



**Karolinska
Institutet**

Course syllabus for

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

Tal- och språkstörningar hos vuxna - verksamhetsintegrerat lärande, 12 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:

Autumn2018 , Autumn2021

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| Course code | 2LG088 |
| Course name | Speech and Language Disorders in Adults - Work-integrated Learning |
| Credits | 12 credits |
| Form of Education | Higher Education, study regulation 2007 |
| Main field of study | Speech and Language Pathology |
| Level | G2 - First cycle 2 |
| Grading scale | Pass, Fail |
| Department | Department of Clinical Science, Intervention and Technology |
| Decided by | Utbildningsnämnden CLINTEC |
| Decision date | 2018-04-10 |
| Revised by | Education committee CLINTEC |
| Last revision | 2022-10-10 |
| Course syllabus valid from | Autumn 2021 |

Specific entry requirements

For admission to semester 5, it is required that student may lack no more than 15 credits from preceding semesters within the Study Programme in Speech Language Pathology.

Objectives

On completion of the course, the student is expected to, under supervision, be able to:

- survey, assess and diagnose speech, language, and communication disorders in adults and plan, carry out and evaluate speech language-pathology intervention
- clearly and correctly formulate him/herself in medical reports, replies to referrals and written materials with advice/information
- exchange information and give advice to patients and, where appropriate, next of kin and staff.
- reflect on similarities and differences in the speech-language pathology treatment of adult patients

with acquired injuries and with innate injuries

- assess need of AAC (alternative and augmentative communication) of adults with speech and language disorders, instruct the use of this and discuss AAC as part of intervention for the patient group
- demonstrate a professional attitude when meeting patients, next of kin, other staff and colleagues
- interact with other professions and reflect on how cooperation with other professional categories influence patient security and quality of care
- identify an individual's verbal and non-verbal expressions of communicative function and language comprehension
- instruct relaxation, respiration and voice exercises with a well-functioning voice technique and describe the aims of these exercises at a general level
- act in a professional speech-language pathologist role in fictitious treatment sessions with patients and give and evaluate feedback in the training situation
- through retelling of own and other students' patient meetings analyse different conversational relationships

Content

The placement takes place in the speech-language pathology clinical areas of speech, language and communication disorders in adults and include investigation, assessment, analysis, treatment, measures and documentation of patients/users in the area of activity. Explanation of choice of methods based on current theory and evidence and with regard to ICF-classification is included in the course as well as reflection on assessment/treatment in multilingualism.

The course includes the following activities within the theme Professional development: Training of the own voice and the own speech, continued Child observations and Professional attitude. Training of the own voice and the own speech contains practical exercises regarding posture, respiration, relaxation, articulation and voice function and training of the speech-language pathologists role through interactive learning. Reflections on patient encounters, the professional role and different therapeutic situations that arise during the placement period is ventilated in discussion groups together with a registered psychologist

Teaching methods

The course includes seminars, clinical observations, work with patients under supervision in small groups of students. Group work and seminars are also part of activities in the theme Professional development.

All activities are compulsory unless stated otherwise in the course schedule. After a short absence, students are responsible for contacting their supervisor. After a long absence, students must contact the course coordinator. The course coordinator decides if, and how, absence from compulsory parts can be compensated. Study result can not be reported until the student has participated in all compulsory education activities or made up for absence in accordance with the instructions of Course coordinator. Absence from a compulsory education elements can imply that the student cannot make up for the activity until the next occasion the course is offered.

Examination

Activities in the theme Professional development are assessed through active participation in compulsory activities. A summative examination of completed training in the clinical placement (clinical education and learning, auscultation) implies assessment of achieved intended learning outcomes according to a special instrument, oral examination seminar and passed compulsory activities. For a pass grade in the clinical/practical education (placement), the following is required, based on a specific assessment: 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 course, students can apply for an exemption from the educational board at the department to complete the course once more.

The examiner may, with immediate effect, interrupt a student's clinical placement (or equivalent) if the student demonstrates such serious deficiencies in knowledge, skills or attitude that patient safety or patient confidence in healthcare is at risk. If a clinical placement is interrupted in this way the student is deemed to have failed that element and to have used up one clinical placement opportunity. 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 a new placement on this course.

Transitional provisions

Possibility to carry out the course with the intended learning outcomes of this course syllabus and planning will be provided during a time of two years after a possible close-down of the course.

Other directives

Student is expected follow the routines for hygiene and work clothes that are stated in the clinic 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

Lindström, Eric; Werner, Christina

A-ning : neurolingvistisk afasiundersökning. Manual

Stockholm : Ersta högsk., 1995 - 42 s.

ISBN:(Spiralh.) LIBRIS-ID:2116998

[Library search](#)

Hartelius, Lena

Dysartri - bedömning och intervention : vid förvärvade neurologiska talstörningar hos vuxna

1. uppl. : Lund : Studentlitteratur, 2015 - 246 s.

ISBN:978-91-44-11069-1 LIBRIS-ID:18542065

[Library search](#)