

Module Specification

Module Summary Information

1	Module Title	Managing Communication and Swallowing Needs
2	Module Credits	40
3	Module Level	6
4	Module Code	SPR6041

5	Module Overview
<p>This module builds on the knowledge and skills acquired at levels 4 and 5 within the Communication and Swallowing Needs strand. This is in keeping with the programme's spiralling curriculum. Specifically, you will build on the foundation skills of management, developed in the 'Principles of Client-Centred Management' module, to enable you to work with people with a wide range of communication and swallowing needs (as specified in the HCPC Standards of Proficiency 14.21).</p> <p>You will learn about management of cases with different levels of severity and complexity. This aligns with The Quality Assurance Agency for Higher Education (QAA) Benchmark statement for Speech and Language Therapy:</p> <p>"Speech and Language Therapists work with patients/clients of all ages, with problems that may be categorised along two continuums; mild-severe and simple-complex" (QAA 2001 p.7)</p> <p>As part of this learning, you will have opportunities to work on complex cases, where a person may have more than one area of impairment or need. In addition, you will develop knowledge and skills in working effectively in partnership with others. The need for Speech and Language Therapists to "be able to work appropriately with others" is specified in the HCPC Standards of Proficiency 9.1 – 9.7.</p> <p>This module contributes towards the programme aims in the following ways:</p> <ol style="list-style-type: none"> 1. Pursuing excellence: you will be required to evaluate different intervention approaches by considering the evidence-base and comparing intervention types. You will use this information to choose appropriate interventions to meet the needs of specific client cases. 2. Practice-led, knowledge applied: You will have opportunities to develop expert knowledge and skills in the management of clients through discussions, role play and simulations. 3. Interdisciplinary working: teaching sessions on collaborative/partnership-working are included in this module to enable you to develop effective team working skills. Inter-disciplinary learning experiences will be provided through joint teaching sessions with students from other health and education programmes in the faculty. 4. Employability-driven: the learning outcomes of this module align with HCPC standards of proficiency, therefore supporting your development towards qualification and registration as an SLT. 5. Internationalisation: You will be required to keep up with global developments related to management and intervention, for example through reading journal articles and following professional social media forums. In addition there is an opportunity for students to participate in an international programme known as IP Light. This optional week-long programme provides an opportunity for a group of BCU SLT students to work with and learn from SLT students from other European countries. <p>The learning and teaching in this module aligns with the Programme's Learning, Teaching and Assessment Strategy. The delivery will take a variety of forms for example interactive lectures, workshops and simulation, and teaching will include frequent opportunities for discussion and</p>	

problem-solving. On-line learning will support the face-to-face teaching: for example you will have the opportunity to work collaboratively with other students to compile a resource of intervention approaches through a Wiki. The learning and teaching on IP Light is workshop-based with an emphasis on practical intervention skills and case-based discussions.

6	Indicative Content
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Management of voice impairments, dysfluency and developmental language impairments including social interaction difficulties and selective mutism; Cleft palate Traumatic brain injury, dementia, head and neck cancer, palliative care and complex eating and drinking needs; Management of communication and swallowing needs in adults with learning disability, people with multisensory impairment and people with Down syndrome; management of complex cases and collaborative working with others.

7	Module Learning Outcomes
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On successful completion of the module, students will be able to:

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| 1 | Compare and evaluate management and intervention approaches for communication and swallowing needs, referring to the evidence base. |
| 2 | Integrate personal and environmental factors in planning management for an individual's communication and swallowing needs. |
| 3 | Make and justify appropriate decisions regarding the management of simple to complex communication and swallowing needs. |
| 4 | Apply principles of effective partnership working in planning management of communication and swallowing needs. |

8	Module Assessment		
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Learning Outcome			
	Coursework	Exam	In-Person
1-2	X		
3-4			X (Viva Voce)

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	92 hours + Optional IP Light Week for some students: 18 hours Teaching for those students not attending IP Light: 3 hours
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	90
Private Study (PS) includes preparation for exams	200
Total Study Hours:	400