



**Karolinska  
Institutet**

Course syllabus for

# **Early Communication and Feeding Disorders, 4.5 credits**

Tidiga avvikelser relaterade till kommunikation och sväljning, 4.5 hp

This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.

Please note that the course syllabus is available in the following versions:

[Spring2017](#) , [Spring2019](#) , [Spring2020](#)

Course code	2LG075
Course name	Early Communication and Feeding Disorders
Credits	4.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Speech and Language Pathology
Level	G1 - First cycle 1
Grading scale	Pass, Fail
Department	Department of Clinical Science, Intervention and Technology
Decided by	Utbildningsnämnden CLINTEC
Decision date	2016-11-03
Revised by	Education committee CLINTEC
Last revision	2018-10-16
Course syllabus valid from	Spring 2019

## **Specific entry requirements**

For admission to semester 2, students may remain with no more than 15 credits from the previous semester in The Study Programme in Speech and Language Pathology.

## **Objectives**

### **Early deviations in communication and deglutition**

On completion of this part, the student is expected to be able to:

- Describe how child-specific and environmental factors can interact and contribute to a positive or negative development of children regarding eating, communication and language.
- Account for deviations in prelingual development in relation to communication and language.
- Give examples of how early deviations in communication and feeding can be prevented, identified and treated.
- Demonstrate basic proficiencies in Signs as Alternative and Augmentative Communication

(TAKK).

## **Professional skills 2**

On completion of this part, the student is expected to be able to:

- Discuss ethical and legal aspects of the care of newborn and decisions in the early stage of life.
- Observe and describe the interaction during a daily routine in the home of an infant.
- Establish contact with the parents of an infant and inform them about the aim and content of the child observations performed as part of the course.
- Show awareness of and reflect about his/her own posture, respiration, relaxation, articulation and voice function in practical exercises, as well as describe the meaning of these concepts.
- Give examples of principles for constructive feedback as well as discuss how feedback from others can be used in own learning.

## **Content**

The course contains 2 components.

### **Assesment and Intervention During Infancy, 3.0 hp**

Grading scale: GU

The component focuses on risk factors and protective factors in relation to prevention and detection of early deviations in feeding ability and communication such as attachment, divided attention and babbling of children. Child-specific risk factors (e.g. sensory limitations or medical conditions in the child) as well as adverse environmental factors (e.g. heredity, socio-economic status, parents' communicative style) are treated as well as methods for intervention (e.g. alternative nutrition, parental support, language stimulance, signs as alternative and augmentative communication).

### **Professional Development 2, 1.5 hp**

Grading scale: GU

This component includes ethical and legal aspects related to the care of infants - for example prematurity and the risk for associated difficulties with e.g. cognition and language. The component also includes child observations and training of own voice. The child observations include regular observations of one and the same child in its home environment. The focus is on the child's development with respect to communication, motor function, language and personality, and how the child's environment participates in this development. The child observations are presented and discussed at two seminars in small groups. Training of own voice is carried out partly in interactive learning with senior students, partly under supervision by a registered speech and language pathologist. Exercises are supplemented by seminars.

## **Teaching methods**

Lectures, exercises, observations and seminars. Exercises, observations and seminars are compulsory unless otherwise stated in the timetable.

In case of absence from compulsory teaching activities, students are responsible for contacting the course coordinator for complementary assignment. The course coordinator decides whether and how absence from compulsory activities can be compensated. Until the student has participated in the compulsory parts (or compensated any absence with assigned tasks in accordance with instructions from the course coordinator) the final study results cannot be reported. Absence from a mandatory education element could mean that the student cannot complete this part until the next time the course is offered.

## **Examination**

Individual written assignment, oral presentation as well as attendance at compulsory components.

Students who do not pass the regular examination are entitled to undergo the examination at five more occasions. The third examination is the following regular examination in the course. As examination, the times are counted when the student has participated in the same test. Submission of blank exam is counted as examination. An examination to which the student registered but did not participate in does not count as examination.

## Transitional provisions

Examination can be carried out according to an earlier literature list during a period of one year after the date of a renewal of the literature list. Examination will be provided during a period of one year after a possible closing of the course.

## Other directives

Language of instruction: Swedish.

Course evaluation will be carried out according to the guidelines established by the Board of Higher Education.

## Literature and other teaching aids

*Oller, K., Eilers, R., Neal, R. & CoboLewis, A.*

### **Late onset canonical babbling: a possible early marker of abnormal development**

1998 Ingår i:

**American journal of mental retardation AJMR.**

LIBRIS-ID:11242107

103 (1998) :249-263,

*Santrock, John W.*

### **Life-span development**

Fifteenth edition. : New York, NY : McGraw-Hill, 2015 - xxxi, 614 pages

ISBN:9781259095030 LIBRIS-ID:18354433

[Library search](#)

*Hartelius, L.; Nettelbladt, U.; Hammarberg, B.*

### **Logopedi**

1. uppl. : Lund : Studentlitteratur, 2008 - 540 s.

ISBN:978-91-44-03886-5 (inb.) LIBRIS-ID:10352718

[Library search](#)

### **Observation method identifies that a lack of canonical babbling can indicate future speech and language**

*Lohmander, A; Holm, K; Eriksson, S; Lieberman, M*

2017 Ingår i:

**Acta Paediatrica : international journal of paediatrics**

Oslo : Taylor & Francis, 1998-

ISSN:1651-2227 LIBRIS-ID:9747034

106 (2017) :6, s. 935-943

*Paul, Rhea; Norbury, Courtenay*

**Language disorders from infancy through adolescence : listening, speaking, reading, writing, and communicating**

4th ed. : St. Louis : Elsevier, c2012 - xxi, 756 p.

ISBN:9780323071840 LIBRIS-ID:12746654

[Library search](#)

*Hwang, Car Philip; Lundberg, Ingvar; Smedler, Ann-Charlotte*

**Grunderna i vår tids psykologi**

*Thornéus, Per*

1. utg. : Stockholm : Natur & kultur, 2012 - 348 s.

ISBN:978-91-27-13167-5 LIBRIS-ID:13415641

[Library search](#)

**Anknytning i praktiken : tillämpningar av anknytningsteorin**

*Broberg, Anders*

Stockholm : Natur och kultur, 2008 - 427 s.

ISBN:978-91-27-11484-5 (inb.) LIBRIS-ID:11179623

[Library search](#)

*Oller, K., Eilers, R., Neal, A. & Schwartz, H.*

**Precursors to speech in infancy, the prediction of speech and language disorders.**

1999 Ingår i:

**Journal of communication disorders.**

Amsterdam : North-Holland, 1967-

LIBRIS-ID:9033400

URL: [Table of Contents / Abstracts](#)

32 (1999) s. 223-245

*singh et al*

**interactions of pre-symbolic children with developmental disabilities with their mothers and siblings**

2015 Ingår i:

**International journal of language and communication disorders**

Taylor & Francis,

ISSN:1460-6984z 1368-2822 LIBRIS-ID:9840649

URL:

[http://link.libris.kb.se/sfxkib?url\\_ver=Z39.88-2004&ctx\\_ver=Z39.88-2004&ctx\\_enc=info:ofi/enc:UTF-8&Tillgänglig för användare inom Karolinska institutetz informahealthcare:Full Textz informaworld Taylor & Francis Journals Complete:Full Text](http://link.libris.kb.se/sfxkib?url_ver=Z39.88-2004&ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&Tillgänglig%20för%20användare%20inom%20Karolinska%20institutet%20informahealthcare:Full%20text%20informaworld%20Taylor%20&Francis%20Journals%20Complete:Full%20Text)

50 (2015) :2, s. 202-214

**Brain talk : discourse with and in the brain : [papers from the first Birgit Rausing Language Program Conference in Linguistics, Lund, June 2008]**

*Alter, Kai-Uwe*

Lund : [Språk- och litteraturcentrum], Lunds universitet, 2009 - 334 s.

ISBN:9789163355615 LIBRIS-ID:11703022

[Library search](#)