

Module Specification

Module Summary Information

1	Module Title	Psychology and the Development of Language
2	Module Credits	20
3	Module Level	4
4	Module Code	SPR4038

5	Module Overview
<p>This module introduces you to psychological theory and aims to provide insight into the development of language and communication through the lifespan with focus on early years, adolescence and the ageing population.</p> <p>The module also highlights the relevance that psychological theory has to the development of language and communication and how this is applied to speech and language therapy (SLT). The psychological strands featured in this module include social, behavioural, cognitive, mental health, developmental and individual differences. Through the teaching of these strands, you will consider the perspective of the individual client, their social world and the SLT, and discuss the extent to which these factors contribute to the development of language and communication. The learning of psychology is an example of knowledge that is needed to meet the needs of a diverse range of clients with communication and swallowing needs in accordance with programme aim 2; practice-led knowledge.</p> <p>As part of the holistic perspective associated with the biopsychosocial model of the International Classification of Functioning and Disability (ICF) (WHO 2014), and also in accordance with Royal College of Speech and Language Therapists (RCSLT) guidelines for pre-registration SLT courses in the UK (2010) and the Health and Care Professions Council (HCPC) Standards of Proficiency 13.11, you will consider how the social environment can impact on the development of language and communication through the teachings of parental attachment, bilingualism and play.</p> <p>The diverse needs of the individual and their culture are considered in this module, in accordance with the programme's person-centred approach and programme aims 1-5 of developing excellence, internationalisation and practice-led knowledge as applied to the profession. In addition, you will apply theory to varied client groups including adolescents and the ageing population to fit the Learning, Teaching and Assessment strategy of the programme, programme aim 1 of pursuing excellence, and the HCPC demand for SLTs to adapt to the changing health demands suited to their role in order to meet the required standards of proficiency (HCPC SOP 14.1, and HCPC Standards of Education and Training (SET) 4.4).</p> <p>As a Level 4 module, the content complements that of the other level 4 modules as well as providing you with the foundational knowledge of psychology and language and communication theory required for successful progression to Level 5 study, fitting the spiralling curriculum as a feature of the programme's philosophy.</p>	

An essential tool for SLT is using the method of observation to identify appropriate behaviours that inform practice and theory relevant to the situated context. Observation schedules are discussed and you will practise this method of observation within a nursery setting, which is evaluated and assessed with specific relation to language and communication. This supports the programme's philosophy and aims 1 and 2 of pursuing excellence and applying core transferable skills to practice as well as meeting the HCPC standard of integrating theory with practice (HCPC, SET 4.3, SOP 14) and programme aim 4 of employability.

In accordance with the programme's Learning, Teaching and Assessment strategy, the HCPC requirements of autonomous reflective thinking (HCPC, SET 4.6, SOP 11) and programme aim 1 concerning the pursuit of excellence, this module will incorporate different interactive teaching activities. These will target the core transferable skills of reflection, presentation skills, discussion, problem-solving and evaluation of theory, in relation to the current international research evidence base.

6	Indicative Content
	<p>Week 1 AM Lecture Psychology introduction – 2 hours</p> <p>Formative learning activities: To produce topics, as a group, relative to psychology based upon discussion of pre-session activity. To refer to a case study on behaviour, and feedback on potential psychological influences and reasons for this behaviour. To feed back during class debate on what constitutes scientific study. To recap on the information available to support the learning of this module's content and where to locate this information.</p>
	<p>Week 1 PM Psychology 2- Social psychology attitudes and behaviour (social cognition) - 2 hours</p> <p>Formative learning Reflect on biases and heuristics that you use every day through online poll quiz. To see how these biases could occur in an SLT context and in health compliance (small group activity). Discuss in small groups examples of prejudice and how attitudes can influence behaviour Discuss in small groups how behaviour could influence attitude formation in an SLT context.</p>
	<p>Week 2 AM Psychology 3- Behaviourism - 2hr</p> <p>Formative tasks To go through the reinforcement activity quiz. Group discussion on how behaviourism is applied to SLT practice. Watching online videos that demonstrate famous experiments considered in the lecture</p>
	<p>WEEK 2 PM Psychology 4 – Cognitive (Memory) - 2hr</p> <p>Formative activity To participate in two memory experiments that focus on retention and depth of processing. To discuss in small groups examples of mnemonics used in everyday life. Discuss how evidence from STM and LTM can be used to inform SLT practice. Watch Derren Brown videos that demonstrate memory strategies.</p>

WEEK 3 AM
Psychology 5 – Developmental Piaget - 2hr

Formative activity

To begin (small groups) assigning the components of developmental behaviour (cut-up) to the appropriate stages of Piaget's theory using the grid presented in lecture.
 In small groups, to discuss the implications of Piaget's theory to SLT practice and education.

WEEK 3 PM
Psychology 6 – Developmental - Perception and concept formation - 2hr

Formative learning

Watch online videos that show examples of visual and auditory perception in children.
 To reflect in groups how this content matches that covered in other developmental sessions.
 To define features of common objects as a whole group.
 To reflect on how we interact with unfamiliar objects as a whole class linking this to theory of concept development.
 Linking concept formation to language development, ordering words /concepts based upon developmental stages.
 Reflecting in small groups scripts of getting a bus.
 Reflecting as a group the relevance concept formation and perception has for SLT practice.

WEEK 4 AM
 Pre-linguistic communication session - 2hr **AS**

WEEK 4PM
Psychology 7 – Developmental – Emotion and attachment - 2hr

Formative activities

Reflection on how you would describe yourself linking this to theory.
 Watching video examples of emotional recognition, social referencing and theory of mind.
 Reflect in groups on why theory of mind is important for SLTs to understand.
 Focus on examples of language output from children and mother-child interaction to identify emotional development.
 Video that demonstrates the strange situation and how it applies to theory of attachment.
 To reflect in groups how stages of attachment influence internal working models through the lifespan.

WEEK 5 AM
 Pre-intentional development - 2hr
AS

WEEK 5 PM
 Development of communication: phonological development - 2hr
OR

Introduction to developmental norms for phonetic and phonological development. Critique of norms.

Formative activities:

Compare pre-session phonetic transcription to answers.
 Apply phoneme development norms to observations of child speech from 2 years upwards.
 Identify simple phonological processes.
 Apply knowledge of phonological processes to child speech, relate to developmental norms and compare to answer keys.

WEEK 6 AM
 Theories of language acquisition – 2hr
MW

<p>WEEK 6 PM Development of communication: early words - 2hr AS/OR</p>
<p>WEEK 7 AM Development of communication: early grammar - 2hr MW</p>
<p>WEEK 7 PM Psychology 8- Individual differences 2hr</p> <p>Formative activities Discuss individual personality characteristics that we attribute to ourselves. Consider the big 5 factor model and celebrities that may fit these components. Link the components of personality tests completed to theory of personality, and the limitations of measuring this.</p>
<p>WEEK 8 AM Psychology 9 – Play - 2hr TH</p>
<p>WEEK 8 PM Psychology 10 – Attention and working memory - 2hr TH</p>
<p>WEEK 9 AM Observation skills - 2hr TH</p>
<p>WEEK 9 PM Typical child interaction - 2hr OR Plus 2 other staff (3 small groups). Cross-over groups.</p> <p>Agree observation schedules and observe two videos of the same two children interacting during the same activity, but 3 years apart. Cross-over to cover all three areas of communication and summarise differences across children and ages.</p>
<p>WEEK 10 AM Observation skills self-directed study (nursery observation week 1) - 2hr</p>
<p>WEEK 10 PM Observation skills self-directed study (nursery observation week 2) - 2hr</p>
<p>WEEK 11 AM Observation skills - 2hr TH</p>
<p>WEEK 11 PM Assignment briefing - 1hr</p>
<p>WEEK 12 AM School age language development - 2hr VL</p>

WEEK 13 AM

Language across the lifespan (adolescence) **3hr GRO**

This session covers adulthood also and includes digital communication.

WEEK 13PM

Language across the lifespan (ageing) - **2hr GRO**

WEEK 14 AM

Bilingualism and second language acquisition - **2hr**

AS

WEEK 14PM

Bilingualism processing - **2hr**

AS

WEEK 15AM

Bilingualism code switching - **2hr**

AS

WEEK 15PM

Literacy development - **2hr**

OR

Formative activities throughout:

Introduction to phases of reading and spelling development. Application of phases to videos of children reading aloud and typical child spelling data.

Introduction to phonological awareness and its relationship with reading and spelling development.

Reading for meaning – models of reading behaviour.

Teaching of reading in schools.

Identification of predominant teaching model used in individual's childhood.

7	Module Learning Outcomes	
	On successful completion of the module, students will be able to:	
	1	Discuss the principles and perspectives of linguistic development and psychology that underpin the development of language and communication relative to a range of contexts.
	2	Demonstrate knowledge of using observation as a method of enquiry, making informed observations of human behaviour and interpreting these in relation to contextual factors and knowledge gained within this module.

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1, 2	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	56	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	84	
Private Study (PS) includes preparation for exams	60	
Total Study Hours:	200	