

## Module specification

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Module Code	SLT501
Module Title	Speech and Swallowing
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 Speech and Language Therapy	Core

## 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>

<b>For office use only</b>	
Initial approval date	31/8/22
With effect from date	Sept 2023
Date and details of revision	
Version number	1

## Module aims

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The aim of this module is to build on learning from the 'Life Sciences' and 'Communication and swallowing across the lifespan' modules at level 4 and apply this specifically to the processes of speech and swallowing, the SLT and wider teams' role within these areas. Study will focus on speech and swallowing difficulties associated with developmental and acquired motor impairments. You will be encouraged to consider how the epidemiology fits with the wider determinants of health and to consider a holistic, strengths-based approach to intervention. Apply professional and ethical reasoning and skills with theory and case data to inform practice.

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

1	Appraise the evidence base for management decision making for clients with speech and/or swallowing difficulties.
2	Describe and evaluate the importance of interdisciplinary teamwork in the clinical management of speech and swallowing difficulties.
3	Identify goals for intervention tailored to the individual, with reference to the evidence base.
4	Evaluate the impact of speech and swallowing difficulties on the health and well-being of the individual.

## Assessment

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### 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:** There will be opportunities for students to prepare and practice in readiness of the summative assessment.

**Assessment 1:** Students will be asked to write a management plan for a given case study, supported by evidence and rationale. 1500 words.

**Assessment 2:** You will be played a video recording of a service user with speech and/or swallowing difficulty. You will have additional written information accompanying the video. You will be asked to interpret clinical case data and identify goals for intervention with a specific focus on improving their overall health, well-being and quality of life.

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

## Derogations

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A minimum grade of 40% must be achieved to permit progression to Level 6. No compensation is available.

## Learning and Teaching Strategies

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Using the spiral curriculum approach, this module follows, and further develops, the foundation knowledge gained from the 'Introduction to Life Sciences' and 'Communication and Swallowing Across the Lifespan' modules, with a specific application to the processes of speech and swallowing. There will be holistic overview of speech and language therapy practice applied to these processes as well a focus on specific conditions. Real and simulated case studies will help bring the theory to life.

A blended learning approach, a balance between classroom elements and digitally enabled (online) activity, will be used during the delivery of this module. Face-to-face sessions and online educational materials, using the University's Virtual Learning Environment (VLE) – Moodle, will be combined to allow more flexibility over the time, place, and pace of your study.

There will be directed pre-session materials that will prepare you for the synchronous learning that takes place in real time in the form of seminars or workshops. Post-session learning materials, such as additional reading, worksheets, and quizzes, will be provided to amalgamate and further your understanding of the topics covered. Learners have a responsibility to manage and engage with the asynchronous learning course materials (video clips, recorded lectures, forums, readings, and quizzes) available on Moodle.

Face-to-face sessions – or synchronous learning - will allow students to develop their understanding of a topic through further discussions and tutor-led problem-based tasks and other learning activities. Teaching will be delivered through seminar style sessions incorporating group and peer discussion, feedback, self-reflection, critical thought, and problem-solving skills.

## Indicative Syllabus Outline

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Throughout the module we will look at clinical decision making, case management with rationale, the role of the multi-disciplinary team, onward referrals and the impact on the service user's health and wellbeing. We will consider informed consent and the need to respect and uphold the rights, dignity, values and autonomy of the service user including their role in the decision-making process.

- Developmental and congenital conditions such as:
  - developmental verbal dyspraxia
  - dysarthria(s)
  - Stammering
  - Cleft lip and / or palate
  - Eating, drinking swallowing difficulties
- Acquired motor speech conditions
  - Neurological
    - Apraxia of speech

- Dysarthrias
- Dysphonia
- Structural / surgical
- Disordered Eating, drinking, swallowing
  - Elderly swallow/presbyphagia and acute illness
  - Neurological
  - Structural / surgical
  - Other
    - Medication
    - Psychological
    - Rare conditions e.g., HIV

## Indicative Bibliography:

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### Essential Reads

Freed, D.B. (2020) *Motor speech disorders: diagnosis and treatment*. Third edition. San Diego, CA: Plural Publishing Inc.

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

### Other indicative reading

Campbell, P., Constantino, C., & Simpson, S. (2019). *Stammering Pride and Prejudice: Difference not Defect*. 2019. Guildford: J&R Press Ltd

Cocks, S. & Harding, C. (2012). *Developing clinical skills in dysphagia: a guide for speech and language therapists*. Guildford: J&R Press Ltd

Daniels, S.K., Huckabee, M.-L. and Gozdzikowska, K. (2019). *Dysphagia Following Stroke*. 3rd Ed. San Diego: Plural Publishing, Incorporated.

Duffy, J.R. (2020). *Motor Speech Disorders: Substrates, Differential Diagnosis, and Management*. Fourth edition. Edinburgh: Elsevier.

Leonard, R., & Kendall, K. (Eds.). (2017). *Dysphagia Assessment and Treatment Planning: A Team Approach*. Fourth edition. San Diego, CA: Plural Publishing, Incorporated.

Newman, R. & Nightingale, J. (Eds.). (2012). *Video Fluoroscopy: A Multidisciplinary Team Approach*. San Diego: Plural Publishing Inc

Yorkston, K.M. et al. (2012), *Management of Speech and Swallowing Disorders in Degenerative Diseases*. 3<sup>rd</sup> ed. Pro-Ed.

## **Employability skills – the Glyndŵr Graduate**

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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  
Creative  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Digital Fluency  
Organisation  
Leadership and Team working  
Critical Thinking  
Emotional Intelligence  
Communication