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/
### Student Clinical Competency Evaluation (SCCE) (2015)

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<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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<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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<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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<td>11.</td>
<td>Demonstrates the ability to consult and collaborate with clients / carers when developing management plans.</td>
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<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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<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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<td>18.</td>
<td>Demonstrates appropriate communication and therapeutic skills during all interactions including:</td>
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<td></td>
<td>• Observes, listens and responds to client/carer.</td>
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<td></td>
<td>• Uses appropriate vocabulary and syntax.</td>
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<tr>
<td></td>
<td>• Uses appropriate intonation, volume and rate.</td>
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<td></td>
<td>• Uses appropriate modelling, expansions and recasting.</td>
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<td></td>
<td>Uses appropriate and varied prompts and cues.</td>
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<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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<td>20.</td>
<td>Continuously evaluates intervention efficacy and modifies intervention and discharge plans as required.</td>
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## PROFESSIONAL CONDUCT

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

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

<table>
<thead>
<tr>
<th>DOMAIN 1: PROFESSIONAL AUTONOMY AND ACCOUNTABILITY</th>
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<tbody>
<tr>
<td>Standard of Proficiency</td>
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<tr>
<td>Graduates will</td>
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</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>
<thead>
<tr>
<th>Standard of Proficiency</th>
<th>Specific Indicators</th>
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<tr>
<td>Graduates will</td>
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</table>
| 2.1 | Work, in partnership, with service users and their relatives/carers, and other professionals. | a) Demonstrate capacity to build and sustain professional relationships as both independent practitioner and collaboratively as a member of a team.  
   b) Demonstrate capacity to engage service users and carers in assessment and treatment to meet their needs and goals.  
   c) Recognise and understand the concepts of power and authority in relationship with service users.  
   d) Be able to make appropriate referrals. |
| 2.2 | Contribute effectively to work undertaken as part of whatever their context. | a) Demonstrate professional collaboration, consultation and decision making.  
   b) Demonstrate an understanding that relationships with colleagues can impact on service delivery and therefore should be based on mutual respect and trust. |
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<tr>
<th>Standard of Proficiency</th>
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| 3.1 Domain 3: Effective Communication | 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.  

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<tr>
<th>Standard of Proficiency</th>
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| 4.1 Domain 4: 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.  

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<tr>
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<td>Graduates will</td>
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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

#### Standard of Proficiency

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

Students self-select a Broad Curriculum module of interest from those offered, including: art, business, contemporary Asian studies, European studies, gender & society, Greek art & architecture, history, Irish cinema, linguistics, literature, philosophy, planet earth, political science, psychology, roman art & architecture, science & technology and theology; as well as language modules (Croatian, French, German, Irish, Japanese, Korean, Mandarin, Spanish and Turkish).

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

Broad Curriculum modules provide students with the opportunity to study outside their principle discipline, promoting a breadth of learning that supports overall academic development and life-long learning.

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

A breadth of learning enhances students’ ability to engage with diverse range of people and promotes the life-long learning that is recognised as important in professional practice.

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

The student clinical competencies relevant to this module include:

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

These modules promote the students ability to access and use a range of resources at a cross-discipline level.

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 nature of the BC option chosen will dictate it’s specific relevance to practice (e.g. practicing in a non-discriminatory manner, (CORU domain 1.2), may be facilitated by some of the BC options such as gender and society, political science and the language modules.)
**MODULE NAME: BROAD CURRICULUM**

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<th>ECTS weighting:</th>
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<tr>
<td>Terms Taught:</td>
<td>Michaelmas and Hilary terms</td>
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**Broad Curriculum Language Modules**

The provision of language modules by the Centre for Language and Communication Studies (CLCS) encourages students to increase their knowledge of a language module and enhance their communication skills and future mobility. The courses are designed to help develop practical communication skills for study or work experience abroad.

Language Modules are available in many languages and proficiency levels (depending upon sufficient enrolment), including:

- **A1 level (absolute beginners):** German, Turkish, Italian, French
- **A2 level (beginners, elementary):** German, Turkish, Italian, French, Irish
- **B1 level (non-beginners, intermediate - Leaving Certificate or equivalent required):** German, French, Spanish, Irish
- **B2 level (non-beginners, advanced - Leaving Certificate or equivalent required):** German, French, Spanish, Irish

**Language Model Course Booklet**

For all enquiries relating to language modules, please contact the Centre for Language and Communication Studies, email: clcsinfo@tcd.ie.

**Broad Curriculum Cross-Faculty Modules**

A key initiative of the Broad Curriculum, cross-faculty modules provide students with the opportunity to study outside their principal discipline. Trinity currently offers Broad Curriculum modules in literature, linguistics, film studies, art and society, philosophy, psychology, politics, globalisation, the Irish landscape, environmental change, environmental law, business studies, and history.

These modules are designed specifically for students who are studying another subject area and are available to students in the Senior Freshman (second) year only in Clinical Speech and Language Studies, for a maximum of 5 ECTS.

**Website:** [http://www.tcd.ie/Broad_Curriculum/cfc/index.php](http://www.tcd.ie/Broad_Curriculum/cfc/index.php)

**Assessment Regulations for Broad Curriculum Cross-Faculty Courses**

For full details of assessment/examination regulations for Broad Curriculum cross-faculty courses please familiarise yourself with the following [Assessment and Examination Regulations at](http://www.tcd.ie/Broad_Curriculum/administration/assessment.php)

Candidates intending to present for Foundation Scholarship (Schol), please note that it is **not** possible to substitute a BC cross-faculty course as an element of the scholarship examination. **Please note:** Students cannot take BC modules on Mondays during Hilary term as placements will be scheduled on that day.
1. **What is the module about?**
This module introduces students to extended IPA notation, used for the transcription of disordered speech, as well as the basic concepts of speech acoustics, relating these to speech production and speech perception.

2. **Why do I need to learn about this area?**
Accurate transcription of disordered speech is critical for appropriate assessment, informs diagnosis and is a key tool supporting measurement of change; speech acoustics further explores how instrumentation can support identification and analysis of speech output.

3. **How does the learning on this module link to clinical practice?**
This module provides students with opportunities to develop critically important clinical skills in transcribing, coding and analysing spontaneous speech data and in interpreting instrumental measurements of speech, including those that may be encountered in working with clients with hearing impairments, craniofacial anomalies or with voice disorders.

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** (1b, d, f; 2a; 3b; 8a; b) relating to effective assessment to support intervention planning and evaluation of the effectiveness of intervention using evidence with an empirical basis, and **Domain 6, Knowledge, understanding and skills** (1b, h).
### MODULE NAME: SPEECH SCIENCES

**MODULE CODE:** SL2005

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<td>Module Co-ordinator and Lecturer: A. Ni Chasaide</td>
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**Learning Outcomes** On successful completion of this module, students should be able to

**Clinical Phonetics**

i. Use the symbols of the extension to the International Phonetic Alphabet (ExtIPA) for the transcription of disordered speech as well as the symbols for the transcription of voice quality

ii. Apply phonetic transcription skills to the analysis of samples of disordered speech.

**Speech Acoustics and Clinical Applications of Experimental Techniques**

iii. Describe the basic concepts of speech acoustics, relating them to speech production and perception

iv. Conduct technical analyses, interpret results and relate theory and data to clinical practice

**Module Learning Aims**

**Clinical Phonetics** The introduction to clinical phonetics is designed to familiarise students with the Extensions to the International Phonetic Alphabet (ExtIPA) and to give students practice in its use, along with the IPA, for the transcription of disordered speech. The course uses a combination of lecture presentations relating to clinical phonetics, and practical experience in transcribing disordered speech. Students will be expected to build on the phonetic knowledge and skills acquired in the JF year and to develop further skills in the perception and transcription of clinical data.

**Speech Acoustics and Clinical Applications of Experimental Techniques** There are three aims. The first is to provide an introduction to the acoustics of speech, relating the basic physical, acoustic dimensions to the speaker’s production and the listener’s perception. The second aim is to introduce students to speech analysis techniques and to develop their skills through practical analytic tasks. The main focus is on acoustic analysis techniques, and, time permitting, articulatory and aerodynamic techniques may be introduced. A further aim is to develop students’ awareness of how specific techniques (acoustic and non-acoustic) are of relevance to the analysis and possible remediation of clinically disordered speech.

**Module Content**

**Clinical Phonetics**

a) The principles of phonetic transcription using the IPA are revisited and the ExtIPA notation is introduced.

b) Speech samples representative of common speech disorders are transcribed and analysed.

c) The course provides a short introduction to basic acoustics, relating the main concepts to speech production (source filter theory) and to the correlated auditory categories (pitch, loudness, quality).

d) Through wide and narrow band spectrographic analysis the basic concepts are revisited and demonstrated. Students are taught how to segment broadband spectrograms, and how to identify the spectral characteristics of individual classes of speech sounds in a rudimentary way, and consideration is given as to how hearing loss in specific frequency regions is likely to affect people’s ability to discriminate specific classes of speech sounds.

e) Pitch analysis is introduced and the spectral correlates of voice quality illustrated. Non-acoustic techniques, such as electro-palatography (EPG) and airflow measurement may also be briefly introduced.

f) An attempt is made throughout to provide an overview of how instrumental techniques can be used not only for research, but also to assist in the analysis, diagnosis and (sometimes) the remediation of speech disorders.

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

**Assessment Details:**

**Clinical Phonetics** Two class tests (25% each) that involve transcription of a disordered speech sample.

**Speech Acoustics and Clinical Applications of Experimental Techniques** Written practical assessment is carried out during the term (50%)
1. **What is the module about?**
The Cognitive and Neuropsychology module is an exploration of human cognition and the neurological basis of behaviour which focuses on normal cognition and neuropsychology and includes the following topics: normal brain structure and function, attention, perception, multiple memory systems, encoding and retrieval processes, the role of knowledge, language, and reasoning.

2. **Why do I need to learn about this area?**
It is important to acquire knowledge within the fields of human cognitive neuropsychology in order to be able to integrate relevant knowledge in the field of speech and language therapy (assessment and rehabilitation of patients with neurological disorder), brain imaging, cognitive psychology, and cognitive neuropsychology.

3. **How does the learning on this module link to clinical practice?**
A cognitive and neuropsychologically based understanding of language and communication is of key importance to the practice of Speech and Language Therapy.

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

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

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

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

   See SCCE list for other relevant competencies.

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [http://www.coru.ie/]?**
Domain 6.1

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

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

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

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

Also Domain 6.1 (c), (d), (i), (l) (k), (o).
MODULE NAME: COGNITIVE AND NEUROPSYCHOLOGY

ECTS weighting: 5

Terms Taught: Hilary term

Contact Hours: 24 hours lectures, 6 hours SDL contact

Module Personnel: Module Co-ordinator: Dr. I. Walsh. Lecturer: Dr. M. Lawler

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

i. Identify, compare and contrast major theories of contemporary neuropsychology and cognitive psychology

ii. Outline the major theoretical perspectives in neuropsychology and cognitive psychology and evaluate the theoretical conclusions analytically

iii. Outline and critically evaluate different methodological approaches within Neuropsychology

iv. Evaluate the application of neuropsychological knowledge to understanding human cognition

v. Contextualise the practical and theoretical importance of neuropsychology and cognitive psychology in clinical settings

vi. Apply cognitive and neuropsychology theory to the practice of speech and language therapy

Module Learning Aims

1) The Cognitive Neuropsychology Course aims to provide an in depth exploration of human cognition and the neurological basis of behaviour.

2) The course focuses on normal cognition and neuropsychology and includes the following topics: normal brain structure and function, attention, perception, multiple memory systems, encoding and retrieval processes, the role of knowledge, language, and reasoning.

Module Content

a) Normal brain structure and function and illustration of how normal brain function can be better understood by the study of abnormal functioning.

b) Key topics in neuropsychology of perception: mechanisms underlying facial and object recognition; the somatosensory; visual pathways and agnosia.

c) Contemporary debates in the neuropsychology of memory: types of amnesia, implications for memory structures and processes.

d) Topics in neuropsychology of language: laterality, production & comprehension, structure and function, role of temporal lobes, aphasia.

e) Review of research on the neuropsychology of attention & mental representations: propositions and images; split brain research, laterality

f) Neuropsychology of the frontal lobe: problem solving, individual differences, movement and movement disorders, handedness and sex differences, dementia

g) Cognitive Theories: perception, attention, memory, language and thought, problem solving

h) Theories of emotion

i) Learning Theory: conditioning, instrumental learning, operant conditioning, behaviour modification

Recommended Reading List: See Blackboard for relevant lists

Assessment Details

One 3-Hour Exam Paper (70%).

Independent of any mark achieved by students on continuous assessment assignments, students are required to achieve a mark of at least 35 per cent on the examination and achieve a minimum mark of 40 per cent on three questions on the examination paper in order to be considered satisfactory.

One Written assignment (30%). Details of the continuous assessment written assignment will be distributed in lecture 2. Due 3rd March 2017.
1. **What is the module about?**
   This module focuses on learning about the nature of swallowing, speech, voice and fluency disorders and the diagnostic process, including principles, models and frameworks for clinical assessment of these disorders.

2. **Why do I need to learn about this area?**
   Students need to develop a knowledge and appreciation of the nature and of speech, voice, fluency and swallowing disorders, synthesise and apply that knowledge to the diagnostic process and critically evaluate the findings.

3. **How does the learning on this module link to clinical practice?**
   This module introduces clinical assessment models and frameworks, principles of decision-making in assessment of individuals who present clinically, and principles and techniques relevant to individuals who present with disorders of speech, voice fluency and swallowing.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
   Some of 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 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 3:** Administers, records and scores a range of assessments accurately.

   See **SCCE** list for other relevant competencies (e.g. 4, 5, 8, 9 etc.).

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

   **Domain 5**
   - 5.1 (a) be able to gather appropriate information
   - 5.1 (b) Select & use appropriate & specific assessment techniques; undertake and record a thorough, sensitive & detailed assessment, using appropriate techniques and equipment.
   - 5.1 (d) Analyse and critically evaluate the assessment data and information collected
   - 5.1 (e) Determine a diagnosis and probably outcome for service users.

   **Domains 5. 9 (c), (f); Domain 6.1 (a) (b), (c), (e), (f), (g), (h), (i), (j), (k) (l)**
MODULE NAME: ASSESSMENT SPEECH VOICE FLUENCY

ECTS weighting: 15

Terms Taught: Michaelmas term

Contact Hours: 72 hours lectures/ SDL contact, assignments 120 hours. (304 hrs.)

Module Personnel: Module Co-ordinator and Lecturer - Dr. M. Smith
Lecturers – J. Linklater, Z. Greene,

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

i. Synthesize knowledge and critically evaluate the diagnostic process related to speech, voice and fluency disorders and disorders of Feeding, Eating, Drinking Swallowing (FEDS). (Programme outcomes; 1, 4, 5)

ii. Describe and identify aetiologies of disorders of voice and speech production and FEDS. (Programme outcomes; 2, 4)

iii. Describe and interpret the impact of symptoms related to structural, neurological and sensory impairments on speech, voice, fluency and FEDS. (Programme outcomes; 2, 4)

iv. Construct and rationalize a plan for assessment that will allow categorization and differentiation of speech, voice, and fluency disorders to generate appropriate diagnoses. (Programmes outcomes; 1, 2, 4, 5)

v. Construct and rationalize a plan for assessment that will allow differentiation of factors impacting on FEDS. (1, 2, 4, 5)

vi. Analyse assessment data provided relating to speech, voice, fluency disorders and/or FEDS. (Programmes outcomes; 1, 2)

vii. Plan appropriate case history enquiry related to data on speech, voice, fluency disorders and/or FEDS, and link the outcome of their interpretation to the formulation of both a profile and a differential diagnosis. (Programme outcomes; 1, 2, 3, 4)

Module Learning Aims

This module introduces students to assessment models, principles and techniques relevant to disorders of speech, voice, fluency, and FEDS as well as to principles of decision-making in assessment of disorders of speech, voice, fluency and FEDS.

Module Content

a) Principles of assessment within an ICF framework; Assessment of speech; Theories of speech motor control; Implications for assessment of speech.

b) Developmental speech disorders; Nature and assessment of developmental dysarthria, phonological disorder and developmental verbal dyspraxia.

c) Phonological delay and disorders: Factors affecting input, perception and processing; models of speech processing (Stackhouse & Wells, 1997); assessment models and approaches; description and categorisation of profiles.

d) Developmental dysarthria: Causative factors and diagnostic groups; classification; models of assessment; associated impairments.

e) Developmental Verbal Dyspraxia: Description, assessment and classification; associated factors and consequences; approaches to assessment: structuring and implementing assessment

f) Craniofacial anomalies: Definition of terms, gross anatomy of velopharyngeal sphincter, classification of cleft types, linguistic development, speech developments, velopharyngeal dysfunction, team members and roles, assessment techniques and procedure.

g) AAC: Definition of augmentative and alternative communication; classification of use of AAC; terminology associated with AAC; aided and unaided systems; principles of assessment; participation model of assessment
Module Content (continued)


i) Fluency Disorders in children and adults: The nature of developmental/childhood, late onset/acquired stuttering, and diagnostic practice across the range of fluency disorders.

j) Acquired Motor Speech: Dysarthria: neuropathology of dysarthria; effects of neurological impairments on the speech motor control.


Recommended Reading List: See Blackboard for relevant lists

Assessment Details:

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

Continuous Assessment 1 - Essay: Individual product (20%). Due 4th November (Dr. M. Smith)

Continuous Assessment 2 - Group Product (20%). Due 14th December (Dr. V. de Aguiar, J. Linklater)
1. **What is the module about?**
This module focuses on the nature of disorders of language and communication across the lifespan, and the principles and processes of assessment of individual with disorders of language and communication.

2. **Why do I need to learn about this area?**
This module provides an opportunity for students to learn about the nature and assessment of a range of language and communication disorders (developmental language disorders, aphasia, dementia, traumatic brain injury, communication disorders associated with child and adult mental health difficulties), and thus provides the foundation for clinical assessment in these areas of clinical practice.

3. **How does the learning on this module link to clinical practice?**
This module links to clinical practice as students are introduced to person-centred models of assessment as well as the core principles of decision-making in assessment of individuals with suspected impairments in language and communication, in the context of a multidisciplinary team approach. Within small group sessions, students are exposed to and critically evaluate the use of, a range of relevant assessment tools.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
Some of 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 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 3:** Administers, records and scores a range of assessments accurately.

See SCCE list for other relevant competencies (e.g. 4, 5, 8, 9 etc.).

5. **How does the learning in this module relate to the standards of proficiency outlined for professional qualification by CORU [http://www.coru.ie/]?**
The learning on this module primarily relates to **Domain 5 (Provision of Quality Services)** and **Domain 6 (Knowledge and Skills)**, where students develop understanding of the key concepts and knowledge relevant to the profession and are facilitated to apply this knowledge to clinical scenarios, allowing them to develop skills in identifying the needs of service users and conduct appropriate assessment procedures.

- **Domain 5.1 (c)** Identify conditions that require further investigation, making referrals to other professionals as appropriate
- **Domain 5.3(e)** Demonstrate a logical and systematic approach to problem solving.

Domain 6.1(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.(See also 5.1(a), 5.1(b), 5.1(d), 6.1(d), 6.1(e), 6.1(n))
MODULE NAME: ASSESSMENT LANGUAGE & COMMUNICATION

MODULE CODE: SL2008

ECTS weighting: 15
Terms Taught: Hilary term

Contact Hours: 72 hours lectures/SDL contact, assignments 120 hours, Total 304 hours
Module Personnel: Module Co-ordinator and Lecturer - Dr. C. Jagoe
Lecturers Dr. I.P. Walsh, Dr. V. Aguiar, Dr. M. Smith

Learning Outcomes On successful completion of this module, students should be able to
1. Describe and critically evaluate the nature of developmental and acquired language and communication impairments, applying both medical and social model of disability frameworks.
2. Apply principles of evidence-based decision making in planning and evaluating assessments of individuals with developmental or acquired disorders of language and communication.
3. Select and rationalise assessment models appropriate to individuals with language and communication impairments.
4. Develop, describe and rationalise a formal plan appropriate for the assessment of individuals with language and communication impairments.
5. Explain orally and/or in writing the rationale for selection of particular assessment models and tools
6. Integrate information gathered through assessment to develop an overall profile of an individual’s communicative competence, highlighting strengths, weaknesses and possible areas for intervention.

Module Learning Aims
The aims of this module are to introduce students to person-centred models of assessment, including assessment models, principles and techniques relevant to disorders of language and communication, as well as the core principles of decision-making in assessment of individuals with suspected impairments of language and communication within a multidisciplinary team context.

Module Content
a) Aphasia Acquired Language Disorders: Historical and current perspectives on aphasia; Exploring the experience of having aphasia; Models of assessment in adult aphasia; Issues for consideration during the acute, post-acute and chronic stages of illness; Functional, social and psychosocial approaches to assessment. Cognitive neuropsychological model of language processing; Sentence production and comprehension; Progressive versus non-progressive aphasia - assessment considerations.
Assessment of acquired disorders of written language.
b) Traumatic Brain Injury: Communication outcomes
c) The Dementias
d) Language and Psychiatry: Attention deficit (hyperactivity) disorder (ADHD); Autistic spectrum disorders (ASD); Communication disorders and Psychiatry.
e) Developmental Language Disorder: The nature of developmental language disorders across the lifespan; causes and consequences; testing and assessment of language skills, both receptive and expressive; evaluating formal test findings; diagnostic considerations; language sampling as a source of information; building a comprehensive profile

Recommended Reading List: See Blackboard for relevant lists

Assessment Details
One 3-Hour Exam Paper - 4 questions to be answered (60%)
Independent of any mark achieved by students on continuous assessment assignments, students are required to achieve a mark of at least 35 per cent on the examination and achieve a minimum mark of 40 per cent on three questions within the examination paper in order to be considered satisfactory.
Continuous Assessment 1 – Essay (20%). Due 17/2/2017 (Dr. M. Smith)
Continuous Assessment 2 – Group Product (20%) 5/4/2017 (Dr. V. Aguiar / Paula Bradley (TBC)
### MODULE NAME: LINGUISTICS

#### 1. What is the module about?
This module addresses both universal and language specific aspects of language acquisition, including key considerations in multilingualism, and discussed as relevant to speech and language therapy practice.

#### 2. Why do I need to learn about this area?
You need to learn about this area because - as an SLT - as you are required to be aware of how children acquire and learn language typically and in multi-lingual contexts, thereby allowing you to contribute to informed decision-making when considering developmental language disorders.

#### 3. How does the learning on this module link to clinical practice?
This module links to clinical practice as you learn about what to expect in children who are acquiring language in typical contexts (including multilingual contexts), so that you are able to differentiate (in clinical contexts) where language may be delayed or disordered in its acquisition or pattern of development.

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

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

**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.

See SCCE list for other relevant competencies

#### 5. How does the learning in this module relate to the standards of proficiency outlined for professional qualification?
The learning on this module is core to practice as a speech and language therapist, as he/she must understand the scientific study of language and related areas (e.g. multilingualism) to practice effectively. This learning primarily relates to:

**Domain 6 Knowledge, Understanding and skills (1),** where students are required to ‘Know and understand the key concepts of the bodies of knowledge which are relevant to the profession and demonstrate the ability to apply knowledge to normal and impaired communication at both theoretical and practical levels’; e.g. h) Demonstrate an understanding of linguistics, including phonetics, language acquisition, sociolinguistics and all levels of normal speech and language processing.

**Domain 3 Effective Communication** Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion; e.g. g) Understand the need to use an appropriate interpreter to assist patients/clients/service users where necessary.

**Domain 5 Provision of Quality Services** Formulate specific and appropriate management plans including the setting of timescales e.g. 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.

See also for example: Domain 5, 1 (a) and (c); Domain 5, 3 (d)
MODULE NAME: LINGUISTICS

ECTS weighting: 5  
Terms Taught: Michaelmas term

Contact Hours: 24 hours lectures

Module Personnel: Module Co-ordinator and Lecturer - Dr Jeffrey Kallen

Learning Outcomes
On successful completion of this module, students should be able to demonstrate understanding of topics in

i. Universal and language-specific aspects of language acquisition in children
ii. Acquisition of language according to levels of linguistic structure and use
iii. The relationship between monolingual and plurilingual language acquisition
iv. Ways in which speech and language therapists can contribute to informed decision-making in the bilingual upbringing of children

Module Content

a) Universals and the mind in language acquisition
b) What is acquired in language acquisition?
c) Theory and research in language acquisition
d) Language acquisition and linguistic experience
e) The acquisition of phonology
f) The acquisition of syntax
g) The acquisition of the lexicon
h) Plurilingual language acquisition: social factors
i) Plurilingual language acquisition: cognitive issues

Recommended Reading List:

Assessment Details
One 3-Hour Exam Paper (70%)
Class Test (30%)
Minimum overall Pass Mark is 40%
1. **What is the module about?**
This module focuses on the application of knowledge acquired from anatomy, physiology, lifespan development and typical communication and feeding, eating, drinking and swallowing patterns (FEDS) to formal and informal assessment of these areas in workshops and to typical and atypical profiles in practice placements.

2. **Why do I need to learn about this area?**
The objective sampling and measurement needed to identify typical and atypical communication and FEDS profiles forms the basis for all speech and language therapy practice.

3. **How does the learning on this module link to clinical practice?**
All learning on this module relate directly to clinical practice, workshops during the first term allow the students to develop knowledge of the principles underling assessment and skills in administering assessment procedures which are then transferred to direct clinical practice with clients in a range of service settings in the second term.

4. **What are the Student Clinical Competencies (SCCE) relevant to this module?**
The student clinical competencies relevant to this module include:
Progress on this module is evaluated using the Student Clinical Competencies (SCCE) level 1 (Novice) across a number of clinical and academic assessments. Students are expected to demonstrate understanding and application of professional conduct standards as summarised on Professional Conduct (1-10). They are expected to demonstrate practice competency in
- **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 3**: Administers, records and scores a range of assessments accurately.
- **SCCE 4**: Analyses and 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 on this module relates to all subsections of CORU standards of proficiency of the following domains
- Professional Autonomy and Accountability;
- Interpersonal and Professional Relationships;
- Effective Communication;
- Personal and Professional Development and to the following specific indicators of Domain 5 Provision of Quality Health and Social Care Services and Domain 6 Knowledge and Understanding

5.1 Be able to identify and assess service users’ needs in relation to speech, language communication and swallowing
- 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.
5.1 (specific indicators: a-r)
5.2 (specific indicators: d-n) plus 6.2 (a) and 6.3 (a-h)
MODULE NAME: CLINICAL EDUCATION
MODULE CODE: SL2010

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**Module Personnel:**
- Module Co-ordinator / Practice Co-ordinator – D. Quigley
- Regional Placement Facilitators, Practice tutors, Practice Educators

**Contact Hours:**
- Assessment workshops: Lectures; Clinical workshops; Skills practice and PDL Assignments with tutorial support; Clinic related activities:
  - **Clinical practice 1.1**
  - **Clinical workshops and skills development**
  - **Induction day**
- **Practice placement 1.2 (January – March) 250 hours**
  - Weekly clinic on Mondays focussing on clinical assessment and case management 50 hours (clinical sessions and tutorials)
  - Clinical practice (30 hours direct client management)
  - Clinic related activities, skills practice and Professional Development Log Assignments (90 hours)

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

i. Describe and adhere to clinical guidelines on health and safety and record keeping during clinical practice.

ii. Understand the principles underlying client confidentiality and adhere to legal and professional guidelines for record keeping and data protection.

iii. Use appropriate communication, interviewing and recording skills when obtaining relevant information from clients, family members/carers and co-workers.

iv. Use appropriate formats to obtain and record consent for all clinical activities.

v. Use appropriate written professional recording and reporting formats.

vi. Identify and select appropriate activities to obtain a communication and FEDS profile for a speech and language therapy evaluation.

vii. Record, transcribe and analyse observations on communication and FEDS profiles accurately.

viii. Administer score and evaluate clinical assessment procedures competently.

ix. Interpret communication and FEDS behaviours objectively accessing the professional knowledge base as needed.

x. Integrate assessment results with professional knowledge to develop a diagnostic hypothesis.

xi. Apply findings from clinical assessment and diagnosis to case management under supervision.

xii. Communicate information on assessment findings and case management effectively to clients, carers, and co-workers in a professional manner.

xiii. Describe and critically evaluate of a range of service and caseload management policies.

xiv. Critically evaluate own professional competencies and identify learning goals.
Module Learning Aims
This is a mandatory module for students undertaking the undergraduate speech and language therapy clinical education programme. The clinical workshops in term one allow students to develop knowledge and skills in the areas of assessment and diagnosis to the level of novice clinician. These workshops are followed by a 12-day practice placement during the second term to allow students to consolidate and develop clinical competencies with clients in clinical contexts. The practice placement also provides students with experience of a range of working practices across a variety of clinical environments. It is recommended students obtain an average of 3 hours direct client work per day during practice placements. The remaining clinical time is spent in clinical related activities e.g. administration, material preparation, observation and clinical discussion with the practice educator and other team members. It is intended that those who complete this module should be able to

- Apply knowledge of language, anatomy, neurology and psychology to the assessment of communication skills across a range of client groups and settings
- Apply the principles of assessment to observation, recording, analysis and evaluation of communication and FEDS samples in clinical contexts
- Apply the principles of assessment and intervention to clinical decision making and case management
- Use assessment findings to inform clinical decision making
- Work effectively as speech and language therapy assessors under the direction and guidance of a speech and language therapist
- Understand the principles underlying assessment and diagnosis in speech and language therapy practice
- Understand the principles underlying case and caseload management in speech and language therapy service delivery

Module Content
The course allows students to develop competency in observing, recording, analysing and evaluating communication and FEDS samples in clinical and non-clinical populations through participation in

a) Lectures,
b) Skills practice workshops
c) Practice placements

Recommended Reading List: See Blackboard for relevant lists

Assessment Details
Part 1: Clinical Placement – off site (worth 50%)
   a. Continuous Assessment: Practice Educator maps student competencies on the Student Clinical Competency Evaluation Form (SCCEF) Level 1 Novice (40%)
   b. Clinical Exam: Practice Educator maps competencies onto SCCEF based on an evaluation of student conducting an assessment session with a client while on placement (10%)

Part 2: Clinical work – on site (worth 50%)
   a. Case presentation: Students present a case from their clinical placement; evaluated in College by Practice Educator Co-ordinator (PEC) (30%); to take place Monday 27th March, 2017.
   b. Submission of completed Professional Development Log (PDL): PDL evaluated by PEC for accuracy, completeness and overall quality of presentation (20%); to be submitted Monday 3rd April by 12 noon.

NB: Students who are required to repeat components of this module, by agreed submission date, are only eligible for a pass mark on such components (40%)

NB: Students, who are required to repeat components of this module, by an agreed submission date, are only eligible for a pass mark (40%) on such components. Resubmission will be before the written annual exams commence. Failing a resubmitted assignment will result in a fail mark being entered into SITS and require resubmission in supplemental period.