

CP2 2017-18

In response to recent training and meetings with placement educators responsible for providing these placements, I have been asked to provide a brief summary of the University learning that students have undergone by the time they begin their placement in January/February. The overview below is not intended to be exhaustive and is based on timetable information-as such, then, it cannot reflect each and every example or discussion in a particular session or self-study undertaken by an individual and it is likely that your student will have had exposure to much more than this. Please read the below in conjunction, most importantly, in discussion with your particular student-they will be able to tell you far more than this can about what learning they've had and critically, how they have begun to assimilate and apply it.

Alex Mallinson, Professional Tutor Year 2

Year 1 Module	Content including (but not limited to)
Evidence Based Practice	Critical appraisal, experimental design, different theoretical perspectives and approaches, data collection and analysis
Professional Knowledge & Skills	Foundational professional skills, CONNECT conversation partner scheme experience, reflective practice, introductions to developmental and acquired communication disorders and the role of the S<. Throughout, examples will be used from a broad range of client groups.
Child Development	An overview of typical development in all areas- includes experience at a nursery setting and a detailed study on a child from that setting focussing on description of development to date.
People in Context	Models of disability, disability in society, social, communicative, physical and cognitive aspects of ageing, death and dying
BioSciences	All aspects of relevant anatomy and physiology from embryological development onwards.
Intro to Linguistics	Word, phrase, clausal and sentence level analysis, pragmatics, using linguistic data
Phonetics and Phonology	Sound level-consonants and vowels, transcription, connected speech data, non-English sounds and diacritics, prosody

Year 2 Module	Content including (but not limited to)
<p><i>Professional Knowledge and Skills</i></p> <p>Those modules highlighted in <i>bold italic</i> run throughout the year until June 2018-content will therefore be being taught whilst students are on placement</p>	Continued development of clinical & professional skills exemplified by discussions generally and specifically related to all client groups.

<i>Developmental Communication Disorders</i>	Preschool language delay, SSI, dld, AAC and developmental disorders, ALD, audiology & HI, literacy development
<i>Motor Speech & Swallowing Disorders</i>	Acquired and childhood dysarthrias, apraxia of speech (acquired), MND, MS, Parkinson's Disease <u>Oro motor exam 2017</u> -all students have passed an assessment of their ability to perform and interpret an oro motor exam <u>Dysphagia Intensive Week (4 days teaching time) Oct 2017</u> Covers typical and atypical swallow. Diagnosis, assessment and management of eating and drinking disorders in both developmental and acquired populations (a range of diagnosis examples are used during the teaching which are too numerous to list here). Covers direct and indirect assessment and management (including introductions to VFSS, FEES and Cervical Auscultation), discussion of how to decide which approach to use with which client and practical application of knowledge.
Advanced Communication and Counselling (starts Feb 2018)	Counselling skills for S<, management of difficult situations, assertiveness skills, negotiation. Actors are used for clinical simulation in the delivery of this module-a range of potential clinical situations and diagnoses are used.
<i>Clinical Linguistics and Phonetics</i>	Clinical application of Year 1 knowledge and skills. Transcription of clinical language and speech samples including use of LARSP and PPSA tools. Focus largely on developmental disorders.
Speech, Language and Cognition (starts Feb 2018)	Acquired and developmental disorders, speech and language processing and perception, psycholinguistic models, phonological awareness, literacy, sentence processing models, discourse analysis
Disorders of Voice & Fluency (completed January 2018)	Voice: diagnosis, assessment and management including behavioural, organic, structural and neurogenic disorders Fluency: diagnosis, assessment and management of developmental stammering across the lifespan, acquired stammering and cluttering.