Prifysgol **Wrecsam**
Wrexham University

Module specification

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Module Code	SLT602
Module Title	Speech and Language Therapy Specialisms
Level	6
Credit value	40
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	48hrs
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
Total active learning and teaching hours	**48hrs**
Placement / work based learning	0 hrs
Guided independent study	352hrs
Module duration (total hours)	**400hrs**

For office use only	
Initial approval date	31/8/22
With effect from date	Sept 2024
Date and details of revision	13/5/24 admin correction assessment table.
Version number	2

Module aims

- This module covers a range of communication and swallowing difficulties likely to be encountered in more specialist settings.
- This module will draw together learning from the science, psychology and communication strands to consider the scientific basis for each condition, the psychosocial effects and the implications of these for overall case management, clinical reasoning, decision making and collaborative practice.
- There will be consideration throughout teaching and learning for the social, cultural and linguistic implications for SLT intervention and the therapeutic relationship.
- You will be encouraged to integrate professional and ethical reasoning and problem-solving skills with theory and case data to inform practice, including hypothesis-based assessment, differential diagnosis and onward referral decision making.
- There will be a focus on knowing the limits of your practice and when to seek advice and refer to another professional.
- Reflection will be a crucial component of this module as it covers complex, emotional and challenging aspects of the SLT role.

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

1	Synthesise knowledge of life sciences, psychology and psychiatry to SLT practice.
2	Evaluate the roles and functions of the specialist medical and interdisciplinary teams with regards to overall management.
3	Analyse and reflect upon the role and value of the SLT in the specific conditions covered.
4	Appraise the ethical and legal implications for SLT in the specific conditions covered.

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: Students will be given opportunities to prepare for the summative assessment during the module with revision sessions and online quizzes.

Summative Assessment: There will be two in class tests during the module, one at the end of semester one and one at the end of semester two.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 4	In-class test	50%
2	2, 3,	In-class test	50%

Derogations

Each in-class test must be passed at 40% minimum mark, compensation is not permitted.

Learning and Teaching Strategies

A blended learning approach will be used during the delivery of this module combining online educational materials and fade-to-face sessions. The use of the University's Virtual Learning Environment (VLE) – Moodle – 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. There will be opportunities for inter-professional learning with students from Psychology, Criminology and Education programmes as well as other healthcare degrees.

Indicative Syllabus Outline

The module will cover individual profiles of need in relation to aetiology, typical presenting features, concomitant difficulties, assessment, differential diagnosis, psychological impact, multi-disciplinary team working and onward referrals, outcome measurement, evidence-based practice, policies and legal frameworks, communication technologies and different types of service delivery.

Understanding the need to act in the best interests of the service user will be considered alongside their critical role in advocating for their own health and wellbeing.

Where applicable, case conferences and other methods of review will be discussed along with the interface with education, health and social care services.

EDS difficulties, ethical and legal implications will be covered as relevant to the conditions.

- **Paediatrics** – specialist teams within this area including neonatal and complex needs i.e., multi-sensory impairments, profound and multiple learning disabilities, youth justice. Adverse childhood experiences (ACES) and trauma informed care. Childhood mental health (psychiatry)
- **Gerontology** – age related conditions, health and well-being in older people, managing multi co-morbidities, dementia, acute and long-term conditions including Covid 19 and long Covid. Adult mental health (psychiatry)
- **Oncology** – head and neck cancers and brain tumours, medical and surgical approaches and implications for SLT
- **Palliative care** – end of life care principles, MDT approach and ethics i.e., Mental Capacity Act

Indicative Bibliography:

Essential Reads

Cummings, L. (2016). *Case Studies in Communication Disorders.* Cambridge University Press.

Ward EC and Van JC (2014) *Head and Neck Cancer – Treatment, Rehabilitation and Outcomes.* (2nd ed). Oxford: Plural

Other indicative reading

Brody, R., & McAllister, L. 2009. *Ethics in Speech and Language Pathology Therapy*. Wiley.

Higgs, J., Jensen, G.M., Loftus, S., Christensen, N. (eds.). 2018. *Clinical Reasoning in the Health Professions* (4th ed.). Edinburgh: Elsevier.

Jagoe, C., & Walsh, I. (Eds.). (2020). Communication and Mental Health Disorders. Developing Theory, Growing Practice. J&R Press.

Jones, I. and Volkmer, A. (2018) *Speech and Language Therapists and Mental Capacity: A Training Resource for Adult Services*. Guildford: J&R Press Ltd.

Volkmer. (2016). *Dealing with Capacity and Other Legal Issues with Adults with Acquired Neurological Conditions: A Resource for Speech and Language Therapists*. J&R Press.

Covid related journals and articles

Archer, S. K., Iezzi, C. M., & Gilpin, L. (2021). Swallowing and Voice Outcomes in Patients Hospitalized with COVID-19: An Observational Cohort Study. *Archives of physical medicine and rehabilitation*, *102*(6), 1084–1090. https://doi.org/10.1016/j.apmr.2021.01.063

Chadd, K., Moyse, K., & Enderby, P. (2021). Impact of COVID-19 on the Speech and Language Therapy Profession and Their Patients. *Frontiers in Neurology*, *12*, 629190. https://doi.org/10.3389/fneur.2021.629190

Intensive Care Society (2021) *Speech and Language Therapy for COVID-19 Patients in ICU and Beyond.* Available online: Speech and Language Therapy for COVID-19 Patients (ics.ac.uk)

Miles, A., McRae, J., Clunie, G., Gillivan-Murphy, P., Inamoto, Y., Kalf, H., Pillay, M., Pownall, S., Ratcliffe, P., Richard, T., Robinson, U., Wallace, S., & Brodsky, M. B. (2022). An International Commentary on Dysphagia and Dysphonia During the COVID-19 Pandemic. *Dysphagia*, 1–26. Advance online publication. https://doi.org/10.1007/s00455-021-10396-z

Websites

All Wales Covid Rehabilitation Document

RCSLT – Long Covid guidelines

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr 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
Enterprising
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Adaptability

Practical Skillsets

Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication