

COURSE OUTLINE

MSc / PGDip: Speech and Cleft (SPACL)

Course Structure

The Programme runs for a calendar year from September to August of the following year, although students on the PG Certificate and Diploma will usually have submitted all of their written assignments by the middle of July. This extended academic year enables you to spread your studying over a longer year, and to take advantage of the best times for you personally to study. Some students will study full-time by attendance and there is also the option to study part-time and by distance learning.

Postgraduate Diploma students will take the following modules either full-time in one year or part-time in 2 years (Total **120 credits**):

HCS 6101	Cleft Lip & Palate : A Multidisciplinary Approach	15 credits
HCS 6102	Cleft Lip & Palate : Velopharyngeal Structure & Function	15 credits
HCS 6103	Cleft Lip & Palate : Speech Assessment	15 credits
HCS 6104	Cleft Lip & Palate : Intervention & Service Provision	15 credits
HCS 6021	Speech Difficulties 1 : Nature and Investigation	15 credits
HCS 6022	Speech Difficulties 2 : Intervention & Management	15 credits
HCS 6001	Research Methods	30 credits

MSc students will take the above modules plus the following either full-time in one year or part-time in 2 years (Total **180 credits**):

HCS 6007	Research Project	60 credits
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Module Outlines

HCS 6101 Cleft Lip & Palate: A Multidisciplinary Approach

This module examines the work of the multi-disciplinary team involved in the care of an individual with a cleft lip and/or palate across the lifespan. It explores the wide range of possible effects of a cleft on an individual from psychological, educational, developmental, medical and speech pathological perspectives, and also looks at the family context and the impact on relatives and carers.

Aims are to:

- to provide students with an overview of the membership of the cleft lip and palate care team;
- to provide students with knowledge about the professional roles and responsibilities of individual members of the team in the management of an individual with a cleft lip and/or palate across the lifespan;
- to develop students' awareness of the impact of a cleft lip and/or palate on an individual.

HCS 6102 Cleft Lip & Palate: Velopharyngeal Structure & Function

This unit focuses on a key issue in the study of cleft lip and palate: the identification, assessment and management of velopharyngeal incompetence (VPI). The genetics of cleft palate and associated syndromes is also covered in this module. The module explores the management of VPI by the cleft care team and the effects of VPI on speech production are examined. Perceptual and instrumental assessment techniques for VPI are surveyed and perceptual phonetic analysis of cleft speech is carried out.

Aims are to:

- to provide students with an understanding of the possible effects of velopharyngeal incompetence (VPI) on speech production;
- to provide students with an overview of a range of perceptual and instrumental techniques for the assessment and management of VPI;
- to provide students with an understanding of the genetic issues related to cleft lip and palate and associated craniofacial syndromes;
- to provide an opportunity for students to develop perceptual skills in the phonetic analysis of cleft-type speech at an introductory level

HCS 6103 Cleft Lip & Palate: Speech Assessment

This unit examines issues in speech development and speech processing in individuals with a cleft lip and/or palate. It explores the ways in which the development of speech in the presence of a cleft may differ from typical speech development, and it assesses the contributions of phonetic, phonological and psycholinguistic theory to our understanding of speech processing in individuals with a cleft.

Aims are to:

- to provide students with an overview of speech development and production in cleft lip and palate, and the ways in which this may differ from normal speech development and production;
- to develop students' knowledge of a range of theoretical approaches to the study of speech processing in cleft lip and palate;
- to develop students' knowledge of instrumental and perceptual techniques for the analysis of speech production in cleft lip and palate;
- to develop students' skills in the perceptual phonetic analysis of cleft-type speech production.
- to develop students' abilities to make differential diagnoses of speech difficulties in individuals with cleft speech

HCS 6104 Cleft Lip & Palate: Intervention and Service Provision

This module focuses on speech and language therapy intervention for individuals with atypical speech processing resulting from a cleft lip and/or palate. A range of approaches (including articulatory, phonological and psycholinguistic) are covered and issues related to efficacy of intervention are examined. The module also contextualises speech and language therapy intervention for cleft lip and palate in the broader context of the health service organisation, exploring issues of service delivery and ethics.

Aims are to:

- to provide the student with an overview of a range of approaches to speech therapy for individuals with speech problems associated with cleft lip and/or palate;
- to provide the student with strategies for selecting therapy approaches and evaluating their efficacy;
- to develop the students understanding of the place of speech and language therapy interventions for cleft lip and palate in the broader context of health service organisations;

HCS 6021 Speech 1: Nature and Investigation

This module offers a lifespan study of the nature of developmental speech difficulties from a range of perspectives: historical, medical, developmental, linguistic/cross-linguistic, phonetic, acoustic, psycholinguistic, psychosocial, educational. It then examines how developmental speech difficulties can be investigated drawing on knowledge and skills from each of these perspectives. These investigations include qualitative analysis of speech data; psychometric testing and application of ICT. Students will study current research into both theoretical aspects of speech difficulties and application to practice in a range of contexts.

Aims are to:

- Develop students' understanding of the nature of developmental speech difficulties across the lifespan.
- Emphasise the associated difficulties which accompany speech difficulties, in particular, literacy and psychosocial aspects.
- Introduce students to a range of techniques used for investigating speech.
- Skill students in carrying out investigations of speech and its difficulties.
- Develop students' knowledge of how theoretical models and frameworks can be applied to the study of developmental speech difficulties

HCS 6022 Speech 2: Intervention and Management

This module draws on current research into the management of clients with developmental speech difficulties in a range of contexts (e.g. schools, clinic, units) and situations. It adopts a range of perspectives (e.g. historical, medical, developmental, linguistic/cross-linguistic, psycholinguistic, psychosocial, educational, computer sciences) in order to plan intervention programmes for preschool children, school-age children, adolescents and adults with developmental speech and associated literacy and psychosocial difficulties. Intervention programmes for individuals and groups are evaluated by applying critical analysis skills to the research methodologies adopted. Different approaches to management, e.g. hands-on intervention, consultative role, working through others (e.g. parents / carers and assistants) are explored.

Aims are to:

- Develop students' understanding of how theoretical models and frameworks can be applied to the management of developmental speech difficulties
- Emphasise the associated difficulties which need to be taken into account when working with children/adults with speech difficulties, in particular, literacy and psychosocial aspects.
- Introduce students to a range of intervention and research techniques used for working with children with speech difficulties.
- Skill students in how to evaluate intervention studies
- Skill students in interaction skills when carrying out intervention with children/adults with speech difficulties.
- Examine critically the management of developmental speech difficulties by working through others, e.g. assistants/carers/parents.

HCS 6001 Research Methods

This module exposes students to critical issues of research methodology in human communication sciences. It combines a range of teaching approaches and activities to help students develop the practical skills needed to design and conduct a research study. Topics include formulating hypotheses, study design, data collection, and selected issues in statistical analysis. A key skill that will be developed is the ability to search for and critically evaluate relevant research methodologies. Students will compile a learning log which will be used to write a final piece of coursework outlining their dissertation methodology and its rationale.

Aims are to:

- to support students to become competent in reading about and using scientific evidence and to undertake research.

- to inform students of key issues in design and implementation of research across the range of relevant methodologies.
- to develop understanding of key concepts of descriptive and inferential statistics
- to develop the ability to interpret the output from statistical data analysis.
- to develop understanding of qualitative methodologies and analysis of qualitative data.

HCS 6007 Research Project

Students will design, implement and write up a research project on a topic of their choice, under the guidance of their academic supervisor.

Aims are to:

- to enhance students knowledge and understanding of the process of research
- to provide further research training and experience of carrying out an original research project to develop students as research practitioners
- to provide opportunities for students to advance their knowledge and understanding in their chosen area of study within the field of language and communication impairment.
- to provide opportunities to undertake data analysis in the methodology selected.
- to develop research presentation skills
- to develop skills in critical analysis of research findings in the field.

Teaching and Learning Methods

Study Blocks

There is a 2 – 3 day study block for each module. While not mandatory, students are expected to attend these if at all possible, as these are an integral part of the course. Although, we do understand that this may not be possible for students based outside of the UK, or who have particular circumstances. The lectures and workshops will support your independent study.

Independent study

Teaching on study blocks is supplemented by independent study using a range of online learning material via MOLE, the University's online learning environment. These will include readings and associated learning activities, links with appropriate web-based material and participation in virtual seminars online. Some core reading will be supplied electronically via the University Library. Students should be confident in their IT skills and in using a computer and the internet.

Tutorial Support

For full-time students regular group tutorials will be held through the year. For part-time / distance learning students, contact with tutors and other students is maintained through MOLE in virtual seminars and other activities and by email. This will support your independent study and assignment preparation.

Assessment: Each module is assessed by a written assignment.

Progression Through the Course

Students are able to transfer flexibly between the awards. A student may:
enrol on the PG Diploma and decide to move to MSc
enrol on the MSc & decide to finish with the PG Diploma

If you require any further information about the course, please contact the Course Secretary: Kathryn Sharpe, k.sharpe@sheffield.ac.uk, 0114 222 2402 or the Programme Director: Dr Sara Howard, s.howard@sheffield.ac.uk, 0114 222 2448.

