

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Principles of Client-Centred Management of Communication and Swallowing Needs
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	5
<b>4</b>	<b>Module Code</b>	SPR5035

<b>5</b>	<b>Module Overview</b>
<p>This module is focussed on teaching you the principles of client-centred management which will provide you with the essential skills necessary for planning management for clients with communication needs. To help your understanding of how to plan management using a cyclical approach you will be introduced to a variety of subject-specific client groups with communication and swallowing needs such as clients with aphasia, motor speech disorders, dysphagia and children with speech disorders/delay. More specifically, you will learn how to set person-centred goals how achievement of these goals are measured using appropriate outcome measures and the different management approaches that you can take e.g. Direct vs indirect therapy, intensive vs non-intensive. In your subject specific teaching you will be taught intervention strategies for each client group together with the evidence base which underpins these strategies. Within these teaching sessions you will be able to apply the management framework you have been taught in order to produce meaningful management plans. You will have the opportunity for peer-peer feedback either during the sessions and/or post session. All your learning will help prepare you for your summative assessment which will consist of a 3000 word case study in which you will analyse case data and write a management plan. Each of the learning outcomes has been designed to meet the Health and Care Professions Council (HCPC) Standards of Proficiency (SoP) for Speech and Language Therapists: (SoPs 2.6, 13.2, 14.2, 14.3, 14.9, 14.10 and 14.12) and the module is aligned with the Quality Assurance Agency for Higher Education subject specific benchmark statements for SLT (A1, A2, A3, A4, B2, B3, B4).</p> <p>This module embeds the philosophy of the programme in a variety of ways. Firstly, it will allow you to gain skills in planning management for clients which will allow you to, when qualified, “practise competently in line with HCPC standards and RCSLT guidance.” When formulating these plans you will adopt a client-centred approach which will place the client at the centre of the process whilst being sensitive to their wider needs. You will be exposed to case studies from a variety of client groups during your teaching which allows you to consider how you will plan management and work with diverse client groups. In choosing interventions and planning management you will need to consider the evidence base for your decisions and thus this module will encourage you to critically evaluate the evidence underlying your practice which is a necessary skill for a Speech and Language Therapist. You will also be introduced to the value of working in a team as well as the value of working independently and this this will be taught in this module by case studies.</p> <p>The learning and teaching in this module addresses many of the programme aims. Firstly, this module provides you with opportunities to develop a reflective, critical and evaluative approach to your own and others’ evidence-based clinical practice in order to meet the future demands of the health, social, education and criminal justice systems. You will have opportunities to write management plans within teaching sessions (in small groups) and present them to your peers. Through your discussions with your peers you will receive formative feedback which will allow you to reflect on your own management decisions (Aim 1: Pursuing Excellence). On completion of this module you will be able to apply the expert knowledge, skills and professionalism in the management of clients with communication and swallowing needs within simulated, virtual and real-life SLT settings to the clients that you have been exposed to (e.g. aphasia, motor speech disorders and dysphagia (Aim 2: Practice-led knowledge</p>	

applied). This module will also contribute to providing you with the relevant professional competence to practise as a SLT as recognised by the regulatory and professional bodies (HCPC and RCSLT) throughout your career. In order to be a Speech and Language Therapist you must be able to choose evidence based interventions strategies and be able to write person centred management plans (Aim 4: Employability Driven).

The teaching on this module aligns with the Programme's Learning, Teaching and Assessment Strategy as you will be taught using a variety of different methods, which include interactive lectures, workshops, podcasts and videos with on-line learning supporting face-face teaching. You will be directed to pre- and post-session study throughout the module as appropriate and by completing the pre-reading you will be able to apply the knowledge within the teaching sessions and thus your learning opportunity will be maximised. Teaching sessions are mainly whole group teaching sessions but within these sessions you will be working in small groups doing a variety of activities which may include evaluation of intervention approaches and writing management plans. You will be given the opportunity to feedback to each other and you will receive formative feedback from your peers and from your tutor.

6	Indicative Content
This module introduces students to the broad management principles of how to devise management plans for a range of clients with communication and swallowing needs. Specific subjects taught within this module include management planning for people with aphasia, dysarthria, dysphagia and children with phonological and articulatory impairments.	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
	1 Formulate evidence-based management plans drawing on appraisal findings.
	2 Demonstrate the cyclical nature of the management process using appropriate frameworks.
	3 Apply understanding of service constraints in planning management.

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1, 2, 3	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	50	
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		
<b>Private Study (PS)</b> includes preparation for exams	150	
<b>Total Study Hours:</b>	200	