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Welcome!!

We are delighted that you are planning to join the Postgraduate Diploma/MSc (pre-registration) Speech and Language Therapy Programme this August.

We've prepared some information for you on various aspects of the programme, to give you some idea of what to expect. Attached to this letter are:

- FAQs about the course in general
- FAQs about clinical placements
- The Module Descriptor and timetable for S4163: Foundations for Speech and Language Therapy - the module which you'll undertake during your first four weeks on the programme
- The formative assignment question for S4163
- A list of the modules that you'll study over the next two years
- Module Descriptors for the modules that you will study in Semester 1 (please note that these are still in draft form, the final version will be provided on your first day at QMU).
- A list of fiction/non-fiction reading material and films which provide insight into a range of communication disorders that you might find interesting to dip into.

We hope that you'll find this information useful.

If you have changed your mind about taking up the offer of a place this year, then please let the Admissions Office know as soon as possible. In the meantime, we look forward to welcoming you in person on **22nd August 2018** when we'll have an opportunity to introduce you to the university campus and to tell you more about the programme.

Warmest wishes,

Siobhan K. Mack
Programme Leader
PGDip/MSc SLT

Janet Beck
Head of Division
Speech and Hearing Sciences

Summer 2018

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Postgraduate Diploma/MSc (pre-registration) Speech and Language Therapy
Frequently Asked Questions about the Programme

What will happen on the first day?
At the beginning of the first day you will register for your student card. The Programme Leader will meet the year group and give you some introductory information about the programme and the classes that you'll be undertaking in the initial module, S4163 Foundations for Speech and Language Therapy. You'll also have the opportunity to meet lots of the academic and professional services staff informally over coffee and cake.

I've noticed that the programme starts 3-4 weeks before most other courses. Why is this?
The Royal College of Speech and Language Therapists (RCSLT) stipulates the number of weeks that it considers to be the appropriate duration for a postgraduate pre-registration programme. If we only ran the programme within the regular semester times, it would fall short of this target. Starting early allows us to meet these requirements.

What will we be doing in those first 4 weeks?
We want to make full use of these additional weeks and use them to enhance your studies as much as possible, so we have developed Module S4163: Foundations for Speech and Language Therapy. Students come from a wide variety of academic backgrounds and with different knowledge and experience about Speech and Language Therapy. This module provides the opportunity for everyone to gain confidence in unfamiliar areas and lays the foundations for the academic year ahead. In this information pack, you'll find the draft timetable and Module Descriptor.

The course is described as "full-time." What does that mean?
Full-time doesn't mean that you will be timetabled for lectures from 9-5, 5 days per week. At Masters Level, in addition to lectures, a high degree of independent guided learning is expected. This independent study will be directed and supported by teaching staff and may include researching specific topics, appraising journal articles; and reading/preparing materials in advance of lectures; as well as: revision for exams; writing assignments; and preparing materials for clinical placements.   The full timetable will be released in July, sometimes changes do occur as the year progresses, we try to keep these alterations to a minimum, but it is worth being aware that some level of flexibility is required.

What topics will we cover?
The programme covers a huge range of topics. We've included a list of modules that you'll cover over the next two years, and the Module Descriptors for your Semester 1 modules so that you can get a real picture of what you'll be studying. Please note that some of these may be subject to minor changes between now and the start of the programme.

Where can I get more information about the general QMU regulations?
The QMU website http://www.qmu.ac.uk/ is a great source of information. The specific link for academic regulations is here https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/ There are also some programme-specific regulations that we'll discuss during our programme induction sessions. There are also many others areas of the website worth exploring for more information.

Should I do anything to prepare in advance?
There is no expectation that you will do anything specific in advance. There is a formative assignment for S4163 and we have included the assessment details as part of this information pack in case you wish to think about it in advance. The assignment is not due until Monday 17th September, so there will be plenty of time for you to work on it once the programme begins and you have access to the Learning Resource Centre (LRC) etc.

Is there anything that I need to buy?
There is nothing that you need to buy in advance. The LRC has copies of core texts and many books are now available as e-books through the LRC, so it is probably better to wait until the semester starts before deciding whether there are any texts that you wish to purchase.

Are there any additional costs that I should be prepared for?
There are additional costs attached to the purchase of professional indemnity insurance and some associated placement costs. These are explained in more detail in the specific FAQs sheets included in this pack.

A final note….
These FAQs aim to answer some of the main questions that students have asked in advance of starting the course in previous years. We're sure you will have many more questions once you arrive to start the programme and we'll be very happy to try and answer them. In the meantime we hope that these will give you a flavour of what to expect.

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Postgraduate Diploma/MSc (pre-registration) Speech and Language Therapy
Frequently Asked Questions about Clinical Placements

Why do SLT students do clinical placements?
Clinical placements are an integral feature of the PGDip Speech and Language Therapy programme at QMU. They are designed to facilitate an approach to learning which fully integrates theory and practice. Our clinical placements aim to provide students with a balanced range of clinically supervised experience of speech and language therapy practice. The content and amount of clinical experience has been designed to fulfill professional requirements from the Health and Care Professions Council (HCPC) and the Royal College of Speech and Language Therapists (RCSLT).

How many clinical placements do students complete?
Students complete five clinical placements during the PGDip programme. Placements start in the second semester of Year 1 and will then run throughout the programme, so that students are able to develop clinical skills and confidence incrementally throughout their period of study.
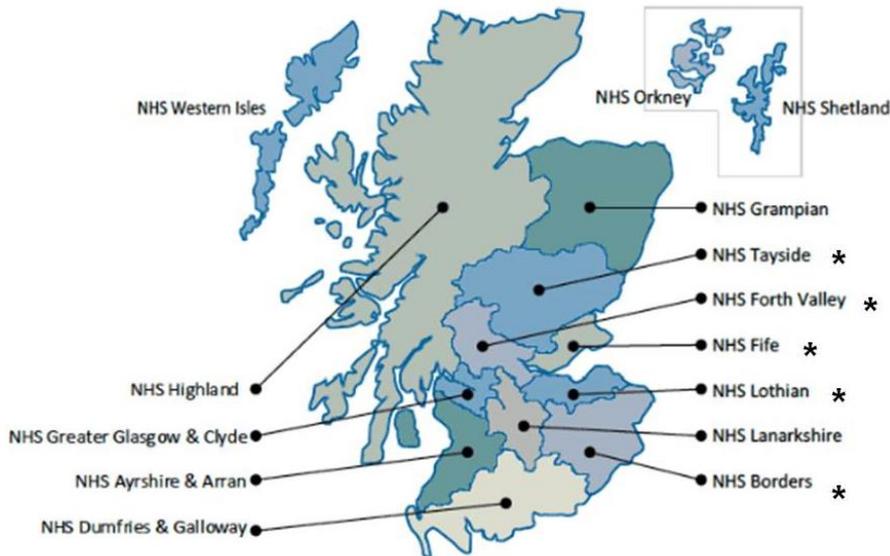
When do the clinical placements happen?
Students complete three Within-Semester clinical placements (Year 1 semester 2; Year 2, semester 1; Year 2, semester 2). These typically take place one day a week for a 10 week period during the teaching semester. Students also complete two summer clinical placements, which take place during the summer period after the end of Semester 2 in each year of the programme. These 17 day placements are typically completed within a 4-week period. All students are required to ensure they have full availability in the summer period following Years 1 and 2 of the programme, so that these placements can be arranged. Students will be able to a have break from their studies in the summer period, though the programme team cannot tell you when that break will occur until placements have been confirmed.

Where do students go on placement?
We are very fortunate to have the support of Speech and Language Therapists from a range of SLT services in the National Health Service (NHS) and some charitable organisations. Our Within-Semester clinical placements take place within a geographical catchment area which is within daily travelling distance of QMU. In the NHS, this involves Speech and Language Therapy Teams from NHS Lothian, NHS Borders, NHS Fife, NHS Tayside and NHS Forth Valley. Prospective students may find it useful to consult the map (overleaf) of Scottish National Health Service areas to become familiar with the location of our Within-Semester placements (marked with *).
All students will be expected to travel throughout the catchment area for Within-Semester clinical placements during the programme. The clinical placement team is responsible for ensuring that all students leave with a balanced range of experience. They also endeavour to reasonably balance the travel requirements students are required to do so that an individual student has a mixture of placements closer to and further from Edinburgh.

NHS Western Isles

NHS Orkney   NHS Shetland

NHS Grampian

NHS Tayside *

NHS Forth Valley *

NHS Fife *

NHS Highland

NHS Lothian *

NHS Greater Glasgow & Clyde

NHS Lanarkshire

NHS Ayrshire & Arran

NHS Borders *

NHS Dumfries & Galloway

The team's ability to do this is dependent on the clinical placements that are available and the number of students we have. Our summer clinical placements offer students the opportunity to experience speech and language therapy practice across a wider geographical area. Most students are placed throughout Scotland. Some students may go on summer placement within the catchment area, especially if they have exceptional circumstances. It is rare for us to be able to place students in the rest of the UK and Republic of Ireland largely due to the demands on these areas from local university SLT programmes. For some students, by special arrangement, it is sometimes possible that one of the summer clinical placements can be organised overseas.

Who pays student expenses for placement?
All students are responsible for their own expenses incurred on clinical placement e.g. travel costs, accommodation (summer).   Students are advised to check with the relevant student funding agencies if there is a way of reclaiming any of these expenses. Students from England**,** Wales**,** Northern Ireland and International students commencing their studies August/September 2018 will also be liable for additional fees to cover the cost of health clearance, badges and uniforms. The cost will be around **£95** depending on your course.
In addition, students will be required to pay for their **PVG** application (**up to £59**) and may have additional costs for vaccines and blood tests of up to **£90**, normally, depending on their medical history. More information will be provided during induction.

Who organises the clinical placements?
All clinical placements are organised by the Clinical Placement Team, consisting of small number of academic and administrative staff.

Can students organise their own placements or pick a preferred placement?
At QMU, the clinical placement team are solely responsible for organising all clinical placements. We maintain strong professional links with our large group of SLT Practice Educators and keep a careful record of every student's placement experiences. The clinical placement team's priority is to ensure that each student has an appropriate amount and balance of experience to obtain a license to practice on leaving the programme. Students are invited to complete information forms to aid the placement allocation process. Our placements are allocated based on a range of factors and are dependent on SLT availability, so students are not involved in sourcing or choosing their individual placements.

What do students need to do in preparation for placement?
Students are expected to engage fully in all aspects of the programme, including all teaching and learning activities in preparation for placement. All students studying health related subjects are required to have Professional Indemnity Insurance in place for all clinical placements. You will be given advice on the most affordable way/s to obtain this insurance.

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Postgraduate Diploma/MSc (pre-registration) Speech and Language Therapy
Information on Professional Indemnity Insurance

In August 2015, Queen Margaret University introduced an important policy which requires all students on Nursing, Allied Health Profession and Healthcare Sciences qualifying programmes to hold professional indemnity insurance as a pre-condition to attending clinical placements.

The QMU Speech and Language Therapy programme team wishes to issue some further guidance on this to all new students. More information will be provided during induction.

What is professional indemnity insurance?
Professional indemnity insurance exists so that if a service user is harmed in any way because of the behaviour of a professional or student involved in their care, the service user will be able to recover any compensation they may be entitled to.

Why do I need it?
This is a new obligation for students of this university, necessitated by key changes to professional requirements. In 2014, the UK Government introduced legislation that requires members of all professional groups registered with the Health and Care Professions Council (HCPC) to have professional indemnity arrangements in place as a condition of registration. Now, students of these professions are required to have this to cover their position on placements.

Do I require professional indemnity insurance for all of the placements I am required to do on the programme?
The QMU Speech and Language Therapy programmes have two different types of placement: clinical and non-clinical. It is mandatory that you have professional indemnity insurance in advance of attending all *clinical* placements. If you do not have this, you are not able to attend your clinical placement.   It is strongly recommended that you have professional indemnity cover in place for non-clinical placements too.

How do I get professional indemnity insurance?
All Speech and Language Therapy students are advised that the easiest and cheapest way to obtain professional indemnity insurance is through student membership of the Royal College of Speech and Language Therapists (RCSLT). Based on current figures, the cost of this is £40 per financial year for students residing in the UK during their programme. This can be paid in full by direct debit or in monthly direct debit instalments of £3.33. The cost of membership increases to £53 if paid by cheque or credit card. RCSLT have confirmed that international students studying here at QMU pay the UK resident rates. Details of the current fees are included in this link:
https://www.rcslt.org/about/membership/docs/fees2018_2019
If students choose this route to obtain professional indemnity cover, please note the RCSLT membership year runs from April – March, but new members can join at any point. At the time you join, you will pay only the pro-rata amount for the remainder of the membership year. We strongly advise students to use the direct debit option wherever possible as not only is it the cheapest, but it

will also automatically roll over into the new membership year to keep your membership (and thus your professional indemnity cover) active.

What other benefits do I get from RCSLT student membership?
In addition to professional indemnity insurance cover, student membership of RCSLT brings a host of benefits e.g. access to full RCSLT website; 12 x monthly SLT "Bulletin" magazine, 6 x copies of the International Journal of Language and Communication Disorders; access to information on grants and funding sources; access to RCSLT Hubs for CPD and professional development; contact with SLT communities and networks (including SLT student networks) across the UK. Further details of the benefits of RCSLT membership can be found here: https://www.rcslt.org/about/docs/membership_benefits_2016

Are there other ways to obtain professional indemnity insurance?
Yes, there are a number of private insurance companies who offer this type of insurance. We have pointed out the RCSLT student membership route as it is our current understanding that this is by far the cheapest way to obtain this and has additional benefits for students.

Is the professional indemnity insurance provided by RCSLT student membership suitable for the placements I am required to do on the programme?
RCSLT student membership will provide suitable professional indemnity cover for any placement you do in Scotland. It will also provide appropriate cover if you are in the unusual position of having a clinical placement in the rest of the UK or the Republic of Ireland (ROI). On the rare occasion that a student goes on a summer clinical placement outside of the UK/ROI, he/she will need to check whether the country is covered in the policy. If not, these students will be required to purchase separate professional indemnity cover suitable for that country. This will be discussed with any students embarking on international clinical placements.

How long do I need to have this cover in place?
It is important that students have professional indemnity insurance cover until the end of their studies here at QMU. If a student allows their professional indemnity insurance cover to lapse, they will not be permitted to attend clinical placement and risk difficulties progressing on the programme. This is why we strongly advise students to opt for professional indemnity insurance cover on a continuous/direct debit basis until the end of their studies to avoid a situation where you could be prevented from attending a clinical placement.

I have organised my professional indemnity insurance – who do I tell?
When you start with us at QMU, details of every student's professional indemnity cover will be held centrally in our School Office. At this point, you should send confirmation of either your RCSLT student membership (or your professional indemnity insurance certificate if purchased via another route) electronically to PPSO@qmu.ac.uk or in hard copy format to Pre-Placement Support Officer (PPSO), Queen Margaret University, Edinburgh, EH21 6UU. Details will be held on record, though no copies/forms will be kept, so please do not send in your only copy.
The Speech and Language Therapy programme team are not responsible for collecting this information from you, so please do not send any documents to us.

How do I become a RCSLT student member?
You can follow the instructions here: http://www.rcslt.org/about/membership/how_to_join.
Alternatively you can call the RCSLT membership team on 020 7378 3008.

What if I change something about my Professional Indemnity insurance cover during my time at QMU?
It is every student's responsibility to ensure their insurance details are kept up-to-date and any changes notified to PPSO@qmu.ac.uk for recording.

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Module Descriptor

Title	**Foundations for Speech and Language Therapy**	Code **S4163**

SHE Level	M	Semester & Mode of Study	Pre-semester FT	Credit Rating
SCQF Level	11			0

Module Co-ordinator	Siobhan Mack

Module Team	Members of the Programme Team Colleagues from Professional Services

Pre-requisites	-
Co-requisites	-
Prohibited Combinations	-

Aims

To facilitate students' acquisition of the key concepts of the knowledge base relevant for effective speech and language therapy practice in the following areas:

1. Linguistics: phonetics, phonology, morphology, syntax, semantics, pragmatics
2. Anatomy and physiology
3. Lifespan (including biological and psychological perspectives)
4. Selected care groups
5. Reflective practice
6. Evidence Based Practice

Learning Outcomes On successful completion of the module the student will be able to:	Assessed in this module	A	B	C	D
L1	Demonstrate understanding of the key concepts of linguistics, anatomy and physiology and the lifespan.	* Formative	*	*		
L2	Critically reflect on the relevance of linguistics, anatomy and physiology and lifespan to the practice of speech and language therapy	*		*	*	
L3	Demonstrate understanding of the role of speech and language therapists in working with selected care groups.	*		*	*	
L4	Demonstrate understanding of the relevance of reflective and evidence based practice to the profession of speech and language therapy.	*		*	*	*

A – Knowledge and Understanding
B – Intellectual Skills
C – Practical Skills
D – Transferable Skills

Learning Experiences

The module will engage the student in the following types of learning experiences:

QM induction
Lectures, workshops, seminars
Independent directed learning

Total: 160 hours

Assessment Pattern

Formative: online class test in Linguistics (1 hour)
Formative: 1500 word assignment

Can this Module be Anonymously marked?

Yes

Content

Introduction to linguistics: phonetics, phonology, morphology, syntax, semantics, pragmatics
Introduction to anatomy and physiology
Introduction to lifespan (including biological and psychological perspectives)
Introduction to selected care groups
Introduction to education provision and the curriculum in Scottish nursery and primary schools
Introduction to evidence based and reflective practice, including clinical e-portfolio.

Main Texts

Börjars, K. & Burridge, K. (2010). *Introducing English Grammar.* 2nd edition. London: Hodder Education.

Fuller, D.R., Pimentel, J., & Peregoy, B. (2012). *Applied Anatomy and Physiology for Speech-Language Pathology and Audiology.* Baltimore, MD: Lippincott Williams & Wilkins.

Hewlett, N. & Beck, J. (2006). *An Introduction to the Science of Phonetics.* Mahwah, NJ: Lawrence Erlbaum.

Irwin, D.L., Pannbacker, M.H. & Lass, N.J. (2013). *Clinical Research Methods in Speech-Language Pathology and Audiology.* 2nd ed. San Diego: Plural Publishing.

Lum, C. (2002). *Scientific Thinking in Speech and Language Therapy.* London: Lawrence Erlbaum Associates.

McAllister, J. & Miller, J.E. (2013) *Introductory Linguistics for Speech and Language Therapy Practice.* Wiley-Blackwell

Smith, P. K., Cowie, H. & Blades, M. (2011). *Understanding Children's Development.* 5th ed. Chichester: Wiley & Sons

Taylor, B. (2010). *Reflective Practice for Healthcare Professionals.* 3rd ed. Maidenhead: McGraw-Hill Education

Seeing Speech http://www.seeingspeech.ac.uk/
The UCL Internet Grammar of English http://www.ucl.ac.uk/internet-grammar/

Other relevant details

Attendance requirement: Participation in class-room based activities is essential to the progress of the individual student and the year group. Attendance will be monitored.

| Completed by: Siobhan Mack & Ann Clark | Date: March 2015 |

S4163 Foundations for Speech and Language Therapy: PGDip1

This module has 3 strands:

1) Induction to….. This strand provides students with detailed information about the programme and about key university services.
2) Subject-Specific Teaching (SST) This strand provides students with a foundation in some of the core components of the teaching that follows in Semester 1.
3) Guided Independent/Group Study This strand provides students with time to consolidate their learning and to undertake guided preparatory work for classes in the SST strand.

Date	Time	Room	Topic	Staff
WEDNESDAY 22nd AUGUST	09.30 – 10.15	Registry	Matriculation	Registry
	10.15 – 11.15		Induction to the Programme	Siobhan Mack
	11.15 – 12.45	Piano Bar	Meet the team	All available Academic and Professional Services Staff
	12.45 - 13.45		LUNCH	
	13.45 - 15.45		SST – Linguistics 1	Felix Schaeffler
THURSDAY 23rd AUGUST	10.15 – 12.15		Induction to the Programme 2	Siobhan Mack
	12.15 – 12.45		Wellbeing Officer	Laura Dickson
	12.45 – 14.15		LUNCH	
	14.15 - 15.15		Practice placement paperwork	Xanthe Duncan
	15.15 – 16.45		Induction to Placements	Jocelynne Watson
FRIDAY 24th AUGUST	09.15 – 12.45		SST – Module SM022 Problem Based Learning	Dermot Fitzsimons & Siobhan Mack
	12.45 – 13.45		LUNCH	
	13.45 – 15.35		Induction to the Learning Resource Centre	Laurie Roberts

Date	Time	Room	Topic	Staff
MONDAY 27th AUGUST	09.15 – 10.45		SST – Child Development 1	Siobhan Mack
	10.45 – 11.15		Personal Academic Tutors	All available academic staff
	11.15 – 13.15		Group Study (Child Development)	
	13.15 – 14.15		LUNCH	
	14.15 – 16.15		SST – Phonetics 1	Janet Beck
TUESDAY 28th AUGUST	11.15 – 13.15		SST - Anatomy 1	Sonja Schaeffler
	13.15 – 14.15		LUNCH	
	14.15 – 16.15		SST - Linguistics 2	Felix Schaeffler
WEDNESDAY 29th AUGUST	09.15 – 13.15		SST – Possible Meeting with Service Users (Please note this session is still to be confirmed)	
	13.15 - 14.15		LUNCH	
	14.15 – onwards		Group Study (Child Development)	
THURSDAY 30TH AUGUST	ALL DAY		Independent Study Day	
FRIDAY 31st AUGUST	10.15 – 12.15		SST – Module SM022 Problem Based Learning	Dermot Fitzsimons & Siobhan Mack
	12.15 – 13.15		LUNCH	
	13.15 – 15.15		SST – Module SM022 Concept Maps	Dermot Fitzsimons

Date	Time	Room	Topic	Staff
MONDAY 3rd SEPTEMBER	09.15 – 11.15		SST – Child Development	Siobhan Mack
	11.15 – 12.15		Group Study (Child Development)	
	12.15 – 13.15		LUNCH	
	13.15 – 15.15		SST - Phonetics 2	Janet Beck
TUESDAY 4th SEPTEMBER	11.15 – 13.15		SST - Anatomy 2	Sonja Schaeffler
	13.15 – 14.15		LUNCH	
	14.15 – 16.15		SST – Linguistics 3	Felix Schaeffler
WEDNESDAY 5th SEPTEMBER	ALL DAY		INDEPENDENT STUDY DAY	
THURSDAY 6TH SEPTEMBER	10.15 – 12.15		SST – Anatomy 3	Joan Ma
	12.15 – 13.15		Q&A with the PL and Head of Division	Siobhan Mack & Janet Beck
	13.15 - 14.15		LUNCH	
	14.15 – 16.15		Preparing for your Career as an SLT	Marion Pollock
FRIDAY 7th SEPTEMBER	ALL DAY		INDEPENDENT STUDY DAY	

Date	Time	Room	Topic	Staff
MONDAY 10TH SEPTEMBER	10.15 – 11.15		SST - Neurology	Joan Ma
	11.15 – 12.15		BREAK	
	12.15 – 14.15		SST - Phonetics 3	Janet Beck
TUESDAY 11th SEPTEMBER	ALL DAY		INDEPENDENT STUDY	
WEDS 12th SEPTEMBER	09.15 – 13.15		SST - Child Development (presentations)	Siobhan Mack
	13.15 – 14.15		LUNCH	
	14.15 – 15.15	2121	Uniform Fitting	Xanthe Duncan
	15.15 – 15.45		Welcome Talk	Richard Butt (Deputy Principal)
THURSDAY 13th SEPTEMBER	ALL DAY		INDEPENDENT STUDY	
FRIDAY 14th SEPTEMBER	09.00 – 09.50	2135 & 2121	Health Clearance Appointment	Occupational Health
	10.15 – 12.15		SST – SM022 Problem Based Learning	Dermot Fitzsimons & Siobhan Mack
	12.15 – 13.15		LUNCH	
	13.15 – 15.15		SST – SM022 Language Acquisition	Dermot Fitzsimons

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PGDip Speech and Language Therapy

Level 1

Semester 1 Diet 1

Module Code & Title: *S4163 Foundations for Speech and Language Therapy*

Module Co-ordinator: Siobhan Mack

Credit: *0*Choose an item.

Hand-in date: 17/09/2018

Hand-back date: 15/10/2018

Word count: 1500

Assignment Question

Discuss the importance of being a reflective practitioner as a Speech and Language Therapist and evaluate the potential benefits and challenges of incorporating reflection into everyday clinical practice. Your writing should demonstrate a critical understanding of relevant literature, including discussion and critique of models of reflection.

Marking Criteria

This assignment will be marked at Masters Level (SCQF Level 11: http://scqf.org.uk/the-framework/scqf-levels/). It is a formative assessment and therefore the mark will not count towards your final qualification. Marks will be awarded depending on:
The extent to which you demonstrate:

- A clear understanding of the principles of reflective practice
- A comprehensive evaluation of the benefits and challenges
- The ability to identify and apply relevant literature
- Critical discussion of models of reflection

The overall presentation:

- Coherence, clarity and organisation of information
- Evidence of critical thinking: Ability to synthesise concepts, knowledge and theories
- Appropriate citations and referencing

For further information see the assessment regulations:
https://www.qmu.ac.uk/media/4038/assessment-regulations-2017-final.pdf
You'll find the Postgraduate Grade Descriptors on pages 40-42

Grades are awarded according to the criteria outlined above. The criteria are not equally weighted. Moreover, please note that any significant inaccuracies in your assignment will result in a lower mark being awarded.

YEAR ONE MODULES

Module code	Module Title	Semester	Credit weighting	SCQF Level M = Masters level
S4163	**Foundations for Speech and Language Therapy**	Pre-Semester 1	0	11 (M)
SM024	**Professional Practice for Speech and Language Therapy 1**	1+2	15	11 (M)
S4164	**Linguistics 1: Introduction to Linguistics**	1	15	10
SM022	**Biological and Behavioural Science for SLT: typical processes**	1	30	11 (M)
SM025	**Linguistics 2: Clinical Linguistics**	2	15	11 (M)
SM048	**Neurology for Speech and Language Therapy and Audiology**	1	15	11 (M)
SM049	**Adult acquired language and cognitive communication disorders**	1	15	11 (M)
SM050	**Disorders of Speech and Fluency**	2	15	11 (M)
SM051	**Dysphagia (Developmental and Acquired)**	2	15	11 (M)
S4177	**Within-semester Clinical Placement 1 & Summer Placement**	2	10	10

YEAR TWO MODULES

Module code	Module Title	Semester	Credit weighting	SCQF Level M = masters level
SM068	Developmental Disorders of Language and Communication	1	15	11 (M)
SM054	Intellectual Disability, Physical and Sensory Impairment	2	15	11 (M)
SM055	Motor speech disorder, voice disorder, cleft lip and palate	1	15	11 (M)
SM029	Linguistics 3: Linguistic Processing and Variation	1	15	11 (M)
SM032	Professional Practice for Speech and Language Therapy 2	1+2	30	11 (M)
PM051	Research Methods	1+2	30	11 (M)
S4166	Within-semester Clinical Placement 2	1	10	10
S4167	Within-semester Clinical Placement 3	2	10	10

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Module Descriptor

Title	**Linguistics 1: Introduction to Linguistics**			Code **S4164**
SHE Level SCQF Level	H 10	Semester & Mode of Study	1 FT	Credit Rating 15
Module Co-ordinator	Felix Schaeffler			
Module Team	Janet Beck, Felix Schaeffler, Jim Scobbie			
Pre-requisites	-			
Co-requisites	-			
Prohibited Combinations	-			

Aims
To be able to analyse a comprehensive range of linguistic aspects of reference systems of adult English. To be able to apply theoretical concepts of linguistics in order to analyse linguistic data and to create, modify or critique clinical assessment tools.

Learning Outcomes On successful completion of the module the student will be able to:	Assessed in this module	A	B	C	D
L1	Understand the phonetic processes required for the production of familiar or unfamiliar non-pathological varieties of English	*	*	*		
L2	Transcribe varieties of English sound systems using theoretically and descriptively appropriate resources from the International Phonetic Alphabet		*	*	*	
L3	Critically understand the foundations of linguistic theory in the areas of syntax, morphology and phonology	*	*	*		*
L4	Demonstrate detailed knowledge and understanding of human speech production, perception and the acoustic speech signal	*	*	*		

A – Knowledge and Understanding
B – Intellectual Skills
C – Practical Skills
D – Transferable Skills

Learning Experiences
The module will engage the student in the following types of learning experiences:
Practical Phonetics workshops (8 hours)
Speech Science seminars (6 hours)
Phonology seminars (4 hours)
Syntax & Morphology seminars (6 hours)
Semantics and Pragmatics Seminars (2 hours)
Independent directed learning including written and multimedia resources (124 hours)

Assessment Pattern
Multiple choice exam (2.5 hours):
100% of the module.

Pass/Fail should be recorded on the mark scheme.
The pass mark is 40%.

Can this Module be Anonymously marked?
Yes

Content
Practical phonetic production skills
Transcription of speech sounds using the International Phonetic Alphabet (IPA)
Foundations of speech production, acoustics and perception
Syntax, morphology and phonology of English
General theoretical aspects of syntax, morphology, semantics, pragmatics, phonology and phonetics

Main Texts
Börjars, K. & Burridge, K. (2010). *Introducing English Grammar*. 2nd edition. London: Hodder Education.
Carr, Philip (1999). *English Phonetics and Phonology: an Introduction*. Oxford: Blackwell.
Fromkin et al. (2007). *An Introduction to Language.* 8th edition. Boston: Wadsworth-Thomson.
Hewlett, N. & Beck, J. (2006). *An Introduction to the Science of Phonetics*. Mahwah, NJ: Lawrence Erlbaum.
McAllister, J. & Miller, J.E. (2013). Introductory Linguistics for Speech and Language Therapy Practice. Hoboken: John Wiley & Sons, Ltd.
McMahon, April (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.
The UCL internet grammar of English. [http://www.ucl.ac.uk/internet-grammar/]

Other relevant details
This SCQF Level 10 module is an introduction to basic concepts of Linguistics and the linguistic structure of English, and provides a preparation for some of the skills to be required in the first clinical placements in semester 2 without focusing exclusively on what will be encountered clinically.

Completed by	**Date**
Felix Schaeffler	August 2017

Queen Margaret University

EDINBURGH

Module Descriptor

Title	**Within-Semester Clinical Placement 1 and Summer Clinical Placement**			Code **S4177**
SHE Level	H	Semester & Mode of Study	2 FT	Credit Rating
SCQF	10			10
Module Co-ordinator	Fiona Campbell			
Module Team	Fiona Campbell, Jocelynne Watson			
Pre-requisites				
Co-requisites	-			
Prohibited Combinations	-			

Aims:
To develop students' skills in observation, clinical interaction and collection and evaluation of clinical data, and to ensure that these skills are underpinned with relevant theoretical knowledge.
To develop students own oral and written communication as well as inter-professional teamwork skills for clinical practice.
To apply knowledge, understanding and skills from other modules to clinical practice.

Learning Outcomes On successful completion of the module the student will be able to:		Assessed in this module	A	B	C	D
L1	demonstrate a range of clinical professional and inter-professional behaviour and skills appropriate for Clinical Placement 1(see Clinical Report Form and Clinical Placement Handbook)	*			*	
L2	Begin to accurately evaluate clients' abilities and needs, including selecting and carrying out standardised assessments, informal assessments and focused observation under close direction from Practice Educator	*			*	
L3	apply current theoretical knowledge gained in Year 1 from the domains of linguistics, phonetics, psychology, biomedical science and communication disorders to clinical practice	*	*		*	
L4	Begin to formulate appropriate aims of therapy and devise and document session plans under close direction from Practice Educator	*		*	*	
L5	Begin to show evidence of insight into own performance and professional development needs	*	*	*	*	*
L6	interact effectively with service users, their relatives and carers, other professionals, support staff and others, when engaged in clinical activities under close direction from Practice Educator	*		*	*	

A – Knowledge and Understanding
B – Intellectual Skills
C – Practical Skills
D – Transferable Skills

Learning Experiences
The module will engage the student in the following types of learning experiences:

Preparation for placement lecture	2 hours
Clinical Placement 10 x 1 day per week minimum	20 sessions
Independent directed learning	78 hours
Summer Clinical Placement	34 sessions

Assessment Pattern
Within Semester Clinical Placement 1: Practice Educator's assessment through the Clinical Report Form: pass/fail
Formative feedback is given using the Clinical Report Form.
Placement 1 must be passed before a student can undertake the summer clinical placement.
NB: The reassessment of this practice based assessment will normally take place after the completion of a further 20 sessions of clinical practice during the summer vacation (see Programme Document: Assessment Regulations) and prior to undertaking the Summer Clinical Placement

Summer clinical placement : attendance required.
NB: If the student fails to attend the summer placement, he/she must undertake a further 34 sessions of clinical placement prior to undertaking clinical placement 3 (see Programme Document: Assessment Regulations).

100% of the marks for the module.

Can this Module be Anonymously marked?
No, as the student is known to their Practice Educators

Content
Clinical placements. Clinical skills are developed throughout the programme. Further information about expectations of students while on clinical placements is provided in the Clinical Placement Handbooks.

Main Texts
Bray, M. and Todd, C. (Eds) (2006) *Speech and language clinical process and practice (2nd edition)*. London: Whurr Publishers.
McAllister, L., Lincoln, M., McLeod, S. and Maloney D. (Eds) (1997) *Facilitating learning in clinical settings*. Cheltenham: Stanley Thornes.
Royal College of Speech and Language Therapists website: http://www.rcslt.org/

Other relevant details
Electronic copies of Clinical Placement Handbooks and all relevant practice based learning documentation are provided for students and practice educators.

Attendance requirement
Students are expected to attend their clinical placements. Cumulative attendance requirements are found in the Programme Handbook, School Office and Practice Educators will maintain a record of attendance.

Completed by
Fiona Campbell, Siobhan Mack   02 June 2017

Queen Margaret University

EDINBURGH

Module Descriptor

Title	**Biological and Behavioural Science for SLT: Typical Processes**			Code **SM022**
SHE Level	M	Semester & Mode of Study	1 & 2 FT	Credit Rating
SCQF Level	11			30
Module Co-ordinator	Siobhan Mack			
Module Team	Dermot Fitzsimons, Siobhan Mack			
Pre-requisites	-			
Co-requisites	-			
Prohibited Combinations	-			

Aims

To provide an overview of typical human functioning across the lifespan, integrating biological, psychological and sociological perspectives

To facilitate students' ability to integrate knowledge from human biology, psychology and sociology so as to inform description and analysis of typical behaviour of relevance to SLT

Learning Outcomes On successful completion of the module the student will be able to:		Assessed in this module	A	B	C	D
L1	Demonstrate theoretical understanding of the wide range of biological, psychological and sociological processes involved in development and maintenance of normal functioning across the lifespan	*	*			
L2	Draw on theoretical frameworks and terminology from human biology, psychology and sociology in order to critically evaluate observations of human behaviour.	*	*	*		
L3	Demonstrate detailed knowledge and understanding of human linguistic development	*	*	*		
L4	Apply the principles of scientific enquiry to the selection and use of appropriate techniques for observing, recording and analysing behaviour of individuals of various ages	*	*	*	*	*

A – Knowledge and Understanding
B – Intellectual Skills
C – Practical Skills
D – Transferable Skills

Learning Experiences
The module will engage the student in the following types of learning experiences:

Much of the knowledge acquisition associated with this module will rely on independent directed learning. Problem-based learning workshops will be used to develop and integrate knowledge and understanding. Experiential learning through placements will be used to consolidate learning and to develop skills in communication, observation, data-collection, data analysis, and reflection

Problem-based learning workshops and seminars   26 hours
Language Acquisition Lectures   6 hours

Independent directed learning: 188 hours

Assessment Pattern

Semester 1: Summative assessment
Integrative written assessment based on video data: 2500 words
Students will submit a comparative analysis of the biological and psychological factors underlying social interactions based on observations of video data.

The summative assessment forms 100% of credit for the module

Can this Module be Anonymously marked?   Yes

Content
General anatomy and physiology
Cell biology and histology; genetics and embryology.
Structure and function of the following systems: respiratory, cardiovascular, endocrine, nervous, musculoskeletal, sensory.
Specific Anatomy and Physiology for speech, voice, eating, drinking and swallowing
Anatomy and physiology of the respiratory system; the larynx; the vocal tract (pharynx, velopharyngeal system, nasal cavity, mouth); the ear.
Neuro-anatomy and neurophysiology
Organisation of the brain and cranial nerves.
Neurobiological control of speech, language and hearing; peripheral nerve pathways and cortical localisation of language function, speech motor control, hearing and vision.
The limbic system; neurobiological control of motivational states, emotional behaviour, learning and memory.
Psychology
Psychological processes: motivation, perception, attention, memory.
Theoretical models of cognition, neuropsychology and human information processing.
Cognitive neuropsychology and language.
Individual differences in intelligence, personality and temperament.
Learning theories, play.
Sociology
Society and culture, socialisation and roles, cultural diversity.
Physical, psychological and social changes over the lifespan
Typical growth and development in childhood and adolescence; maintenance and change during adulthood including normal ageing processes.
Typical lifespan changes in communication, hearing and swallowing
Models of psychological and social development and sociological issues across the lifespan: childhood, adolescence, parenting, mid-life challenges and retirement (social, cognitive and related biological and socio-cultural influences).
Considerations of health and wellbeing in the older person.

Main Texts

CLARK, E.V. (2009). First Language Acquisition. 2nd Edition. Cambridge: Cambridge University Press

DAVIES, A., BLAKELEY, A. & KIDD, C. 2001. *Human Physiology*. London: Churchill Livingstone.

HERBERT M. 2003. *Typical and Atypical Development. From conception to adolescence*. BPS Blackwell.

LASSERSON, D., GABRIEL, C. & SHARRACK, B. 1998. *Mosby's Crash Course: Nervous System and Special Senses.* St. Louis: Mosby.

LONGSTAFF, A. 2000. *Instant Notes Neuroscience.* Oxford: BIOS Scientific Publishers

POCOCK, G. & RICHARDS, C.D. 1999. *Human Physiology: The Basis of Medicine*. Oxford: Oxford University Press.

SMITH, P. K., COWIE, H. and BLADES, M., 2011. *Understanding children's development*. 5th ed. Chichester: Wiley & Sons

WHITEHILL, T., BRIDGES, S. & X CHAN, K. 2014. Problem-based learning and speech-language pathology: a tutorial. *Clinical Linguistics & Phonetics*, 28(1–2): 5–23

Other relevant details

Completed by:	**Date:**
Siobhan Mack	June 2017

Queen Margaret University
EDINBURGH

Module Descriptor

Title	**Professional Practice for Speech and Language Therapy 1**		Code **SM024**
SHE Level SCQF Level	H 11	Semester & Mode of Study	1 & 2 FT	Credit Rating 15
Module Co-ordinator	Sara Wood		
Module Team	Sara Wood		
Pre-requisites	-		
Co-requisites	-		
Prohibited Combinations	-		

Aims

To develop students' understanding of relevant educational, health and social policies and regulatory frameworks.
To develop students' skills in clinical observation, clinical interaction and the collection, reporting and evaluation of clinical data.
To apply relevant theoretical knowledge to clinical decision making.
To develop students' knowledge and understanding of the Health and Care Professional Council's standards of conduct, performance and ethics.

Learning Outcomes On successful completion of the module the student will be able to:	Assessed in this module	A	B	C	D
L1	Explain and critically evaluate classifications and models of health and wellbeing, bio-psycho-social and medical models and their application to SLT practice.	*		*	*	
L2	Demonstrate extensive knowledge of the contexts of SLT service delivery and current social policy initiatives which impact upon SLT practice.	*		*	*	
L3	Critically evaluate team roles and working, professional role boundaries and overlap.	*		*	*		*
L4	Demonstrate scientific rigour in the application of evidence and theory to clinical decision making.	*		*	*		*
L5	Formulate appropriate aims of therapy, and demonstrate a developing ability to devise and document session plans.	*		*	*		*
L6	Interact effectively within clinical setting, respecting the rights, dignity, values and autonomy of all service users and appreciating their role in managing their own health and wellbeing	*		*	*		*

		A		B	C		D
L7	Demonstrate insight into own performance and development of appropriate professional development needs.	*		*	*		*
L8	Demonstrate knowledge and understanding of the Health and Care Professional Council's standards of conduct, performance and ethics	*		*	*		*

A – Knowledge and Understanding
B – Intellectual Skills
C – Practical Skills
D – Transferable Skills

Learning Experiences

The module will engage the student in the following types of learning experiences:

Workshops, group work, seminars and discussion of video and other case-based materials: 18 hours

Independent study and preparation: 132 hours

Assessment Pattern

Summative:

Case-based written assignment (1500 words). This forms 100% of the marks for the module.

Can this Module be Anonymously marked?

Yes

Content

Ethical frameworks and decision making

Professional and regulatory bodies

Classifications and models of health and wellbeing (including the International Classification of Functioning, Disability and Health (ICF) Framework), bio-psycho-social and medical models and their application to SLT practice.

The contexts of SLT service delivery

      Local and national NHS, Social Service and Education policies, practices and provision

      Client groups and classification

Collection and evaluation of clinical data

Professional documentation: case reports, clinical notes, report writing

Statutory requirements and responsibilities, confidentiality and informed consent.

Summer placement

Main References

BODY, R. and MCALLISTER, L., 2009. *Ethics in Speech and Language Therapy* [online]. Chichester: Wiley Blackwell. Available from: http://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=bcf49391-7834-4d9c-9260-655b940305a1%40sessionmgr102&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=qmu.b3820583&db=cat02513a

BRAY, M., ROSS, A. and TODD, C. eds. 2006. *Speech and language: clinical process and practice*. London: Whurr publishers.

HCPC 2016. *Standards of conduct, performance and ethics* [online] [viewed]. Available from: http://www.hcpc-uk.co.uk/publications/index.asp?id=38#publicationSearchResults

HCPC 2016 *Guidance on conduct and ethics for students* [online] [viewed]. Available from: http://www.hcpc-uk.co.uk/publications/index.asp?id=219#publicationSearchResults

KERSNER, M and WRIGHT, J.A., 2012. *Speech and language therapy: the decision-making process when working with children*. London: Routledge.

LUM, C., 2002. *Scientific thinking in speech and language therapy*. London: Erlbaum.

MCALLISTER, L. and LINCOLN, M., 2004. *Clinical education in speech-language pathology*. London: Whurr.

MCALLISTER, L., LINCOLN, M., MCLEOD, S. and MALONEY, D. eds. 1997. *Facilitating learning in clinical settings*. Stanley Thornes: Cheltenham

ROYAL COLLEGE OF SPEECH AND LANGUAGE THERAPISTS, 2016. CQ Live: introduction [online] [viewed]. Available from: https://www.rcslt.org/cq_live/introduction

ROYAL COLLEGE OF SPEECH AND LANGUAGE THERAPISTS and TAYLOR-GOH, S. 2005. *RCSLT Clinical Guidelines*. Oxon, UK: Speechmark.

SCOTTISH INTERCOLLEGIATE GUIDELINES NETWORK, 2017. *SIGN guidelines* [online]. Available from: http://sign.ac.uk/

WORLD HEALTH ORGANISATION, 2017. *Classifications* [online] [viewed]. Available from: http://www.who.int/classifications/icf/en/

Other relevant details

Attendance requirements
Students are required to attend their clinical placements in order to achieve the mandatory placement requirements for eligibility to apply for a licence as a Speech and Language Therapy. See also the Programme Handbook, Section 14.
School Office will maintain a record of attendance.

Completed by	Date
Ann Clark and Jocelynne Watson	January 2015

Queen Margaret University

EDINBURGH

Module Descriptor

Title	Neurology for Speech and Language Therapy and Audiology			Code SM048
SHE Level SCQF Level	M 11	Semester & Mode of Study	1 FT	Credit Rating 15
Module Co-ordinator	Joan Ma			
Module Team	Alasdair Fitzgerald, Alyson Nelson and other specialist visiting lectures			
Pre-requisites	-			
Co-requisites	-			
Prohibited Combinations	-			

Aims

To provide students with an opportunity to develop a detailed and extensive knowledge and understanding of neurology in order to support their professional practice within a multidisciplinary context.

Learning Outcomes On successful completion of the module the student will be able to:		Assessed in this module	A	B	C	D
L1	Demonstrate a critical awareness of the relevance and contribution of neurology to SLT and Audiology practice.	*	*	*		*
L2	Demonstrate detailed knowledge and understanding of those aspects of clinical neurology which are of relevance to SLT and audiology, and formulate hypotheses about the neurological status of clients with impairments of hearing, communication and/or swallowing.	*	*	*		*
L3	Apply this knowledge and understanding to the management of clients with hearing, communication and/or swallowing difficulty, with a particular emphasis on clinical assessment and differential diagnosis.	*	*	*		
L4	Critically evaluate the complex interactions between neurological impairment and other aspects of physical and psychological health in the causation of hearing, communication and/or swallowing difficulty.	*	*	*		*
L5	Demonstrate a critical awareness of the roles, responsibilities and boundaries of professionals involved in the collaborative management of clients with neurological impairment.	*	*	*		*

A – Knowledge and Understanding
B – Intellectual Skills
C – Practical Skills
D – Transferable Skills

Learning Experiences

The module will engage the student in the following types of learning experiences:

- Lectures/seminars on neurology: 24 hours (taught alongside undergraduate students)
- Independent directed learning: 132 hours. This will include collaborative case-based learning using structured on-line resources.

Assessment Pattern

Written examination (3 hours): 100% of the marks for this module

Can this Module be Anonymously marked?   **Yes/No**   **If No please provide an explanation.**

Yes

Content

Developmental, acquired and progressive neurological impairments which affect hearing, communication and/or eating, drinking and swallowing: aetiology and presenting features

Principles of clinical neurological assessment

Current approaches to assessment and intervention in neurology (medical and surgical)

Main Texts

LINDSAY K.W., & BONE I. 1997. *Neurology and Neurosurgery Illustrated.* New York: Churchill Livingstone. 3rd Edition.

DONAGHY M. (Ed) 2001. *Brain's Diseases of the Nervous System.* Oxford: Oxford Medical Publications. 11th Edition For Reference Only.

WEBB. W. G. 2017. *Neurology for the speech-language pathologist.* St Louis: Elsevier Inc.

MCBEAN, D., & VAN WIJCK, F., 2013. ***Applied neuroscience for the allied health professions.*** Edinburgh: Churchill Livingstone 1st Edition.

ROUSE, M. 2015. *Neuroanatomy for Speech Language Pathology and Audiology.* Burlington MA: Jones and Bartlett Publishers, Inc

Other relevant details

Completed by	**Date**
Joan Ma	July 2017

Module Descriptor

Title	**Adult Acquired Language and Cognitive Communication Disorders**		Code **SM049**
SHE Level	M	Semester & Mode of Study	1 FT	Credit Rating 15
SCQF Level	11		
Module Co-ordinator	Fiona Menger		
Module Team	Fiona Menger		
Pre-requisites	-		
Co-requisites	-		
Prohibited Combinations	-		

Aims

To facilitate students' acquisition of knowledge, understanding and clinical skills relevant for effective speech and language therapy practice with the following conditions/client groups: aphasia; dementia (including progressive aphasia); traumatic brain injury and right hemisphere communication disorders.

Learning Outcomes On successful completion of the module the student will be able to:	Assessed in this module	A	B	C	D
L1	Demonstrate detailed knowledge and critical understanding of aetiology, presenting features and long term outcomes	*	*	*		
L2	Demonstrate a critical understanding of the theoretical basis of, and the variety of approaches to, assessment and intervention	*	*	*		
L3	Critically evaluate current approaches to assessment, and demonstrate appropriate selection of such.	*	*	*		
L4	Demonstrate creativity and scientific rigour in the formulation of management plans	*	*	*	*	
L5	Recognise and critically reflect on the possible contribution of social, psychological and medical factors to service users' communication difficulties	*	*	*		*
L6	Demonstrate a critical awareness of working in partnership with service users, their relatives and carers, other professionals, support staff and others	*	*	*		*
L7	Draw on detailed knowledge and evaluation of current research and other evidence to inform own practice	*	*	*		*

A – Knowledge and Understanding
B – Intellectual Skills
C – Practical Skills
D – Transferable Skills

Learning Experiences

The module will engage the student in the following types of learning experiences:

Seminars and case-based discussions: 18 hours

Independent directed learning: 132 hours

Assessment Pattern

Examination 2.5 hours

Can this Module be Anonymously marked?   Yes

If No please provide an explanation

Content

This module focuses on adult acquired language and cognitive communication disorders. Specific topics covered include: aphasia; dementia (including progressive aphasia); traumatic brain injury and right hemisphere communication disorders. The following topics will be covered in relation to each of the above:

- Aetiology; nature of the impairment; presenting features; theoretical models; current approaches to classification.
- Impact on communication, social interaction, emotional well being, education and employment.
- Current approaches to assessment, differential diagnosis and intervention with reference to the evidence base.
- Clinical decision making for optimal client/patient care within a multi- or interdisciplinary context, considering team membership, roles, responsibilities and boundaries.
- Current approaches to measurement of outcome and efficacy.

Main Texts

BASSO, A., 2003. *Aphasia and its therapy*. 1st ed. United States: Oxford University Press Inc.

BAYLES, K., 2014. *Cognitive-communication disorders of dementia: definition, diagnosis, and treatment.* 2nd ed. San Diego: Plural.

CHAPEY, R., 2008. *Language Intervention Strategies in Aphasia and Related Neurogenic Communication Disorders.* 5th ed. Lippincott Williams & Wilkins.

LAPOINTE, L., 2011. *Aphasia and related neurogenic language disorders.* 4th ed. New York: Thieme.

MCDONALD, S., TOGHER, L. and CODE, C. eds. *Social and communication disorders following traumatic brain injury.* 2nd ed. London: Psychology Press

MURDOCH, B., 2010. *Acquired Speech and Language Disorders A Neuroanatomical and Functional Neurological Approach.* 2nd ed. West Sussex: John Wiley & Sons Ltd.

MURDOCH, B., E., and THEODOROS, D., G., 2001. *Traumatic brain injury: associated speech, language, and swallowing disorders.* San Diego: Singular.

MYERS, P., S., 1999. *Right hemisphere damage: disorders of communication and cognition.* San Diego: Singular.

PAPATHANASIOU, I., COPPENS, P. and POTAGAS, C., 2013. *Aphasia and Related Neurogenic Communication Disorders.* Massachusetts: Jones and Bartlett.

SIMMONS-MACKIE, N., KING, J., and BEUKELMAN, D., 2013. *Supporting communication for adults with acute and chronic aphasia.* United States: Brookes Publishing Co.

WHITWORTH, A., WEBSTER, J. and HOWARD, D., 2014. *A Cognitive Neuropsychological Approach to Assessment and Intervention in Aphasia.* 2nd ed. East Sussex: Psychology Press.

Other relevant details

Completed by	**Date**
Fiona Campbell	June 2017

Wider Reading

Below is a range of fictional/non-fictional reading and cinematic material which provides insight into a range of communication disorders and how people experience them. You are not expected to read/watch the things on this list, but if you'd like to start exploring the topic in a very broad sense before you start your academic studies then you may find these of interest.

Films: title and topic area
- Awakenings (Parkinson's Disease. Based on novel by Oliver Sacks)
- Away from Her (Alzheimer's)
- In the Land of the Deaf (Hearing Impairment)
- Inside I'm Dancing (Cerebral Palsy)
- Iris (Alzheimer's. The story of Iris Murdoch)
- Memento (Amnesia)
- My Left Foot (Cerebral Palsy. The story of Christie Brown)
- Nil By Mouth (Addiction)
- One Flew Over the Cuckoo's Nest (Mental Health)
- Requiem for A Dream (Addiction)
- Rocket Science (Stammering)
- Silver Linings Playbook (Mental Health)
- Snowcake (Autism)
- Still Alice (Alzheimer's. Also available as a book by Lisa Genova)
- The Diving Bell and the Butterfly (Stroke/Locked in Syndrome. The story of Jean-Dominique Bauby – also available as a book)
- The Intouchables (Physical Disability)
- The King's Speech (Stammering)
- The Theory of Everything (Motor Neurone Disease. The story of Stephen Hawking)
- What's Eating Gilbert Grape (Mental Health)

Books: title, author and topic area
- Black Swan Green - David Mitchell (a fictional account of boy growing up in the 80s with a stammer)
- Freaks, Geeks and Asperger's Syndrome - Luke Jackson (a personal account of growing up with Asperger's Syndrome)
- New Finnish Grammar - Diego Marani (a novel about head injury)
- The Curious Incident of the Dog in the Night-time - Mark Haddon (a fictional tale of a boy with Asperger's Syndrome)
- The Iceberg - Marion Coutts (a memoir of her husband's death from a brain tumour)
- The Memory Keeper's Daughter - Kim Edwards (a fictional account of the birth of a child with Down's Syndrome)
- The Mouseproof Kitchen - Saria Shah (an account of her experiences bringing up a child with Cerebral Palsy)
- The Reason I Jump - Naoki Higashida (a 13 year old boy's account of autism)
- The Shock of the Fall - Nathan Filer (a tragic comic account of schizophrenia)