

## Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	SLT502
Module Title	Applied Life Sciences and Psychology
Level	5
Credit value	20
Faculty	SLS
HECoS Code	100255
Cost Code	GALT

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Speech and Language Therapy	Core

## Pre-requisites

N/A

## Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>30 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

For office use only	
Initial approval date	31/8/22
With effect from date	Sep 2023

<b>For office use only</b>	
Date and details of revision	Nov 2023 – AM0 minor rewording in the Indicative Assessment Tasks section with implementation from Jan 2024.
Version number	2

## Module aims

- You will build on your learning from ‘Essential Psychology’ and ‘Introduction to Life Sciences’ at Level 4 and will begin to apply these respective but related disciplines to the remit of SLT.
- You will not only consider the anatomical and physiological basis for varying conditions, but you will reflect on the psychological impact and how this determines and impacts upon person led care. This will be brought to life with case-based discussions in a specialist, clinical area.
- Assessment and intervention approaches will be considered both from a SLT perspective and that of the wider multi-disciplinary team.
- Social and cultural factors to SLT practice will also be reflected upon.
- You will reflect on the therapeutic relationship and your professional duty to maintain high standards even when there is resistance or are incompatibilities.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify and explain the anatomy and physiology of the vocal tract, ear, nose and throat including typical and atypical lifespan changes.
2	Identify and explain the neuroanatomy, neurophysiology and the limbic system with relevance to control of speech, language, hearing, swallowing, motivational states, emotional behaviour, learning and memory.
3	Identify and explain key psychological theories as relevant to SLT practice.
4	Apply theory from anatomy, physiology and psychology to inform case management in professional practice.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

### Formative Feedback:

Alongside the theoretical underpinnings you will be encouraged in pairs and small groups, to apply professional and ethical reasoning to real life cases, to consider implications for practice.

### Summative Assessment 1:

In person timed exam. 60 minutes. Mix of multiple choice and short answer questions.



## Summative Assessment 2:

This 1500 word written assignment will be in the form of a case study and will draw on theory covered in the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3,	Examination	75%
2	4	Written Assignment	25%

## Derogations

Students must gain 40% as a minimum pass mark in each assessment. No compensation is available.

## Learning and Teaching Strategies

A blended learning approach will be used during the delivery of this module combining online educational materials and face-to-face sessions. The use of the University's Virtual Learning Environment (VLE) – allows students control over the time, place, and pace of their study. Students have a responsibility to manage and engage with the online pre- and post-session learning resources to allow them to fully comprehend the subject matter.

On campus face-to-face sessions will allow students to strengthen their learning through further discussions and tutor-led problem-based tasks and other activities. Teaching will be delivered through semester style sessions incorporating group and project work. Where possible, there will be opportunities for inter-professional learning with students from other related degree programmes as well as hearing from practising clinicians.

## Indicative Syllabus Outline

### Applied Life Sciences

- Ear, nose and throat and maxillofacial surgery
  - (Voice and laryngectomy – anatomy and physiology of head and neck with an emphasis on speech and swallowing)
  - Cleft lip and palate
- Anatomy and Physiology of the vocal tract and ear including lifespan changes
- Neuroanatomy and neurophysiology
- The limbic system
- Voice and gender as relevant to life sciences

### Applied Psychology

- Educational psychology
- Clinical psychology
- Health psychology, promotion and behaviour change
- Forensic psychology
- Voice and gender as relevant to psychology



## Indicative Bibliography:

---

Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Atkinson, M.E. and Mchanwell, S. (2018). *Basic Medical Science for Speech and Language Therapy Students*. 2<sup>nd</sup> ed Guildford, Surrey, UK: J & R Press Ltd.

Banyard, P., Dillon, G., Norman, C. and Winder, B. (eds.) (2019). *Essential Psychology*. 3rd ed. SAGE

### Other indicative reading

Andrewes, D. (2016). *Neuropsychology from Theory to Practice* (2nd ed.). Psychology Press.

Dimon, T. (2018). *Anatomy of the Voice. An Illustrated Guide for Singers, Vocal Coaches and Speech Therapists*. North Atlantic Books.

Kolb, B., & Whishaw, I. (2021). *Fundamentals of Human Neuropsychology*. (8th ed.). Macmillan

Shewell, C. (2009). *Voice Work: Art and Science in Changing Voices* Wiley

### Journals

Aphasiology  
Brain and Language  
Cognition  
Disability and Rehabilitation  
International Journal of Communication and Language Disorders  
Seminars in Speech and Language

## Employability – the University Skills Framework

---

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### Core Attributes

Engaged  
Ethical

### Key Attitudes

Commitment  
Curiosity  
Resilience  
Adaptability

**Practical Skillsets**

Organisation

Leadership and Team working

Critical Thinking

