

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Clinical Linguistics
2	Module Code:	LING30805
3	Credit Points:	20
4	Duration:	Year Long
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	Feb 2013

8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	LING10105	Introduction to Language and Linguistics
Pre	LING20305	Phonetics OR
Pre	LING20405	Communication Disorders

9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	HUMA006	BA (H) Communication & Society and Linguistics
		FT	HUMA014	BA (H) English and Linguistics
		FT	HUMA027	BA (H) Film & TV and Linguistics
		FT	HUMA031	BA (H) Global Studies and Linguistics
		FT	HUMA036	BA (H) History and Linguistics
		FT	HUMA040	BA (H) Linguistics and International Relations
		FT	HUMA041	BA (H) Linguistics and Media
		FT	HUMA042	BA (H) Linguistics and Philosophy
		FT	HUMA048	BA (H) European Studies and Linguistics
		SW	MODL011	BA (H) French and Linguistics
		SW	MODL024	BA (H) German and Linguistics
		SW	MODL036	BA (H) Italian and Linguistics
		SW	MODL046	BA (H) Mandarin Chinese and Linguistics
		SW	MODL055	BA (H) Spanish and Linguistics

10	Overview and aims
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<u>Overview</u>

<p>In this module students will be invited to apply their knowledge of language structure and function to a clinical context. A range of child and adult communication disorders will be examined. Students will be introduced to the anatomical, physiological, psychological, audiological and neurological pathologies that underlie disorders of foetal development (e.g. cleft palate), disorders of cognitive development (e.g. Down's syndrome and autism), congenital disorders (e.g. cerebral palsy), acquired neurological disorders (e.g. stroke, brain tumour, dementia, motor neurone disease, multiple sclerosis, Parkinson's disease, head trauma), acquired speech disorders (e.g. glossectomy, dysarthria), hearing disorders (genetic and infection-related), disorders of fluency (e.g. stammering) and disorders of voice (e.g. puberphonia in adolescent males, laryngectomy, vocal nodules and polyps). Students will also be introduced to the psychiatric bases of thought disorders (e.g. schizophrenia) and of gender dysphoria (e.g. transsexual voice). In examining these conditions, the emphasis will be one of clinically accurate analysis of the main speech and language indicators involved in each. Approaches to therapy will be considered when their understanding contributes to our knowledge of certain speech and language deficits. Students who opt to take this module should have a strong prior knowledge of grammar, semantics, pragmatics and phonetics.</p>

<u>Aims</u>

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| <ul style="list-style-type: none">• To encourage students to apply their knowledge of linguistic theory and their skills of linguistic analysis within a clinical context.• To increase students' knowledge of the structure and function of language through an examination of its many disordered manifestations.• To offer students the opportunity to pursue a research question in relation to a communication disorder of interest to them. |
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11	Module content
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<p>A typical syllabus might include elements of the following:</p>

<p>Introduction to head, neck and ear anatomy and physiology; basic neurology; child developmental disorders; specific language impairment; child phonological disorders; disorders of cognitive development; neurological disorders; aphasiology; dysarthria; dyspraxia; dysphagia; acquired dyslexia; schizophrenic language; speech, voice and fluency disorders.</p>

12	Indicative reading
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<p>Atkinson, M. and McHanwell, S. (2002) <i>Basic Medical Science for Speech & Language Therapy Students</i>, London and Philadelphia: Whurr.</p>

<p>Black, M. and Chiat, S. (2003) <i>Linguistics for Clinicians: A Practical Introduction</i>, London: Arnold.</p>

Cummings, L. (2008) *Clinical Linguistics*, Edinburgh: Edinburgh University Press.

Cummings, L. (2013) 'Clinical linguistics: A primer', *International Journal of Language Studies*, 7 (2): 1-30.

Cummings, L. (2014) *Communication Disorders*, Houndmills: Palgrave Macmillan.

Cummings, L. (ed.) (2014) *Cambridge Handbook of Communication Disorders*, Cambridge: Cambridge University Press.

Fogle, P.T. (2013) *Essentials of Communication Sciences & Disorders*, Clifton Park, NY: Delmar.

Justice, L.M. (2010) *Communication Sciences and Disorders: A Contemporary Perspective*, second edition, Pearson.

Morris, D. (2005) *Dictionary of Communication Disorders*, London: Whurr.

Nicolosi, L., Harryman, E. and Kresheck, J. (2004) *Terminology of Communication Disorders: Speech-Language-Hearing*, fifth edition, Baltimore and Philadelphia: Lippincott Williams & Wilkins.

Owens Jr., R.E., Metz, D.E. and Farinella, K.A. (2011) *Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective*, fourth edition, Pearson (chapter 2).

13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Integrate and synthesise understanding of language across disciplinary boundaries
- Demonstrate language-related problem-solving
- Describe different levels of language
- Recognise the significance of linguistic contrasts at several levels
- Apply linguistic theory to a clinical context
- Compare and evaluate published clinical linguistic data
- Analyse data quantitatively and qualitatively
- Understand the tools of clinical linguistic analysis
- Demonstrate theoretical awareness

Skills, qualities and attributes. After studying this module you should be able to:

- Respect for accuracy
- Respect for evidence
- Ability to use information resources
- Research skills
- Flexibility and adaptability
- Planning and organisation
- Good written expression
- Ability to learn independently

- Time management
- Competence in basic IT skills e.g. Word processing
- Familiarity with web-based research
- Ability to assemble relevant information under time pressure

14 **Teaching and learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Interactive Lectures

Total contact hours: 39

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Electronic learning (via websites on the Virtual Learning Portal)

Directed learning (sample test questions)

Directed reading

Total non-contact hours: 161

15 **Assessment methods**

This indicates the type and weighting of assessment elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
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1	50%	Coursework	A 2000 Word Research Paper
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2	50%	Exam	A 2 hour exam
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Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

The research paper presents students with an opportunity to pursue their own research on a communication disorder that is of interest to them. The exam is designed to examine specific aspects of linguistic and medical knowledge and will test all aspects of module content.

Further information on assessment

This section provides further information on the module's assessment where appropriate

Document management

16	Module Title:	Clinical Linguistics
17	Module Code:	LING30805
18	Subject (JACS) Code	Q100
19	Cost Centre	138
20	School:	AAH
21	Academic Team	ECM
22	Campus	2 (Clifton)
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>
	Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU	
23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date this version was formally approved by SASQC/DAG:	