses and interprets and evaluates assessment findings using the professional knowledge base and client information.</td>
</tr>
<tr>
<td>SCCE 5: Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge</td>
</tr>
<tr>
<td>See SCCE list for other relevant competencies.</td>
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</table>

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<tr>
<th>5. How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [<a href="http://www.coru.ie/">http://www.coru.ie/</a>]?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning on this module primarily relates to <strong>Domain 6 and Domain 5</strong>, where...</td>
</tr>
<tr>
<td><strong>Domain 6, (1a):</strong> Demonstrate a critical understanding of relevant biological sciences, human development, social sciences, and other related sciences, together with knowledge of health, disease, disorder and dysfunction, appropriate to their profession.</td>
</tr>
<tr>
<td><strong>Domain 6, (1i):</strong> Demonstrate an understanding of biomedical and medical sciences as relevant to the development and maintenance of speech, language, communication and swallowing.</td>
</tr>
<tr>
<td><strong>Domain 5, (1a):</strong> Be able to gather appropriate information</td>
</tr>
<tr>
<td><strong>Domain 5, (1b):</strong> Select and use appropriate and specific assessment techniques; undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment.</td>
</tr>
<tr>
<td>See also Domain 5 (1c, d, e) Domain 5 (2a, 2d); Domain 6 (3a), Domain 6 (1e, 1n), Domain 1 (6c)</td>
</tr>
</tbody>
</table>
## Module Name: Physiology Allied Health

### Module Code: PG1000

<table>
<thead>
<tr>
<th>ECTS weighting:</th>
<th>5</th>
<th>Terms taught: Michaelmas and Hilary terms</th>
</tr>
</thead>
</table>

| Contact Hours:  | 28 hours lectures |
| Module Personnel: | Module Co-ordinator: Prof Marina Lynch |

### Learning Outcomes:

- On successful completion of this module, students should be able to:
  - Give examples of the interaction of tissues in organs.
  - Give examples of the adaptability of tissues or organs.
  - Explain how cellular processes contribute to function is specific tissues or organs.
  - Explain some pathophysiological examples.
  - Give examples of different types of feedback from different systems.
  - Give examples of regulatory mechanisms of varying degrees of complexity.

### Module Content

- 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)

### Recommended Reading List:


See Blackboard for relevant lists.

### Assessment

All student groups undertaking this course will be assessed via a written examination in the Trinity Term. The examination is 2 hours in duration for JF Clinical Speech & Language Studies.

**The paper will consist of:**

- A **written section** consisting of short-answer questions (SAQ). This section is allocated 70% of the time and is worth 70% of the marks.

- A **multiple-choice section**. This section is allocated 30% of the time and is worth 30% of the marks. (There is no negative marking).

Further details will be available in your Physiology handbook.