

Module specification

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Module Code	SLT403
Module Title	Communication and Swallowing Across the Lifespan
Level	4
Credit value	20
Faculty	Social and Life Sciences
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	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops, IPE events	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	31/8/22
With effect from date	Sept 2022
Date and details of revision	
Version number	1

Module aims

On successful completion of this module:

- You will understand how communication (verbal and non-verbal) and swallowing changes across the lifespan in relation to specific conditions/diagnoses.
- You will be introduced to rehabilitation models, direct and indirect support approaches, common formal and informal assessments and therapy resources including emerging technologies.
- You will reflect on the impact of communication and swallowing difficulties on the life of an individual considering the wider determinants of health.
- You will consider the role of the SLT and wider multi-disciplinary team.
- You will begin to mark off some eating, drinking and swallowing (EDS) competencies.
- You will be introduced to the regulatory, legal, and ethical frameworks and bodies that govern and inform SLT practice.
- You will consider approaches to prevention, re-enablement and self-management of speech, language and swallowing difficulties.

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

1	Describe how communication and swallowing difficulties can occur during the lifespan, using relevant theoretical models and frameworks.
2	Evaluate the impact of communication and swallowing difficulties on the life of the individual.
3	Identify common assessment/support approaches used in speech and language therapy practice, with reference to the evidence base.
4	Design an information handout for parents/carers/support staff outlining principles of a chosen approach.

Assessment

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: There will be opportunities throughout the module to familiarise yourself with speech and language therapy assessments, resources and session plans in preparation for the summative assessments. There will also be peer practice opportunities to gain feedback and develop early reflective, reasoning and problem-solving skills.

Summative Assessment

Assessment 1: This is a written piece of work, 1500 words or equivalent. It will be case study based with a choice element.

Assessment 2: This is a 30-minute practical on a seen case study. 15-minute presentation to cover LO 3 & 4 and a 15-minute discussion following. Information handout – 1 side of A4.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	Coursework	50%
2	3, 4	Practical	50%

Derogations

A minimum pass mark of 40% must be achieved in this module and compensation is not available.

Learning and Teaching Strategies

The Active Learning Framework (ALF) will be utilised in the delivery of this module through synchronous and asynchronous content. It will consist of lectures, workshops, seminars, interactive online content, and practical work. The workshops will support class lectures and enable students to develop early therapeutic skills, communication skills and foster creativity and innovation through the sharing of ideas. Students will be encouraged to share their peer feedback, reflections, learning and experiences with each other.

Students will be supported to explore therapy assessments and resources and practice carrying these out on each other, to familiarise themselves with administration, scoring and interpreting results. Sample sessions plans for a range of client groups will be looked at in small groups with due consideration given to the evidence base, step up / step down targets, pacing and engagement of weekly activities, short- and long-term goal setting.

Indicative Syllabus Outline

This module will cover the following indicative content:

We will look at typical communication, hearing and swallowing changes across the lifespan. Then in more detail at the following:

Specific conditions

- Autism with and without learning disability
- ADHD
- Tourette's Syndrome
- Cerebral Palsy
- Typical phonological and language delays
- Learning disabilities (full range to include well known syndromes such as Downs, Williams, Rett, Prader-Willi)
- Typical eating, drinking and swallowing (EDS) and EDS as relevant to above

SLT support approaches

- Inclusive communication approaches e.g., AAC, total communication, environmental and whole system approaches, talking mats, foundation counselling skills etc
- Relevant NHS care pathways e.g. All Wales Early Language Pathway, social communication pathway, speech sound pathway, DLD pathway
- Supporting strategies: child directed speech, role of play and joint action formats, supporting non-verbal communication
- Intervention approaches based on developing skills of others – indirect approaches

Indicative Bibliography:

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

Essential Reads

Cameron, C. (Ed.) (2014), *Disability Studies: A Student's Guide*. Los Angeles, California: Sage.

Runswick-Cole, K., Mallett, R. and Timimi, S. (2016), *Re-thinking Autism*. Jessica Kingsley

Other indicative reading

Bowen, C. and Snow, P. (2017), *Making Sense of Interventions for Children with Developmental Disorders : A Guide for Parents and Professionals*. Guildford: J & R Press Ltd.

Fawcett, M. and Watson, D. (2016), *Learning through Child Observation*. 3rd ed. Jessica Kingsley
Rainbow, D. and Marks, L. (2017), *Working with Dysphagia*. Taylor and Francis.

Groher, M.E. and Crary, M.A. (2021) *Dysphagia: clinical management in adults and children*. Third edition. St. Louis, Missouri: Elsevier.

Nippold, M. (2016), *Later Language Development: School-age Children, Adolescents and Young Adults*. 4th ed. PRO-ED.

Journals

Attachment and Human Development

British Journal of Developmental Psychology

British Journal of Educational Psychology

Child Development

Child Language, Teaching and Therapy

Dysphagia

International journal of language and communication disorders

International journal of speech-language pathology

Websites

<https://gov.wales/talk-with-me>

www.everychildmatters.gov.uk

www.literacytrust.org.uk/

www.minded.org.uk/

www.nationalstrategies.standards.dcsf.gov.uk/earlyyears

www.talkingpoint.org.uk/

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
Creative

Key Attitudes

Curiosity
Confidence
Adaptability

Practical Skillsets

Organisation
Leadership and Team working
Communication