Course syllabus for

**Children and youth with speech disorders and dysphagia, 6 credits**

Talstörningar och dysfagi hos barn och ungdom, 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:

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<th>Course code</th>
<th>2LG038</th>
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<td>Course name</td>
<td>Children and youth with speech disorders and dysphagia</td>
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<tr>
<td>Credits</td>
<td>6 credits</td>
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<tr>
<td>Form of Education</td>
<td>Higher Education, study regulation 2007</td>
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<tr>
<td>Main field of study</td>
<td>Speech and Language Pathology</td>
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<tr>
<td>Level</td>
<td>G1 - First cycle 1</td>
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<tr>
<td>Grading scale</td>
<td>Fail (U) or pass (G)</td>
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<tr>
<td>Department</td>
<td>Department of Clinical Science, Intervention and Technology</td>
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<tr>
<td>Decided by</td>
<td>Programnämnd 4</td>
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<td>Decision date</td>
<td>2011-05-04</td>
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<td>Revised by</td>
<td>Education committee CLINTEC</td>
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<td>Last revision</td>
<td>2018-04-10</td>
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<td>Course syllabus valid from</td>
<td>Autumn 2016</td>
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**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 and Language Pathology

**Objectives**

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

- state the occurrence of different speech, eating and swallowing disorders
- account for how the development of speech, communication and eating ability is influenced by innate or early acquired physical disabilities in children and adolescents
- describe and compare possible causes of speech disorders based on theories of speech planning and speech production related to the disturbances and prognosticate these from a developmental perspective
• account for relevant methods for registration, mapping, description, analysis and diagnostics of disturbances regarding eating and swallowing ability, respiration, phonation, oral motor function, articulation, prosody and understanding in children and adolescents and supplementary assessments of the speech function
• characterise speech and communication in children and adolescents with structurally or functionally conditioned speech disorders and describe the way they differ from the communication in children with a language disorder
• identify and account for limitations in communicative and social activity and participation as a consequence of disturbances in speech, eating and swallowing ability and the importance of contextual factors
• Account for possible intervention partly from a development perspective, partly from a multi-disciplinary perspective
• Reflect on the choice of actions in relation to intensity and extent of deviations in speech, communication, eating and swallowing ability and how these should be evaluated

Content

The course includes basic facts about the development and causes and occurrence of communication disorders related to production of spoken language and disturbances in eating and swallowing function in children and adolescents. Further, symptoms and possible effects on the individuals' communicative activity and participation are described, as well as methods for mapping, clinical analysis and diagnostics and different treatment options. During the course, a holistic perspective is applied on the consequences a communication disorder means to the child and its environment in accordance with the UN Convention on the Rights of the Child, and multicultural aspects are noted. The knowledge is established at such a level that they should be able to be discussed with individuals within other professional specialties.

Teaching methods

Lectures, group discussions, seminars, laboratory sessions and exercises.

Group discussions, seminars, laboratory sessions and exercises are compulsory.

The course coordinator decides how absence from compulsory course elements can be made up. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator. Absence from a compulsory course element could mean that the student can not retake the element until the next time the course is offered.

Examination

Written assignments in groups or individually, and written examination.
Compulsory attendance at group discussions, seminars, laboratory sessions and exercises

In case of absence from a compulsory part, the student is responsible for contacting the course coordinator for complementary assignment.

The written examination is corrected anonymously (using an identification number for each student). Students who do not pass the written examination are entitled to re-sit the examination on five more occasions, the first of which within fourteen days after the notification of the result of the exam. The third re-examination is the following regular examination session in the course. Submission of a blank exam paper is regarded as an examination. In case a student is registered for an examination but does not attend, this is not regarded as an examination.
Transitional provisions

The course has been cancelled and was offered for the last time in the autumn semester of 2017. Examination will be provided until the autumn semester of 2019 for students who have not completed the course.

Other directives

The course evaluation will be carried out according to the guidelines established by the Board of Education.

Literature and other teaching aids

Hartelius, L.; Nettelbladt, U.; Hammarberg, B.
Logopedi
Library search

Oller DK, Ellers RE, Neal AR, Cobo-Lewis AB
Late onset canonical babbling: A possible early marker of abnormal development.

Manning, Walter H.; Manning, Walter H.
Clinical decision making in fluency disorders
Library search

Beukelman, David R.; Mirenda, Pat; Beukelman, David R.
Augmentative and alternative communication : supporting children and adults with complex communication needs
ISBN:978-1-59857-196-7 (inb.) LIBRIS-ID:13496609
Library search

URL: Länk

Leander, K.
Matvägran hos barn  en medicinsk översikt och kritisk analys samt fallstudier.
Enheten för logopedi Uppsala Universitet, 2011

Howard, Sara.; Lohmander, Anette.
Cleft palate speech : assessment and intervention
Chichester, West Sussex, UK : John Wiley & Sons, 2011.
Speech ability in the panorama of cerebral palsy - a population-based study in western Sweden
Nordberg A; Miniscalco C; Lohmander A; Himmelmann K
Arvedson, J
Assessment of pediatric dysphagia and feeding disorders
2008
URL: Länk
Groher, Michael E.; Crary, Michael A.
Dysphagia : clinical management in adults and children
ISBN:9780323187015 LIBRIS-ID:18319060
Precursors to speech in infancy
Oller, K; Eilers, R; Neal, R; Schwartz, H
Journal of communication disorders, 1999
REFERENCE LITERATURE
Tidiga kommunikations- och språkinsatser till förskolebarn inom habiliteringen.
Blomgren A; Brevik R; Eberhart B; Forsberg J; Nilsson L; Nolemo M.; Thunberg G
Rapport inom EBH, Föreningen Sveriges Habiliteringschefer sid 5-15, 2011
Hartelius, L.; Nettelbladt, U.; Hammarberg, B.
Logopedi
Consonant production and overall speech characteristics in school-aged children with cerebral palsy and speech disorder
Int J Speech Language Pathology 2014, Accepted (April 10), 2014
Howard, Sara.; Lohmander, Anette.
Cleft palate speech : assessment and intervention
Chichester, West Sussex, UK : John Wiley & Sons, 2011.
ISBN:978-0-470-74330-0 (pbk.) LIBRIS-ID:12293019
Leander, K.
Oller DK, Ellers RE, Neal AR, Cobo-Lewis AB
Late onset canonical babbling: A possible early marker of abnormal development.

Yaruss, J.S.; Quesal, R.W.
NCS Pearson, 2010