



**Karolinska
Institutet**

Course syllabus for

Voice and Fluency Disorders - Work-Integrated Learning, 6 credits

Röst- och talflyktstörningar - verksamhetsintegrerat lärande, 6 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:

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

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| Course code | 2LG090 |
| Course name | Voice and Fluency Disorders - Work-Integrated Learning |
| Credits | 6 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 | Education committee DENTMED |
| Decision date | 2018-10-16 |
| Course syllabus valid from | Spring 2019 |

Specific entry requirements

For admission to semester 6, it is required that students may lack no more than 15 credits from preceding semesters within the Study Programme in Speech Language Pathology.

For admission to the course Voice and Fluency Disorders work-integrated learning, a pass grade is required on the course Speech and language disorders in adults - Work-integrated learning on semester 5.

Objectives

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

- assess diagnose and treat individuals with voice and fluency disorders at different ages
- apply perceptual and instrumental speech and voice analysis in the clinical work as well as implement results in treatment objectives/evaluation
- describe content and implementation of a working place visit and make an assessment of voice ergonomic factors based on a current patient case
- document both assessment, examination and treatment in a correct way, as well as give clear

and correct written and oral information and advice to patients, families and staff in different working places

- show a professional attitude in meeting partners in the clinical work and together with fellow students analyse different relationships in clinical interactions in one's own and others' clinical meetings
- describe everyday acoustic environment and discuss influence on an individual's voice, speech, language and communication
- critically evaluate given and received feedback
- take a leading professional role as SLP in fictitious patient meeting together with other SLP students as well as in real meetings with patients

Content

The placement takes place in two speech pathology areas of activity: voice disorders and fluency disorders. It includes examination, assessment, analysis, treatment, actions and documentation of patients in all ages. Explanation of choice of methods based on current theory and evidence and with regard to ICF-c classification is included.

In the course include following activities in the Professional development trail : Training of the own voice and the own speech, continued Child observations as well as Professional attitude. Training of the own voice and the own speech TeRoT) contains practice in leading other students in the Study Programme in Speech-Language Programme (semester 2) in practical exercises students. Talks and interactive learning, which started during semester 5 continues in reflective groups together with group-leader/teachers.

Teaching methods

The course include seminars, clinical auscultations, student's own work with patients under supervision in small groups of about 2-6 students.

All teaching is compulsory unless stated otherwise in the schedule. At shorter absence the student alone is responsible to be in contact with the supervisor and at longer absences also with the course coordinator. The course coordinator decides if and how absence from compulsory teaching activities can be compensated. Study result can not be reported before student participating in all compulsory activities are compensated in accordance with the instructions of the course Coordinator. Absence from a compulsory activity can imply that the student cannot do the activity until the next course occasion.

Examination

Examination consists of summative assessment of achieved intended learning outcomes in activities (according to a special assessment instrument), oral examination seminar in groups as well as passed compulsory activities. In this summative assessment special considerations will be made of the student's professional attitude in meetings with patients relatives and staff.

Student who fail clinical placement pass have the right to retake the course once. After two failed placement periods in the same course student can apply for exemption by the educational board at the department to complete the course once again.

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 is interrupted in this way it implies that the student has failed on current occasion and that one placement opportunity 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

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

Literature and other teaching aids