



**Karolinska
Institutet**

Course syllabus for

Speech and Language Disorders in Children and Youth - Work-integrated Learning, 12 credits

Tal- och språkstörningar hos barn och ungdom - verksamhetsintegrerat lärande, 12 hp

This course syllabus is valid from spring 2019.

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

[Spring2018](#) , [Spring2019](#) , [Spring2020](#) , [Spring2021](#) , [Spring2024](#)

Course code	2LG084
Course name	Speech and Language Disorders in Children and Youth - Work-integrated Learning
Credits	12 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Speech and Language Pathology
Level	G1 - First cycle 1
Grading scale	Fail (U) or pass (G)
Department	Department of Clinical Science, Intervention and Technology
Decided by	Utbildningsnämnden CLINTEC
Decision date	2017-10-26
Revised by	Education committee CLINTEC
Last revision	2018-10-16
Course syllabus valid from	Spring 2019

Specific entry requirements

For admission to semester 4 apply that student may remain with no more than 15 credits from preceding semesters in The Study Programme in Speech-Language Pathology as well as passed result on component.

Objectives

Course contain two components with separate intended learning outcomes.

Component: Work-integrated learning specialisation pre-school aged children 9 credits

Upon completion of the course, the student should be able to:

- Examine, assess and diagnose children and youth with number and language disorder as well as communication problems and plan and implement treatment and other measures
- based on referral's/issue describe and discuss logopedic measures for children with motor and/or

- cognitive disabilities as well as children with multilingual background
- based on a patient assessment, to suggest and motivate appropriate means of alternative and augmentative communication (AAC)
- formulate medical record entries in a correct way for the field of speech and language pathology and describe current law for medical records keeping
- exchange information and design counselling to patient/users, close ones and other professionals
- cooperate with patients, close ones, colleagues and other professionals on a professional way
- in acting as supervisor reflect on own efforts
- identify and describe competence of at least three other professions that speech therapist interact with
- give examples of methods that can use at professional conversations and relate to theorising around communication methodology and professional attitude
- describe observer's attitude to the triadic situation i.e. observer, observed individual and families as well as reflect on how this triad can be handled during different circumstances

Component: Work-integrated learning specialisation school aged children 3 credits

Upon completion of the course, the student should be able to:

- justify the choice of test, carry out testing and suggest measures for children and youth with reading-writing problems based on analysis of test results
- draw conclusions and describe the results of investigation and assessment for the schools staff as well as give advice about directed efforts, e. g. aid
- document assessment, investigation and statement in a manner appropriate for the aim
- show a professional attitude in meetings with patients, close ones, surrounding staff and society as well as colleagues
- give instruction to patients or close ones in using aids to facilitate communication and/or reading and writing

Content

The placement takes place in the fields of speech, language and communication disorders of children and youth. This component includes examination, assessment, analysis, treatment, interventions and documentation of patients/service users within the area of practice. Discussion about motives for choice of methods based on current theory and evidence and with regard to ICF classification is included in the course as well as consideration of preconditions for assessment and treatment of children with multilingual background. Different views on health concept and on children's development be discussed based on a multicultural surrounding world. The course contain several interprofessional aspects that turns to educationalists, teachers as well as other professional categories in Habilitation and Health.

In the course include following activities in Professional skills; continued child observations with seminar as well as teaching of communication methodology.

Work-integrated learning - preschool aged children, 9.0 hp

Grading scale: GU

Work-integrated learning - school aged children, 3.0 hp

Grading scale: GU

Teaching methods

The placement (placement) includes clinical observation and own patient care under supervision as well as cases conference, workshop and group work and be given in small groups about 2-6 students.

All teaching is compulsory unless stated otherwise in the schedule. At shorter absence, answer student

alone to take with supervisor and at longer absence also with course coordinator. The course coordinator decides if and how absence from compulsory activities can be compensated for. Study result can not report before student participating in all compulsory activities or compensated for absence in accordance with the instructions of course coordinator. Absence from a compulsory education elements can imply that the student cannot take occasion until the next occasion course be given.

Examination

Total examination of completed placement (work-integrated learning), achieved intended learning outcomes according to assessment (see below) as well as passed compulsory activities. For a pass grade in the clinical/practical education (placement), the following is required, based on a specific assessment: satisfactory attendance, completion of records, application of knowledge and skills according to the expected learning outcomes and the ability to cooperate. In the assessment, a professional attitude in the meeting with the patient/user, relatives and other staff is also taken into consideration. This assessment is made in relation to the semester the student is attending

Students who do not pass the clinical placement have the right to re-take the specific module once. After two failed placement periods in the same component can student search exemption of study programmes board to complete component once more.

The examiner may with immediate effect interrupt a student's clinical rotation, or the equivalent, if the student demonstrates such serious deficiencies in knowledge, skills or attitudes that patient safety or patient confidence in healthcare is at risk. When placement am interrupted like this it implies that student is failed on current component and that a placement occasion is consumed. In such cases, an individual action plan should be set up, where it is made clear which activities and examinations are required before the student is given the possibility to participate in new placement on this course.

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

Student is expected follow the routines for hygiene and work clothes that are in the activities where one is placed.

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

Literature and other teaching aids

Nettelbladt, U.; Salameh, E-K.

Språkutveckling och språkstörning hos barn.n D. 1,p Fonologi, grammatik, lexikon

Lund : Studentlitteratur, 2007 - 325 s.

ISBN:978-91-44-01771-6 LIBRIS-ID:9933760

[Library search](#)

Hansson, Kristina; Nettelbladt, Ulrika

Gramba grammatiktest för barn - helt set

Studentlitteratur AB, 2010

ISBN:91-44-06929-4 LIBRIS-ID:12076406

[Library search](#)*Hellquist, Britt***Metafon - helt set**

Studentlitteratur AB, 2010

ISBN:91-44-06975-8 LIBRIS-ID:12076432

[Library search](#)*Hellquist, Bengt; Hellquist, Mia***Praxis : träningsmaterial för dyspraktiska barn enligt Nuffield Centre Dyspraxia Programme med svensk anpassning. Manual***Hellquist, Britt*

2. uppl. : Lund : Studentlitteratur AB, 2011 - 64 s.

ISBN:91-44-07155-8 LIBRIS-ID:12076446

[Library search](#)*Rejnö Habte-Selassie, Gunilla***Koltis - helt set**

Studentlitteratur AB, 2010

ISBN:91-44-06950-2 LIBRIS-ID:12076419

[Library search](#)*Bishop, D. V. M.***Test for reception of grammar : Version 2 : TROG-2 manual***Garsell, Maria*

[Sverige) : 2009 - 81 s.

LIBRIS-ID:11768706

*Heister Trygg, Boel***TAKK TAKK : tecken som alternativ och kompletterande kommunikation**

2., rev. uppl. : Malmö : Södra regionens kommunikationscentrum (SÖK), 2010 - 87 s.

ISBN:978-91-633-6859-2 LIBRIS-ID:11860883

[Library search](#)*Magnusson, Barbro***Teckenkommunikation : grundordbok - med illustrationer**

3. utg. : Lövestad : Bam språkteknik, 2008 - 97 s.

ISBN:978-91-633-2386-7 (sprialh.) LIBRIS-ID:10920618

[Library search](#)*Beukelman, David R.; Mirenda, Pat; Beukelman, David R.***Augmentative and alternative communication : supporting children and adults with complex communication needs**

4. ed. : Baltimore : Paul H. Brookes Pub., cop. 2013 - 593 s.

ISBN:978-1-59857-196-7 (inb.) LIBRIS-ID:13496609

[Library search](#)*Lohmander, Anette***Svante Manual**

2. uppl. : Studentlitteratur AB, 2015 - 95 s.

ISBN:9789144107400 LIBRIS-ID:17802293

[Library search](#)

Järpsten, Birgitta; Taube, Karin

DLS. : Läsförståelse.

[Ny utg.] : Stockholm : Högrefe Psykologiförlaget, 2009 - 14 s.

LIBRIS-ID:11909489

Järpsten, Birgitta

DLS : handledning : för klasserna 2 och 3

Hägersten : Psykologiförl., 1999 - 95 s.

ISBN:91-7418-247-1 (spiralh.) LIBRIS-ID:7641333

[Library search](#)

Järpsten, Birgitta; Taube, Karin

DLS : för skolår 4-6. Handledning

Stockholm : Högrefe Psykologiförlaget, 2010 - 131 s.

LIBRIS-ID:12130858

Järpsten, Birgitta

DSL handledning : för skolår 7 - 9 och år 1 i gymnasiet

Stockholm : Psykologiförlaget, 2002 - 147 s.

ISBN:91-7418-278-1 (spiralh.) LIBRIS-ID:8740679

[Library search](#)

Johansson, Maj-Gun

Klassdiagnoser i läsning och skrivning för högstadiet och gymnasiet. : Handledning : [diktamen, avläsning, ordförståelse, läsförståelse]

[Ny utg.] : Hägersten : Psykologiförlaget, 2004 - 165, [2] s.

ISBN:91-7418-310-9 (spiralh.) LIBRIS-ID:9837474

[Library search](#)

Elwér, Åsa

Specifika läsförståelseproblem

LIBRIS-ID:11768969

Ingår i:

Samuelsson, Stefan

Dyslexi och andra svårigheter med skriftspråket

1. utg. : Stockholm : Natur & kultur, 2009 - 352 s.

ISBN:978-91-27-41934-6 LIBRIS-ID:11488801

[Library search](#)

Martell, Helena; Hjertstrand, Per

Avkodnings- och kodningsförmåga i årskurs 6 - en normering av LäSt

Avdelningen för logopedi, foniatri och audiologi, Institutionen för kliniska vetenskaper, Lund, 2011

Nielsen, Jørgen Chr.; Jensen, Svend Erik

Ordläsningsprov OS64 och OS120 : meningsläsningsprov SL60 och SL40 : [handledning

Magnusson, Eva; Naucélér, Kerstin

Malmö : Pedagogisk design, cop. 1997 - 35 s.

LIBRIS-ID:8876324

Testbatteriet

Dalgaard, Kirsten; Krogshøj, Liselotte; Lund, Yvonne; Otzen, Elsebeth

Nypon förlag, 2011 - s.

ISBN:9789185857005 LIBRIS-ID:13515765

[Library search](#)