

Basic Anatomy and Physiology

Semester	1			
Course Code:	CORE 11011			
Course Name:	Basic Anatomy & Physiology			
Credit Value:	1			
Compulsory (Core)/ Optional/ Auxiliary	Core			
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent Learning	Total notional hours
	12	3	35	50
Course Aims/ Intended Learning Outcomes:				
<p>At the completion of this course student will be able to</p> <ul style="list-style-type: none"> • Describe clinical terms of Anatomy, Physiology and Basic Histology • Outline the Anatomical positions and planes of reference • Explain the embryological development of ear, facial region, palate and larynx • Identify Embryonic anomalies affecting speech-language & hearing • Describe the composition of the body compartments, body fluid distribution and mechanism of fluid filtration 				
Course Content:				
Unit 1: Introduction to Anatomy				
<ul style="list-style-type: none"> • Introduction to Anatomical Terms • Anatomical positions and planes of reference • Introduction to basic Histology 				
Unit 2: Embryology				
<ul style="list-style-type: none"> • Basic terminologies related to embryology • Development of external ear, middle ear, inner ear and the auditory system • Development of facial region and palate • Development of larynx • Embryonic anomalies affecting speech- language and hearing 				
Unit 3: Introduction to Physiology				
<ul style="list-style-type: none"> • Introduction to human physiology, homeostasis and special senses. • Structure of cell & functions; Transport across cell membrane • Body fluid compartments • Bio-Electric Potentials 				
Teaching/ Learning Methods:				
<ul style="list-style-type: none"> • Lectures • FiLM • Practical- Demonstration of Models • Self-directed learning activities 				

Assessment Strategy:	
Continuous Assessment	Final Assessment: 100%
	MCQ- 100%
Recommended Reading	
<ul style="list-style-type: none"> • Barrett, K. E., Barman, S. M., Boitano, S., & Brooks, H. (2012). <i>Ganong's Review of Medical Physiology</i> (24th Edition), McGraw-Hill Education. • Bradfield, P. & Potter, S. (2010). Edexcel International GCSE Human Biology. UK: Pearson. UK. • Chaurasia, B. D. (2013). <i>BD Chaurasia's Human Anatomy: Vol. 1: Upper Limb Thorax</i>. • Waugh, A. & Grant, A. (2010). <i>Ross & Wilson Anatomy and Physiology in Health and Illness</i>. (11th ed). Churchill Livingstone • Seikel, J.A., Drumright, D. G. & Seikel, P. (2004). <i>Essentials in anatomy and physiology for communication disorders</i> (1st ed). Canada: Thomson. • Zemlin, W. R. (2010). <i>Speech and Hearing Science: Anatomy and Physiology: International Edition (4 edition.)</i>. Boston: Pearson. 	

Basic Sciences for Speech and Hearing Sciences

Semester	1			
Course Code:	CORE 11032			
Course Name:	Basic Sciences for Speech and Hearing Sciences			
Credit Value:	2			
Compulsory (Core)/ Optional/ Auxiliary	Core			
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning	Total notional hours
	22	8	70	100
<p>Course Aims/ Intended Learning Outcomes:</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> • Define basic terms in genetics • Identify the basic syndromic cause related to communication and hearing impairments • Outline the characteristics of speech language, hearing and swallowing related to different syndromes • Briefly describe macro and micro nutrients, balanced diet and make dietary recommendations for children diagnosed with and at risk for feeding • Define the microbiological bases of different infections clinically importance for speech, language, swallowing and hearing • Identify and conduct basic infection prevention, instrumental sterilization and disinfection and vaccination important for speech and language therapists, audiologists and other allied health care professionals • Define the terms and concepts related to basic pathology 				
<p>Course Content:</p> <p>Unit 1: Genetics</p> <ul style="list-style-type: none"> • Principles of genetics • Genetic component of communication impairments • Genetic component of hearing impairment • Syndromes <ul style="list-style-type: none"> ○ Chromosomal syndromes ○ Single gene syndromes ○ Polygenic – multifactorial syndromes ○ Sporadic syndromes ○ Environmental syndromes • Genetic counselling <p>Unit 2: Biochemistry</p> <ul style="list-style-type: none"> • Macro and micronutrients • Balance diet and dietary recommendations • Dietary requirements for children with feeding difficulties 				

Unit 3: Microbiology

- The microbiological basis for infections
- Infection control in health care settings
- Instrumental sterilization and disinfection
- Meningitis and encephalitis
- Congenital infections
- Respiratory infections including ear infections
- Vaccine, preventable conditions and immunization schedule

Unit 4: Pathology

- Introduction to Pathology
- Acute inflammation
- Chronic inflammation
- Wound healing and repair
- Tumor Pathology
- Hemodynamic derangement

Teaching/ Learning Methods:

- Lectures
- Clinical lecture demonstrations
- FiLM
- Practical sessions
- Group discussions
- Formative Assessments
- Reading assignment- Pathology related
- Quizzes- Genetics related

Assessment Strategy:

Continuous Assessment

Final Assessment: 100%

MCQ: 80%

OSPE: 20%

Recommended Reading:

- Gerber, S. E. (2002). *The Handbook of Genetic Communicative Disorders*
- Shprintzen, R. J. (2001). *Syndrome Identification for Audiology-An Illustrated Pocket Guide*. Thomson Delmar Learning
- WHO (1985). *Nutrition Handbook for Community Workers in the Tropics*. McMillan, Hong Kong.
- WHO (2013). *Pocket Book of Hospital Care for Children*. World Health Organization

Advanced Anatomy and Physiology

Semester	1		
Course Code:	CORE 11023		
Course Name:	Advanced Anatomy and Physiology		
Credit Value:	3		
Compulsory (Core)/ Optional/ Auxiliary	Core		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	53	14	83
<p>Course Aims/ Intended Learning Outcomes:</p> <p>At the completion of this course student will be able to</p> <ul style="list-style-type: none"> ➤ Describe structures involved in respiration, articulation, phonation, swallowing and hearing ➤ Describe the functions of structures involved in respiration, articulation, phonation, swallowing and hearing ➤ Describe the structure and functions of the nervous system ➤ Relate the structure and function of each system to its clinical application 			
<p>Course Content : (Main topics, Sub topics)</p> <p>Unit 1. Neuro anatomy and Neuro physiology</p> <ul style="list-style-type: none"> ● Application of Neuro anatomy and Neurophysiology to Speech, language, hearing and swallowing disorders ● Neuro anatomy including visual pathways and development of brain ● Neurophysiology: neurotransmitters, motor and sensory systems <p>Unit 2. Respiration</p> <ul style="list-style-type: none"> ● Anatomy of the respiratory system ● Physiology of the respiratory system ● Role of the respiratory system in speech <p>Unit 3. Phonation</p> <ul style="list-style-type: none"> ● Anatomy of the larynx ● Physiology of the larynx <p>Unit 4. Articulation</p> <ul style="list-style-type: none"> ● Theories of articulation ● Anatomy of articulators and associated structures ● Physiology of articulation ● Importance of dentition to articulation <p>Unit 5. Swallowing</p> <ul style="list-style-type: none"> ● Structures involved in swallowing – mouth, pharynx, oesophagus, and innervation ● Brief mechanisms of swallowing ● Reflexes connected to the development of eating and drinking skills <p>Unit 6. Hearing and Balance</p>			

- Anatomy of the hearing apparatus and the pathways
- Physiology of hearing
- Functional anatomy of vestibular system

Teaching/ Learning Methods:

- Lectures
- Formative Assessments
 - Practical sessions- Demonstrations with models, demonstrations with spirometer, Discussions
- FiLM- DVD/ Video clips, Audio clips

Assessment Strategy:

Continuous Assessment... %	Final Assessment: 100%
	Details: MCQ (75%) OSCE (25%)

Recommended Reading:

- Barrett, K. E., Barman, S. M., Boitano, S., & Brooks, H. (2012). *Ganong's Review of Medical Physiology* (24th Edition), McGraw-Hill Education.
- Bradfield, P. & Potter, S. (2010). Edexcel International GCSE Human Biology. UK: Pearson. UK.
- Chaurasia, B. D. (2013). *BD Chaurasia's Human Anatomy: Vol. 1: Upper Limb Thorax*.
- Waugh, A. & Grant, A. (2010). *Ross & Wilson Anatomy and Physiology in Health and Illness*. (11th ed). Churchill Livingstone
- Seikel, J.A., Drumright, D. G. & Seikel, P. (2004). *Essentials in anatomy and physiology for communication disorders* (1st ed). Canada: Thomson.
- Zemlin, W. R. (2010). *Speech and Hearing Science: Anatomy and Physiology: International Edition (4 edition.)*. Boston: Pearson.

Disability: Theory & Concepts

Year and Semester	1		
Course Code:	CORE 11071		
Course Name:	Disability: Theory & Concepts		
Credit Value:	1		
Compulsory (Core)/ Optional/ Auxiliary	Core		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	30	10	10

Aims

This module offers an introduction to the key foundational concepts related to disability and inclusion. It invites the student to explore their current knowledge and their own deeply held attitudes and assumptions regarding disability. Students will be encouraged to consider disability through the lens of a range of models of disability and explanatory models and local and international legal frameworks. They will also be introduced to current conceptual frameworks underlying healthcare and clinical work in speech and language therapy and audiology.

Learning Outcomes

At the end of this module, students will be able to:

- Discuss one's own attitudes, unconscious biases and perceptions of disability.
- Define key concepts of disability, ableism, integration and segregation.
- Describe issues of human rights and disability in relation to local and international movements, policies and legislation.
- Describe key models of disability that have informed our understanding of disability.
- Explain the key components of the ICF and other healthcare frameworks.

Course Content : (Main topics, Sub topics)

Topic 1: Self-perceptions

- Personal attitudes, knowledge and perceptions of disability
- Cultural constructs of disability
- Disability Fact or Myth
- Stigma and disability/illness
- Disability and media representation

Topic 2: Constructing normalcy

- Deconstructing the Norm
- Ableism
- Disability tropes
- Integration and segregation

Topic 3: Law & Disability

- Overview of the Sri Lankan national context
- Rights vs needs
- International legal frameworks

- Local legal frameworks

Topic 4: Framing/Reframing disability

- Different models of disability
- Interdisciplinary perspectives on disability
- Language and labelling
- Introduction to Disability Justice
- Intersectionality

Topic 5: Disability & Global Health

- The International Classification of Functioning, Disability and Health (ICF)
- The International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY)
- ICF/ICF-CY and inclusion
- Introduction to Disability and Development/ Disability in the Global South

Teaching/ Learning Methods:

- Lecturers and seminars
- Experiential learning activities - Human Library events, disability simulation exercises, field visits, workshops
- Quizzes
- Film /documentary reviews
- Forum discussions, debates and group work
- Interviews and discussions with persons with disabilities and representatives of Disabled Persons' Organizations
- Self-directed learning activities

Assessment Strategy:

Continuous Assessment 0%

Final Assessment 100%

Assignment (100%)

Recommended Reading:

- Albert, B. (2006). In or out of the Mainstream? Lessons from research on disability and development cooperation. Leeds: Disability Press.
- Arunatilake, N. (2006). Education Participation in Sri Lanka - Why all are not in School? Sri Lanka: IPS.
- Barnes, C. & Mercer, G. (2013). Exploring Disability. UK: Polity Press.
- Campbell, F.A.K. (2011). Geodisability Knowledge Production and International Norms: A Sri Lankan Case Study, *Third World Quarterly*, 32(8): 1425-1444.
- Charlton, J. I. (2000). Nothing About Us, Without Us - Disability Oppression and Empowerment. University of California Press.
- Davis, L. J. (2017). The Disability Studies Reader. Taylor & Francis.
- Ghai, A. (2003). (Dis) embodied Form: Issues of Disabled Women. New Delhi: Shakti Books.
- Goodley, D. (2011). Disability Studies an Interdisciplinary Introduction, SAGE publishers.
- Grech, S. & Soldatic, K. (eds.) (2016). Disability in the Global South: The Critical Handbook. Springer.

- Lopez, I. (1999). Inclusive Education - A New Phase of Special Education in Sri Lanka Department of Education, Göteborg University, Sweden.
- Meekosha, H. & Soldatic, K. (2011). Human Rights and the Global South: The case of Disability <http://www.tandfonline.com/doi/abs/10.1080/01436597.2011.614800>
- Mehrotra, N. (2013). Disability, Gender and State Policy – Exploring Margins. New Delhi: Rawat Publications.
- Oliver, M. (1996). The social model in context. *Understanding disability: From theory to practice*. (pp. 30-42). London: Macmillan Press.
- Swain, J. & French, S. (2000). Towards an affirmation model of disability. *Disability and Society*, 15 (4), 569-582.

E-books and websites

- <https://daily.jstor.org/reading-list-disability-studies/>
- <https://bookriot.com/read-harder-2021-an-own-voices-book-about-disability/>
- <https://in.sagepub.com/en-in/sas/disability-studies/book240396>

Personal and Professional Management Skills 1

Year and Semester	1		
Course Code:	CORE 11081		
Course Name:	Personal and Professional Management Skills 1		
Credit Value:	1		
Compulsory (Core)/ Optional/ Auxiliary	Core		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	15	20	15
<p>Intended Learning Outcomes</p> <p>At the end of this module, students will be able to:</p> <ul style="list-style-type: none"> ➤ Describe the scope of practice in the field of speech and language therapy and audiology and the role of a speech and language therapist and an audiologist in the international and national contexts ➤ Describe the health and education systems in Sri Lanka in relation to speech and language therapy and audiology ➤ List the varied settings that the two professionals work in, with special relevance to the Sri Lankan context ➤ Outline specific strategies for self-development and strategies to develop interpersonal skills ➤ Outline different interaction styles and communication styles among self and others and apply concepts relating to teamwork, self-reflection and problem solving ➤ Outline the code of ethics and describe personal responsibility, and accountability relevant to speech and language therapy and audiology ➤ Outline the process of obtaining professional competency, certification, and license to practice in the international and national contexts 			
<p>Course Content: (Main topics, Sub topics)</p> <p>Topic 1 - Introduction to SLT and Audiology professions</p> <ul style="list-style-type: none"> ● Introduction to the professions of Speech and Language Therapy and Audiology ● Historical background of the Speech and Language Therapy and Audiology professions in the global context ● Historical background of and the need for the Speech and Language Therapy and Audiology professions in Sri Lanka ● Introduction to the health and education systems in Sri Lanka ● Varied settings and scope of practice of an audiologist and a speech and language therapist work in both Sri Lankan and international context <p>Topic 2 – Interpersonal skills, reflective learning, and personal development strategies</p> <ul style="list-style-type: none"> ● Reflect own behavioral styles and communication styles based on psychological theories ● Interpersonal skills required by Speech and Language Therapists and Audiologists and learn to reflect how to enhance such skills 			

- Reflective learning methods and reflective practice
- Strategies in personal development
- Personal goals and analyze their potential strategic plans
- Problem solving mechanisms and its applicability in both personal and in professional conflicts
- Teamwork and working with different professionals

Topic 3 – Professional Competency and License to Practice

- Code of ethics personal responsibility, accountability in a health care profession relevant to Speech and Language Therapy and Audiology
- Professional competency, certification, and license to practice in Sri Lankan context
- International and national alliances and organizations to the two professions

Teaching/ Learning Methods:

- Lectures
- Observational visits to speech and language therapy and audiology clinical settings
- Discussions with practicing speech and language therapists and audiologists
- Scenario-based small group discussions
- Scenario-based assignments

Assessment Strategy

Continuous Assessment – 0%

Final Assessment- 100%

Group presentation 100%
(Group mark 30%, Individual mark 70%)

Recommended Reading:

- Garner, A. (2021). *Con conversationally Speaking: Tested New Ways to Increase Your Personal and Social Effectiveness* (Audiobook). USA: Upfront Books.
- Katz, J., Chasin, M., Hood, L.J., & Tillery, K.L. (2014). *Handbook of Clinical Audiology* (7th ed). USA: Wolters Kluwer.
- Kelly, A. (2018). *Social Skills: Developing Effective Interpersonal Communication* (1st ed). UK: Routledge
- Lubinski. R. & Hudson, N. W. (2013). *Professional Issues in Speech and Language Pathology And Audiology* (3rd ed). NY: DELMAR CENGAGE Learning.
- Pease, B., & Pease, A. (2006). *The Definitive Book of Body Language*. USA: Bantam.
- Tipton, D.J. (2017). *Personal and Professional Growth for Health Care Professionals*. USA: Jones & Bartlett Learning.
- Turner, L.H., & West, R.L. (2018). *Interpersonal Communication* (4th ed). USA: SAGE Publishing.
- Van Riper, C. & Erickson, R.L. (2001). *Speech Correction: An Introduction to Speech Pathology and Audiology* (9th ed). Boston: Allyn and Bacon.

Websites:

- American Speech-Language-Hearing Association (1997-2021). Scope of Practice in Speech-Language Pathology. <https://www.asha.org/policy/sp2016-00343/>
- American Speech-Language-Hearing Association (1997-2021). Scope of Practice in Audiology. <https://www.asha.org/policy/sp2018-00353/>

Linguistics for Speech & Hearing Sciences

Year and Semester	1		
Course Code:	CORE 11091		
Course Name:	Linguistics for Speech & Hearing Sciences		
Credit Value:	1		
Compulsory (Core)/ Optional/ Auxiliary	Core		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	25	15	10
<p>This module introduces students to the key concepts in linguistics connected to speech and hearing sciences. It aims to offer students an introductory knowledge and skills in analyzing typical speech and language samples for phonetics, phonology, morpho-syntax and semantics.</p> <p>Course Aims/ Intended Learning Outcomes:</p> <p>At the end of this module, students will be able to:</p> <ul style="list-style-type: none"> ➤ Explain the relevance of linguistics to the speech and language therapy and audiology professions. ➤ Classify speech sounds and transcribe speech samples of Sinhala, Sri Lankan Tamil and Sri Lankan English using the International Phonetic Alphabet. ➤ Identify common typical phonological processes in Sinhala, Sri Lankan Tamil and Sri Lankan English speech samples. ➤ Analyze Sinhala, Sri Lankan Tamil and Sri Lankan English language samples to identify typical morpho-syntactic features. ➤ Describe the meaning interpretation of sentences. ➤ Explain suprasegmental concepts of stress, pitch, and intonation. ➤ Describe the connection between spoken language and written language. 			
<p>Course Content : (Main topics, Sub topics)</p> <p>Topic 1: Language-on overview</p> <ul style="list-style-type: none"> • Key language characteristics • Relevance of linguistics to Speech & Hearing Sciences <p>Topic 2: Phonetics & Phonology</p> <ul style="list-style-type: none"> • Units of representation-segments, syllables • Consonant classification • Vowel classification • Phonetic transcription • Phonemes and allophones • Phonological processes <p>Topic 3: Morphology</p> <ul style="list-style-type: none"> • Concepts of morph, allomorph, morpheme, bound free and compound forms and roots • Processes of word formation, content and function words • Form classes 			

- Grammatical categories
- Principles and practices of morphemic analysis

Topic 4: Syntax

- Categories and structures
- Complement options
- Different methods of syntactic analysis, IC analysis
- Phrase structure
- Transformational generative grammar
- Universal grammar and parametric variation

Topic 5: Semantics

- Words and their meaning
- The conceptual system
- Syntax and sentence interpretation

Topic 6: Suprasegmentals

- Stress
- Pitch
- Intonation

Topic 7: Writing and language

- Types of writing
- Writing and reading

Teaching/ Learning Methods:

- Lecturers and seminars
- Phonetic transcription of audio speech data
- Speech and language analysis exercises
- Quizzes
- Small group work
- Self-directed learning activities
- Problem-based learning
- Reading assignments

Assessment Strategy:

Continuous Assessment 0%	Final Assessment 100%
	MCQ paper (100%)

Recommended Reading:

- Ball, M. (1995). *Phonetics for Speech Pathology* Whurr, London.
- Crystal, D. (2001). Clinical linguistics. In M. Aronoff & J. Rees-Miller (Eds.), *The Handbook of Linguistics* (pp. 673-682). Oxford: Blackwell.
- Disanayaka, J. B. (1991). *The Structure of Spoken Sinhala*. NIE, Sri Lanka.
- Hannahs, S. J. (2015). Phonology. In: Braber, N., Cummings, L. and Morrish, L. (Eds.) *Exploring Language and Linguistics*. Cambridge, UK: Cambridge University Press, 2015, pp.56-76.
- Howard, S., Perkins, M., & Martland, P. (2001). An integrated multi-media package for learning clinical linguistics and phonetics. *International Journal of Language & Communication Disorders*, 36 (Supplement), 327-332.

- Hudson, R. (1995). *Word Meaning*. Routledge.
- Kariyakarawana, S. M. (1998). *The Syntax of Focus and Wh-Question in Sinhala*. Karunaratne and Sons, Sri Lanka.
- Lust, B., Foley, C., & Dye, C. D. (2015). Chapter 14: Children's acquisition of complex syntax. In: Bavin, E., Naigles, L. (Eds.). *The Cambridge Handbook of Child Language*. Cambridge UK: Cambridge, pp.298-332.
- Tallerman, M. (2015). *Understanding Syntax*. London: Routledge.
- Whitworth, N. & Knight, R. A. (2014). *Methods in Teaching Clinical Phonetics and Linguistics*.
- McAllister, J. & Miller, J. E. (2013). *Introductory Linguistics for Speech and Language Therapy Practice*. 1st Edition, WILEY Blackwell.

Websites

- American Speech-Language –Hearing Association <https://www.asha.org/>
- CHILDES <http://cnts.uia.ac.be/childes/>
- The Royal College of Speech and Language Therapy <http://www.rcslt.org/>
- The International Clinical Phonetics & Linguistics Association
- <http://www.ucl.ac.uk/~mjb0372/ICPLA.html>
- Clinical Linguistics & Phonetics <http://www.tandf.co.uk/journals/titles/02699206.html>

Fundamentals of Speech & Hearing

Semester	1		
Course Code:	CORE 11062		
Course Name:	Fundamentals of Speech and Hearing		
Credit Value:	2		
Compulsory (Core)/ Optional/ Auxiliary	Core		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	40	23	37
<p>Course Aims/ Intended Learning Outcomes:</p> <p>At the end of this module, students will be able to:</p> <ul style="list-style-type: none"> ➤ Describe common terms related to speech and hearing ➤ Explain the theories of language development. ➤ Apply communication developmental milestones processes and the aging processes to the typical population. ➤ Describe common speech, language, swallowing and hearing disorders. 			
<p>Course Content: (Main topics, Sub topics)</p> <p>Topic 1 - Introduction to Speech, Language & Communication</p> <ul style="list-style-type: none"> ● Concepts in speech, language and communication ● Components of speech, language and communication ● Distinctions, similarities and functions of speech, language and communication ● Speech chain ● Importance of hearing for communication <p>Topic 2 – Theories of Language Development</p> <ul style="list-style-type: none"> ● Review common theories of development ● Nature/nurture debate as it relates to communication development <p>Topic 3 – Typical Development of Hearing and Communication</p> <ul style="list-style-type: none"> ● Pre-linguistic stage of language development ● Typical stages of development in hearing and communication (comprehension, expression, phonology, syntax, morphology, semantics, pragmatics) from birth to adolescence ● Normal stages in the development of attention and listening ● Bilingual language development ● Factors influencing the development of speech and language (maternal responsivity, socioeconomic status). <p>Topic 4 – Ageing</p> <ul style="list-style-type: none"> ● Changes to communication in healthy ageing ● Changes to swallowing in healthy ageing ● Healthy ageing in the context of the ICF model <p>Topic 5 – Brief overview of Speech, Language and Swallowing Disorders</p>			

<ul style="list-style-type: none"> ● Voice disorders ● Articulation/Phonological disorders ● Fluency disorders ● Language disorders in children ● Language disorders in adults ● Swallowing disorders <p>Topic 6 - Brief overview of Hearing Disorders</p> <ul style="list-style-type: none"> ● Overview of types and etiology of hearing loss ● Features of communication difficulties related to hearing impairment 	
<p>Teaching/ Learning Methods:</p> <ul style="list-style-type: none"> ➤ Lectures ➤ CFAs ➤ FAs ➤ Video Observation ➤ Scenario-based small group discussions ➤ Transcription & analysis of a child’s language sample. ➤ Transcription & analysis of an adult’s language sample. 	
<p>Assessment Strategy:</p>	
<p>Continuous Assessment - 0%</p>	<p>Final Assessment: 100%</p>
	<p>MCQ - 50%, OSCE – 50%</p>
<p>Recommended Readings:</p> <ul style="list-style-type: none"> ➤ Bloom, L. & Lahey, M. (2001). <i>Language Development and Language Disorders</i>. John Wiley and Sons, USA. ➤ Crystal, D. & Varly, R. (1998). <i>Introduction to Language Pathology</i> (4th Edition). ➤ Gelfand, S.A. (2016). <i>Essentials of Audiology</i> (4th Edition). Thieme, USA. ➤ Justice, L. M. & Redle, E.E. (2014). <i>Communication Sciences and Disorders: A Clinical Evidence-Based Approach</i> (3rd Edition). ➤ Moon-Meyer, S. (2004). <i>Survival Guide for the Beginning Speech-Language Clinician</i> (2nd Edition). ➤ Owens, R. E. (2012). <i>Language Development: An Introduction</i> (8th Edition). Allyn & Bacon Communication Sciences and Disorders, Pearson. ➤ Stach, B.A. & Ramachandra, V. (2021). <i>Clinical Audiology: An Introduction</i> (3rd Edition). Plural Publishing, USA. ➤ Van Riper, C. & Erickson, R. L. (2001). <i>Speech Correction: An Introduction to Speech Pathology and Audiology</i> (9th Edition). ➤ Pecchioni, L. L. & Wright, K. B. (2005). <i>Life-Span Communication</i>. Routledge Communication Series. ➤ Shaw, S., Haxell, A. & Weblemoe, T. (2012). <i>Communication across the Lifespan</i> (1st Edition). ➤ Paradis, J., Genesee, F., & Crago, M. (2021). <i>Dual language development & disorders: A Handbook on Bilingualism and Second Language Learning</i> (3rd Edition). ➤ Burda, A. (2010). <i>Communication and Swallowing changes in healthy ageing adults</i>. 	

Websites

- <http://www.asha.org/public/speech/development/>
- <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

Paediatrics and Neurology

Semester	1		
Course Code:	CORE 11043		
Course Name:	Paediatrics and Neurology		
Credit Value:	3		
Compulsory (Core)/ Optional/ Auxiliary	Core		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	44	14	92
<p>Course Aims/ Intended Learning Outcomes:</p> <p>At the completion of this course student will be able to;</p> <ul style="list-style-type: none"> ➤ Outline the primary characteristics of paediatric health and illness and state methods used in monitoring child growth, nutrition and development in Sri Lanka ➤ Describe common childhood illnesses, psychiatric disorders in children, adolescents and adults and their association with disability ➤ Describe the principle types of child abuse and explain the procedures and policies for child protection in Sri Lanka ➤ Review MDT practice in Sri Lanka and the role of a SLT/ Audiologist within a multidisciplinary team in paediatric and adult settings ➤ List the common pharmacological agents used in children and adults and explain their effects on cognition, communication and learning ➤ Describe neurological bases and the neuropathology of stroke and the common types of infections, demyelinating, degenerative, nutritional and surgical conditions associated with cognitive, communication and swallowing disorders. ➤ Outline medical and neuroimaging procedures used in the diagnosis and management of neuro pathological conditions 			
<p>Course Content: (Main topics, Sub topics)</p> <p>1. Introduction:</p> <p>1.1. Relevance of paediatrics to the Speech and language Therapy, audiology and other allied health practices</p> <p>2. Growth and Nutrition</p> <p>2.1. Growth monitoring and nutritional screening</p> <p>2.2. Growth and nutritional problems in children</p> <p>2.3. Nurturing care (Impact of nutrition and poverty on development and health)</p> <p>2.4. Breast feeding and complementary feeding</p> <p>2.5. Normal Development 0-5 years</p> <p>3. Early identification of perinatal paediatric disorders leading to childhood disabilities</p> <p>3.1. Prematurity</p> <p>3.2. Birth asphyxia</p> <p>3.3. Other neonatal/ infant high risk conditions</p>			

4. Childhood Disabilities

- 4.1. Developmental delay; early detection and intervention
- 4.2. Common syndromes including Down syndrome
- 4.3. Cerebral palsy
- 4.4. Epilepsy in children

5. Child and Adolescents mental health

- 5.1. Common child mental health disorders that will present to the SLTs (ADHD, ASD, LD)

6. Child abuse and neglect

- 6.1. Types of child abuse

7. Collaborating with MDT services of children with disabilities

- 7.1. Introducing MDT services
 - 7.1.1. Collaboration with multiple stakeholders
- 7.2. Practical exposure

8. Pharmacology in paediatric and adult neuro disabilities

- 8.1. Common pharmacological agents used in children with disabilities and the effect on cognition, learning and development of communication
- 8.2. Common pharmacological agents used in adults with disabilities and the effect on cognition, learning and communication abilities

9. Stroke and neurological basis of speech, language and swallowing disorders

- 9.1. Stroke
- 9.2. Impact of stroke on speech, language, hearing, communication, swallowing and motor skills (Examples: Aphasia, dysarthria, dysphagia, dyspraxia. Etc)
- 9.3. The role of neuroplasticity in recovery and rehabilitation of children and adults
- 9.4. Handedness & neurolinguistic processing in the brain

10. Infections

- 10.1. Meningitis & Encephalitis

11. Demyelinating, and nutritional disorders

- 11.1. Multiple sclerosis
- 11.2. NMO- Neuro- Myelitis Optica

12. Degenerative disorders and effect of ageing

- 12.1. Dementia: Alzheimer's disease
- 12.2. Parkinsonism
- 12.3. Motor Neuron Disease

13. Epilepsy

- 13.1. Epilepsy in adults

14. Common Surgical conditions presenting to the SLTs and audiologists- surgery

- 14.1. Post traumatic brain injuries
- 14.2. Brain tumor

15. Common Psychiatric disorders in adults

- 15.1. Depression
- 15.2. Anxiety

16. Neuroimaging

- 16.1. Neuroimaging techniques and neurological examinations for adults with

neurological communication disorder and swallowing	
17. Multi- disciplinary team management of neurological disorders	
17.1. MDT management	
17.2. Role of the SLT and Audiologist in multidisciplinary management of neurological conditions	
17.3. Other professionals involved and the role of them in the management of neurological conditions	
17.4. Referral process	
Teaching/ Learning Methods:	
<ul style="list-style-type: none"> ➤ Lectures ➤ Practical sessions- CR1- Part2 ➤ FiLM ➤ Clinical lecture demonstrations ➤ Case discussions ➤ Formative Assessments <ul style="list-style-type: none"> ○ Quizzes ○ Practical session 	
Assessment Strategy:	
Continuous Assessment	Final Assessment: 100 %
	Details:
	MCQ- 80%
	OSPE- 20%
Recommended Reading:	
<ul style="list-style-type: none"> ➤ Ebrahim, G. J. (1981). <i>Paediatric Practice in Developing Countries</i>. ELBS. 39 ➤ Goonesekere, S. W. E., Gunawardena, C., & Kularatna, N. G. (Eds.) (1998). <i>Child Rights, the Sri Lankan Experience</i>. OU, Sri Lanka. ➤ Habel, A. & Scott, R. (1998). <i>Notes on Paediatrics: Neurology</i>. Butterworth-Heinemann, UK. ➤ Jeavons, P. M. & Aspinall, A. (1985). <i>The Epilepsy Reference Book</i>. Harper & Row, London. ➤ Lissauer, T. & Clayden, G. (1997). <i>Illustrated Textbook of Paediatrics</i>. Mosby. ➤ Moules, T. & Ramsay, J. (1998). <i>The Textbook of Children's Nursing</i>. Stanley Thorne, UK. ➤ Source (2005). <i>Disability, inclusion and development: key information resources</i>. Source, London. ➤ WHO (1985). <i>Nutrition Handbook for Community Workers in the Tropics</i>. McMillan, Hong Kong. ➤ Bickerstaff, E. R. (1982). <i>Neurology</i>. Hodder & Stoughton, UK. ➤ Chusid, J. G. (1985). <i>Correlative Neuroanatomy and Functional Neurology</i>. Lange Medical Publications, USA. ➤ Cohen, H. (Ed.) (1993). <i>Neuroscience for Rehabilitation</i>. Lippincott Company, USA. ➤ Murdoch, B. E. (1990). <i>Acquired Speech and Language Disorders</i>. Stanley Thorne, UK. 	

- Webb, W., Adler, R. K., & Wilkinson, I. M. S. (2007). *Neurology for the Speech-Language Pathologist* (5th Edition). Essential Neurology. Blackwell, UK.
- Webb, W., Adler, R. K., & Wilkinson, I. M. S. (Forthcoming). *Neurology for the Speech-Language Pathologist* (6th Edition). Essential Neurology. Blackwell, UK.
- Chapey, R., (1981). *The assessment of language disorders in adults*. Williams and Wilkins. Baltimore.
- Chapey, R., (2013). *Language intervention strategies in aphasia and related neurogenic communication disorders*. Williams and Wilkins: Baltimore.
- Davis, A. & Wilcox, M. J., (1990). *Adult aphasia rehabilitation*. College Hill press: San Diego. 107
- Davis, A. G. (1993). *A Survey of adult aphasia and related language disorders*. Englewood Chiffs: New Jersey.
- Lesley, J. & Kaiser, W., (1996). *Living with aphasia, Aphasia a social approach*. Chapman and Hull: London.
- Lesser, R. & Perkins, L. (2003). *Cognitive Neuropsychology and Conversational Analysis in Aphasia*. Whurr Publishers: London.
- Lesser, R. & Milroy, L., (1993). *Linguistics and Aphasia*. Longman: London.
- Darley, F., Aronson, I., & Brown, J. (1975). *Motor Speech Disorders*. W B Saunders Co, USA.
- Johnson, A. & Jacobson, B. (1998). *Medical Speech-Language Pathology*. Thieme Publishers, USA.
- Leonard, R. & Kendall, K. (2007). *Dysphagia assessment and treatment planning*. Plural Publishing, USA.
- Murdoch, B. E. (1990). *Acquired Speech and Language Disorders*. Stanley Thornes, UK.

Psychology 1

Semester	1		
Course Code:	CORE 11051		
Course Name:	Psychology 1		
Credit Value:	1		
Compulsory (Core)/ Optional/ Auxiliary	Core		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	25	15	10
<p>Course Aims/ Intended Learning Outcomes:</p> <ul style="list-style-type: none"> ➤ Describe the relevance of psychology for speech and hearing sciences students ➤ Explain how different theories and principles of learning can be applied to everyday and clinical settings cognitive and socio emotional development from infancy to adulthood ➤ Describe key executive functions ➤ Describe cognitive and socio-emotional development from birth to adulthood 			
<p>Course Content : (Main topics, Sub topics)</p> <p>1. Introduction to Psychology</p> <p>1.1 Explain the field of psychology</p> <p>1.2 Explain how psychology is related to speech and hearing sciences</p> <p>2. Learning</p> <p>2.1 Different theories of learning</p> <p>2.2 Application of learning principles in everyday and clinical settings</p> <p>2.3 Behaviour modification - behaviour theories</p> <p>3. Executive functions</p> <p>3.1 Attention: Key aspects of human attention, Divided attention and selective attention</p> <p>3.2 Memory: Different types of memory; theories of forgetting; improving memory and mnemonic strategies</p> <p>3.3 Intelligence : cognitive and multiple intelligences, emotional intelligence, assessing intelligence</p> <p>4. Cognitive development</p> <p>4.1 Introduce the field of developmental psychology</p> <p>4.2 Piaget's theory</p> <p>4.3 Vygotsky</p> <p>4.4 Information processing approaches</p> <p>5. Socio-emotional development</p> <p>5.1 Emotional development in the first two years; temperament; attachment</p> <p>5.2 Bowlby's attachment theory and implications of attachment for development</p> <p>5.3 Theory of mind development</p> <p>5.4 Play</p> <p>5.5 Gender development and gender schema theory</p> <p>5.6 Moral development; parenting</p>			

6. Adolescence

- 6.1 Exploring the concept of adolescence, puberty and the physical changes
- 6.2 Personality development,
- 6.3 Identity and romantic relationships
- 6.4 Adolescence problems and opportunities

Teaching/ Learning Methods:

- Lectures
- Practicals
- Group activities (case studies/discussions)
- Discussion
- Quiz

Assessment Strategy: Assignment, Quizzes and Exam

Continuous Assessment 0%

Final Assessment 100%

Details:

Details:

MCQ Exam -100%

Recommended Reading:

- Barnes, P. (1995). Personal Social and Emotional Development of Children. The Open University Press.
- Cohen, D. (2018). The development of play. Routledge.
- Ginsburg, H. P., & Oppen, S. (1988). Piaget's theory of intellectual development. Prentice-Hall, Inc.
- Green, S. (2004). Baby and Toddler Development Made Real Featuring the Progress of Jasmine Maya 0-2 years. David Fulton Publishers.
- Lachman, R., Lachman, J. L., & Butterfield, E. C. (2015). Cognitive psychology and information processing: An introduction. Psychology Press.
- Landy, S. (2009). Pathways to competence: Encouraging healthy social and emotional development in young children. Paul H Brookes Publishing.
- Lansdown, R., & Walker, M. (1996). Your Child's Development: From Birth to Adolescence. frances lincoln ltd.
- Moore, T. E. (Ed.). (2014). Cognitive development and acquisition of language. Elsevier.
- Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Introduction to psychology. Cengage Learning.
- Press/Blackwell. Papalia, D. E. & Olds, S. W. (1995). Human Development (International Edition). McGraw-Hill Inc.
- Sharma, A. & Cockerill, H. (2014). Mary Sheridan's From Birth to Five Years: Children's Developmental Progress. 4th Edition. Routledge

Clinical Rotation 1

Semester	1		
Course Code:	CORE 11102		
Course Name:	Clinical Rotation 1		
Credit Value:	2		
Compulsory (Core)/ Optional/ Auxiliary	Core		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	20 (Tutorials)	80 (Direct supervised, video based activities)	100
<p>Course Aims/ Intended Learning Outcomes:</p> <p>At the end of this module students should be able to;</p> <ul style="list-style-type: none"> ➤ Orientation and exposure to typical and atypical communication, language and hearing skills in children and adults, in different contexts ➤ Outline core speech, language, and communication skills in relevance to other developmental domains during early childhood ➤ Outline the reasons why speech and language therapists and audiologists need to gather information ➤ Interact appropriately with empathy, sensitivity and in a professional manner with clients and their caregivers ➤ Phonetically transcribe and analyze child speech samples with relevance to the specific language and developmental norms ➤ Understand various perinatal, prenatal, Psychiatric and Neurological conditions and their association with disability ➤ Outline different professionals involved in managing a variety of pediatric and neurological disorders. 			
<p>Course Content:</p> <p>Topic 1: Observation of typical skills</p> <ul style="list-style-type: none"> • Communication skills of typically developing children • Language skills of typically developing children • Social skills of typically developing children • Play skills in typically developing children • Communication skills of healthy adults • Social skills of healthy adults <p>Topic 2– Phonetic transcription of speech samples</p> <ul style="list-style-type: none"> • Speech sample from typically developing children and healthy adults and transcription <p>Topic 3: Introduction to soft skills and basic clinical skills</p> <ul style="list-style-type: none"> • Rapport building and communication skills with (a) children (b) caregivers/parents of children (c) adults and older clients (d) colleagues • Appropriate assessment/ therapy material • Documentation related to clinical setups 			

Topic 4: Observation of different clinical conditions in practice

- Familiarizing with different settings and professionals involved in various contexts
- Basic characteristics of perinatal pediatric conditions leading to childhood disabilities
- Common mental health disorders in children and adolescents and its relationship with disability
- Characteristics and different effects on stroke

Topic 5: MDT involvement

- Multidisciplinary team setting
- MDT practices

Teaching/ Learning Methods:

- Tutorials – 15 h
- Small group discussion- 5h
- Video based learning- 5 h
- Guided observations – 70 h
- CAL based activities – 5 h

Assessment Strategy:

Continuous Assessment 0%

Final Assessment 100%

Portfolio -50%

OSCE -50%

Recommended Reading:

- Dobinson, C. & Wren, Y. (2013). (Eds.) *Creating Practice-based Evidence: A guide for SLTs*. Guildford, UK: J&R Press.
- Hult, L. M. & Howard, M. R. (1999). *Born To Talk: An Introduction to Speech and Language Development*.
- Moon-Meyer, S. (1998). *Survival Guide for the Beginning Speech-Language Clinician*.
- Read, J. L. (2014). *A Guide to Clinical Placements in Speech and Language Therapy*. Guildford, Surrey, UK: J & R Press Ltd.
- Sharma, A. & Cockerill, H. (2014). *Mary Sheridan's From Birth to Five Years: Children's Developmental Progress* (4th Edition). Routledge.
- Van Riper, C. & Erickson, R. L. (2001). *Speech Correction: An Introduction to Speech Pathology and Audiology*.
- Kramer, S., Guthrie, L. (2013). *Audiology Workbook* (2nd Ed). Plural Publishing.
- Martin, F.N., Clark, J.G. (2015). *Introduction to Audiology* (12th Ed). Pearson Communication Science and Disorders.
- Martin, F.N., Clark, J.G. (2015). *Introduction to Audiology* (12th Ed). Pearson Communication Science and Disorders.

Websites

- <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>
- <https://www.minotstateu.edu/cdse/cd/handbookfiles/appendixA-3.pdf>
- www.AudiologyOnline.com

Psychology 2

Semester	Year 1 Semester 2		
Course Code:	CORE 12111		
Course Name:	Psychology 2		
Credit Value:	1		
Compulsory (Core)/ Optional/ Auxiliary	Core		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	25	15	10
<p>Course Aims/ Intended Learning Outcomes:</p> <p>At the end of this module, the students should be able to;</p> <ul style="list-style-type: none"> ➤ Define abnormal behavior and criteria for identification. ➤ Describe different approaches to mental illnesses and treatment ➤ Compare and contrast systems used for the classification of mental disorders ➤ Describe key features and treatments for common mental disorders ➤ Identify and manage client distress ➤ Define psychometric properties and summarize key aspects of psychometric testing 			
<p>Course Content: (Main topics, Sub topics)</p> <ol style="list-style-type: none"> 1. Defining ‘abnormal’ behaviour <ol style="list-style-type: none"> 1.1. Supernatural, religious and scientific approaches to mental health across time and cultures 2. Different approaches to mental illnesses and treatment <ol style="list-style-type: none"> 2.1. Biological, Psychoanalytic; Behaviourist; Cognitivist; Humanist; Systematic; Sociocultural approaches to mental illnesses and treatment 2.2. Biopsychosocial models of mental illness 3. Classification of mental disorders <ol style="list-style-type: none"> 3.1. Different systems of classification : DSM-5 and ICD 10; the advantages and disadvantages of classification 4. Different categories of mental disorders <ol style="list-style-type: none"> 4.1. Key features, etiology and treatment of anxiety disorders, mood disorders and somatoform disorders 5. Managing client distress <ol style="list-style-type: none"> 5.1. Identifying and managing stress in self, clients and caregivers 5.2. The psychological impact of communication and hearing difficulties; the cognitive and behavioural correlates of hearing difficulties and communication. 5.3. Basic counselling skills 6. Psychometric testing and clinical assessment methods <ol style="list-style-type: none"> 6.1. Define validity; reliability; standardization and norms 6.2. Different types of psychometric tests 			
Teaching/ Learning Methods:			

<ul style="list-style-type: none"> • Lectures • -practical work (case study and skills development) • Small group discussion • Interactive lectures • Presentations • Quiz 	
Assessment Strategy: Assignment and Exam	
Continuous Assessment 20%	Final Assessment 80%
Assignment/ Reflective report - 20%	SAQ -80%
<p>Recommended Reading:</p> <ul style="list-style-type: none"> ➤ American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (DSM-5)</i>. Arlington, VA: American Psychiatric Association. ➤ Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2016). <i>Abnormal psychology: An integrative approach</i>. Cengage learning. ➤ Comer, R. J. (2010). <i>Abnormal psychology</i>. Macmillan. ➤ DeVellis, R. F. (2016). <i>Scale development: Theory and applications</i> (Vol. 26). Sage publications. ➤ Souza, A. C. D., Alexandre, N. M. C., & Guirardello, E. D. B. (2017). Psychometric properties in instruments evaluation of reliability and validity. <i>Epidemiologia e Serviços de Saúde</i>, 26, 649-659. ➤ World Health Organization(WHO). (2013). The ICD-11 classification of mental and behavioural disorders. World Health Organization. ➤ Wosket, V. (2008). <i>Egan's Skilled Helper Model: Developments and Implications in Counselling</i>. Routledge 	

Child Speech Sound Disorders: Assessment

Year and Semester	Year 1/Semester 2		
Course Code:	XXX		
Course Name:	Child Speech Sound Disorders: Assessment		
Credit Value:	2		
Compulsory (Core)/ Optional/ Auxiliary	Optional (SLT)		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	40	25	35

In this module, the students will gain an overview of assessment for a range of speech sound disorders of an organic or functional basis. Students will review the neuroanatomy underlying motor speech disorders in children and gain an in depth understanding of each type to motor speech disorder. They will investigate difficulties with speech sound articulation and the speech patterns connected to phonological development in Sri Lankan

languages. The module will consider the process of differential diagnosis, locally applicable and linguistically relevant assessment procedures, underpinned by current theories and research in the field, local realities and the ICF framework.

Course Aims/ Intended Learning Outcomes:

By the end of this course, students will be able to:

- Describe the typical presentations of developmental dysarthria/s and developmental verbal dyspraxia (DVD)/childhood apraxia of speech (CAS).
- Identify options for differential diagnosis between DVD/CAS and developmental dysarthria/s using a traditional dichotomy approach and speech processing models.
- List the key speech characteristics of articulation disorders and phonological delays/disorders in children.
- Demonstrate skills in phonetic transcription of typical and atypical speech samples using the International Phonetic Alphabet (IPA) and classify typical and atypical phonological processes for local languages.
- Demonstrate the use of a range of formal standardised, adapted, informal, dynamic and computer-based assessments for children with speech sound disorders, with additional reference to the ICF model for:
 - Articulation;
 - Phonology;
 - Dysarthria; and
 - DVD/CAS.
- Critically review the cultural and linguistic relevance of assessments for children experiencing child speech sound disorders of articulation, phonology, dysarthria, and DVD/CAS.

Course Content: (Main topics, Sub topics)

Topic 1: An overview of child speech sound disorders

- Child speech sound disorders as an umbrella term
- Models of speech production and processing, motolinguistics models
- Child speech sound disorders and the ICF (WHO) model

Topic 2: Developmental dysarthria

- Definition, etiology and classification
- Types of dysarthrias
- Differential diagnosis of dysarthrias
- Syndromes associated with motor speech disorders
 - Duchenne Muscular Dystrophy
 - Congenital Supranuclear palsy
 - Juvenile progressive bulbar palsy
 - Worster Drought syndrome
 - Guillain — Barre syndrome

Topic 3: Assessment of developmental dysarthria

- Detailed observations
- Oro-motor assessment and sub-systems approach to assessment

<ul style="list-style-type: none"> ● Subjective methods — perceptual analysis, standard tests and methods, assessment of speech intelligibility, advantages and disadvantages ● Objective methods — Physiological and electrophysiological methods, Acoustics, advantages and disadvantages ● Differential diagnosis of developmental dysarthria from functional articulation disorders and developmental verbal dyspraxia <p>Topic 4: Assessment of DVD/CAS</p> <ul style="list-style-type: none"> ● Definition, description of DVD/CAS ● Assessment and diagnosis of DVD/CAS ● Specific focus on the assessment of literacy skills <p>Topic 5: Articulation disorders</p> <ul style="list-style-type: none"> ● Definition, epidemiological findings, incidences and prevalence ● Causes – sensory, structural, motor and neurological causes ● Types of articulation difficulties –definition, types and characteristics ● Assessment considerations and differential diagnosis ● Assessment procedures <p>Topic 6: Phonological difficulties</p> <ul style="list-style-type: none"> ● Types of phonological difficulties-delays, disorders ● Assessment considerations and differential diagnosis ● Assessment procedures 							
<p>Teaching/ Learning Methods:</p> <ul style="list-style-type: none"> ➤ Lectures ➤ Small group discussions ➤ Whole-class discussions ➤ Self-directed learning activities ➤ Practical sessions ➤ Videos ➤ Client discussions ➤ Concurrent speech and language therapy clinical placements at schools and centers ➤ Tutorials ➤ Speech data transcription exercises ➤ Speech sample analysis exercises 							
<p>Assessment Strategy:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Continuous Assessment 0%</td> <td style="width: 50%; padding: 5px;">Final Assessment 100%</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;">SEQ - 60%</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;">OSCE-40%</td> </tr> </table>		Continuous Assessment 0%	Final Assessment 100%		SEQ - 60%		OSCE-40%
Continuous Assessment 0%	Final Assessment 100%						
	SEQ - 60%						
	OSCE-40%						
<p>Recommended Reading:</p> <ul style="list-style-type: none"> ➤ Bernthal, J., Bankson, N. & Flipsen, P. (2009). Articulation & Phonological Disorders: Speech Sound Disorders in Children (6th Edition). Boston, MA. Pearson Publishing. ISBN: 978-0- 205-56926-7 OR 0-205-56926-9 ➤ Bleile, K. (2015). The Manual of Articulation and Phonological Disorders: A book for students and clinicians (3rd Edition). Cengage Learning. ➤ Bowen, C. (2014). Children's Speech Sound Disorders, 2nd Edition. Wiley-Blackwell. 							

- Davis, B. L. & Velleman, S. L. (2000). Differential diagnosis and treatment of developmental apraxia of speech in infants and toddlers. *Infant-Toddler Intervention: The Transdisciplinary Journal*, 10 (3), 177-92.
- Duffy, C. (2019). *Motor Speech Disorders (4th Edition)*. Substrates, Differential Diagnosis, and Management. Mosby.
- Hodson, B. (2010). *Evaluating and enhancing children's phonological systems: Research and theory to practice*. Wichita, KS: PhonoComp.
- Maas, E., Gildersleeve-Neumann, C. E., Jakielski, K. J., & Stoeckel, R. (2014). Motor-based intervention protocols in treatment of childhood apraxia of speech (CAS). *Current Developmental Disorders Reports*, 1, 197-206.
- McCauley, R. J. & Strand, E. A. (1999). Treatment of children exhibiting phonological disorder with motor speech involvement. *Clinical management of motor speech disorders in children*, 187-208.
- McCauley, R. J. & Strand, E. A. (2008). A review of standardized tests of nonverbal oral and speech motor performance in children. *American Journal of Speech-Language Pathology*, 17, 81-91.
- McLeod, S., & McCormack, J. (2007). Application of the ICF and ICF-Children and Youth in children with speech impairment. *Seminars in Speech and Language*, 28(4), 254-264.
- Pascoe, M., Stackhouse, J., & Wells, B. (2006). *Persisting speech difficulties in children's speech and literacy difficulties: Book 3*. West Sussex, England: Whurr.
- Shriberg, L. D. (2010). A neurodevelopmental framework for research in childhood apraxia of speech. In B. Maassen & P. van Lieshout (Eds.), *Speech motor control: New developments in basic and applied research* (pp. 259-270). Oxford, UK: Oxford University Press.
- Strand, E. A., McCauley, R. J., Weigand, S., Stoeckel, R. & Baas, B. (2013). A motor speech assessment for children with severe speech disorders: Reliability and validity evidence. *Journal of Speech, Language, and Hearing Research*, 56, 505-520.
- Taylor-Goh, S. (Ed.). (2005). *Royal College of Speech and Language Therapists clinical guidelines: 5.3 School-aged children with speech, language & communication difficulties*. Bicester, UK: Speechmark.
- Williams, P., & Stephens, H. (2010). The Nuffield Center Dyspraxia Programme. In A. L. Williams, S. McLeod, & R. J. McCauley (Eds.), *Interventions for speech sound disorders in children* (pp. 159-178). Baltimore, MD: Brookes.
- World Health Organization (2001). *International Classification of Functioning, Disability and Health*. Geneva, Switzerland: Author.
- Yavas, M., & Goldstein, B. (1998). Phonological assessment and treatment of bilingual speakers. *American Journal of Speech-Language Pathology*, 7, 49-60.
- Yorkston, K. M., Strand, E. A. & Kennedy, M. R. (1996). Comprehensibility of dysarthric speech: Implications for assessment and treatment planning. *American Journal of Speech- Language Pathology*, 5(1), 55-66.

Motor Speech Disorders in Adults; Assessment and Diagnostics

Semester	2		
Course Code:	SLTH 12142		
Course Name:	Motor Speech Disorders in Adults; Assessment and Diagnostics		
Credit Value:	2		
Compulsory (Core)/ Optional/ Auxiliary	Optional (SLT)		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	40	30	30
<p>Course Aims/ Intended Learning Outcomes:</p> <p>At the completion of this course student will be able to,</p> <ul style="list-style-type: none"> ➤ Outline the neuroanatomical and neurophysiological basis underlying motor speech production. ➤ Describe the terminology, etiological and prognostic factors, co-morbidities and presenting features in dysarthria and apraxia of speech in adults. ➤ Demonstrate the ability to gather information and carry out a systematic clinical evaluation in the assessment of motor speech disorders ➤ Interpret and integrate assessment findings to develop a working diagnosis, profile within ICF levels of impairment and identify multidisciplinary involvement in rehabilitation and care. ➤ Describe test constructs, current approaches and contextual application of formal and informal assessment procedures in the Sri Lankan clinical context. 			
<p>Course Content: (Main topics, Sub topics)</p> <p>Unit 1: Definitions and classifications</p> <ul style="list-style-type: none"> ▪ Definition, types, locus, neuromotor basis, speech and non-speech characteristics of the different types of dysarthria ▪ Definition, types, locus, neuromotor basis, speech and non-speech characteristics of acquired apraxia of speech ▪ Neurogenic causes leading to motor speech disorders; Vascular, infection, trauma, toxic, degenerative and demyelinating, genetic and other. <p>Unit 2: Assessment of motor speech</p> <ul style="list-style-type: none"> ▪ Subjective methods in assessment <ul style="list-style-type: none"> ○ Cranial nerve and OME ○ Perceptual analysis; methods and procedures ○ Assessment of speech intelligibility, ○ Advantages and disadvantages of subjective methods ▪ Objective methods in assessment <ul style="list-style-type: none"> ○ Neuroimaging findings (CT, MRI and fMRI) ○ Formal assessment tools (N-DAT, FDA & ABA) ○ Physiological and electrophysiological methods ○ Acoustics 			

<ul style="list-style-type: none"> ○ Advantages and disadvantages of objective methods ▪ Report writing, documentation and referral ▪ Differential Diagnosis (Dysarthria versus AoS, other functional articulation disorders) ▪ ICF and assessment in MSD ▪ Application of different assessments to the Sri Lankan context. ▪ Evidence based practice and best practice protocols in the assessment of motor speech disorders 	
<p>Teaching/ Learning Methods:</p> <ul style="list-style-type: none"> ➤ Lectures, ➤ Invited lectures, ➤ Compulsory formative assessments (CFA), ➤ PBLs, ➤ Case studies, ➤ Small-group discussions, ➤ Group and individual assignments, ➤ Speech Lab 	
<p>Assessment Strategy:</p>	
Continuous Assessment 0%	Final Assessment 100%
Details:	Details: SAQ- 50% OSCE- 50%
<p>Recommended Reading:</p> <ul style="list-style-type: none"> ➤ Aronson, A. & Brown, J. (1975). <i>Motor Speech Disorders</i>. W B Saunders Co, USA. ➤ Donnell, F. J. (1985). <i>Clinical management of neurogenic communicative disorders</i>. ➤ Duffy, J. R. (1995). <i>Motor speech disorders</i>. ➤ Murdoch, B. E. (1995). <i>Acquired speech and language disorders</i>. ➤ Keith, R. L. & Thomas, J. (1989). <i>Speech Practice Manual for Dysarthria, Apraxia and Other Disorders of Articulation</i>. B C Decker Inc, USA. ➤ Stanley Thornes, UK. Murdoch, B. E. (1998). <i>Dysarthria: a psychological approach to assessment and therapy</i>. Stanley Thornes, UK. 	

Child Language Disorders: Assessment & Diagnostics

Semester	2		
Course Code:	SLTH 12122		
Course Name:	Child Language Disorders: Assessment & Diagnostics		
Credit Value:	2		
Compulsory (Core)/ Optional/ Auxiliary	Optional (SLT)		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	43	30	27
<p>Course Aims/ Intended Learning Outcomes:</p> <p>At the end of this module, students will be able to:</p> <ul style="list-style-type: none"> ➤ Describe primary and secondary language impairments, their characteristics and impact on child's life ➤ Define terminology and discuss the various special and inclusive education settings in Sri Lanka. ➤ Apply assessments for children of various ages with a variety of diagnoses. 			
<p>Course Content: (Main topics, Sub topics)</p> <p>Topic 1 – Language Disorders in the early development & development period</p> <ul style="list-style-type: none"> ● Overview of language disorders – definition and models of language disorders ● Language impairment - mixed receptive and expressive language disorder ● Primary Language Impairments <ul style="list-style-type: none"> ○ Delayed language, Specific Language Impairments (SLI) vs Developmental Language Disorder (DLD) ● Secondary Language Impairments <ul style="list-style-type: none"> ○ Autism spectrum disorders & Social pragmatic disorder (Review diagnostic criteria, speech and language characteristics) ○ ADHD (Review diagnostic criteria, speech and language characteristics) ○ Traumatic Brain Injury (TBI), Seizure disorders (Review diagnostic criteria, speech and language characteristics) ○ Language delay vs language disorder ● ICF and child language disorders <p>Topic 2 – Language Disorders in the school-age population</p> <ul style="list-style-type: none"> ● Specific learning disorders (SLD) <ul style="list-style-type: none"> ○ Developmental Dyslexia ○ Disorders of written expression ○ Dyscalculia ● Central Auditory Processing Disorder (CAPD) <p>Topic 3 – Introduction to special & inclusive education in Sri Lanka</p> <ul style="list-style-type: none"> ● Education system in Sri Lanka <ul style="list-style-type: none"> ○ General education system 			

- Different education provisions- Main stream education (inclusive, integrated), special education
- Different education settings that SLTs work in.
- Current national and international educational and child rights legislation
- State education curriculum
- Internationally used terminology related to educational settings
 - Resource rooms
 - Learning support rooms
 - IEP

Topic 4 – Assessments

- Types of assessments
 - Observations
 - Checklists
 - Parent-based
- Standardized-norm referenced Assessments
 - Review validity & reliability
 - Examples
 - Interpretation of scoring
- Criterion-based Assessments
 - Review validity & reliability
 - Examples
 - Interpretation of scoring
- Pre-linguistic assessments
 - Informal play assessment
 - Informal gesture assessment
 - REELS
 - Rosetti
- Emerging language assessments & single word vocabulary checklists (formal & informal)
 - MacArthur words & gestures
 - MacArthur words and sentences
 - Blank sheet method
 - Categorical sheet
 - 100 word checklist
 - Tamil vocabulary checklist
- Informal observation form
- Developing language assessments
 - Derbyshire/adapted language assessment
 - Brown's semantic relations
 - Initial two words combinations in Sinhala/Tamil
 - Informal syntax assessment
 - Review taking a language sample & MLU
- Advanced language assessments
 - Informal discourse rubrics
 - Social communication/pragmatic checklists
 - Children's Communication Checklist (CCC-2)

- Assessments/Checklists for specific diagnoses
 - ASD Screenings (MCHAT/ASDetect)
 - ADOS
 - Short Sensory Profile
 - Cleft lip & palate
 - Articulation/phonology (Sinhala/Tamil)
- Literacy Assessments: screening & diagnostic tools
 - READDS
 - PAST
 - DST
 - ERSI
 - Others
- Assessments to measure parent/caregiver interactions and skills
 - QCIIT (English/Sinhala)
 - Informally

Teaching/ Learning Methods:

- Lectures
- CFAs
- FAs
- Video Observation
- Scenario-based small group discussions
- Action stations
- Readings
- Questions on CAL

Assessment Strategy:

Continuous Assessment - 0%

Final Assessment: 100%

MCQ-50%

OSCE-50%

Recommended Readings:

- Language Disorders from Infancy Through Adolescence: Listening, Speaking, Reading, Writing & Communicating – 5th Edition (2018)
- Kamhi, A. G., & Catts, H. W. (2012). *Language and reading disabilities* (3rd ed.). Baltimore, MD: Pearson.
- Andrews, D., & Mahoney, W. (n.d.). *Children with School problems- A Physician's Manual* (2nd Edition).
- Calculator, S. N. & Jorgensen, C. M. (1994). *Including Students with Severe Disabilities in Schools: Fostering Communication, Interaction, and Participation. School-Age Children Series.*
- Snowling, M. & Stackhouse, J. (1996). *Developmental dyslexia. Dyslexia, speech, and language: A practitioner's handbook*
- Education First Sri Lanka- Ministry of Education; Sri Lanka. (2013).
- UNICEF. (2015). *Country Study : Out of School Children in Sri Lanka , Summary Report UNICEF Sri Lanka.*

Websites

- <https://www.asha.org/practice-portal/clinical-topics/late-language-emergence/assessment-tools-techniques-and-data-sources/>
- <https://autismnavigator.com/>
- <https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd>
- <https://www.understood.org/>
- <https://dyslexiaida.org/>
- <https://education.go.ke/>
- <http://nie.lk/>

Adult Language Disorders; Assessment and Diagnostics

Semester	2		
Course Code:	SLT12132		
Course Name:	Adult Language Disorders; Assessment and Diagnostics		
Credit Value:	2		
Compulsory (Core)/ Optional/ Auxiliary	Optional (SLT)		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	45	30	25
<p>Course Aims/ Intended Learning Outcomes:</p> <p>At the completion of this course student will be able to,</p> <ul style="list-style-type: none"> ➤ Outline of the neuroanatomical, neurophysiological and neurolinguistic basis underlying receptive and expressive language. ➤ Describe the terminology, etiological and prognostic factors, co-morbidities and presenting features in adults with ALDs ➤ Analyze language breakdown within different language processing levels described by various linguistic models. ➤ Demonstrate the ability to gather information and carry out a systematic clinical evaluation in the assessment of ALDs ➤ Interpret and integrate assessment findings to develop a working diagnosis, profile within ICF levels of impairment and identify multidisciplinary involvement in rehabilitation and care. ➤ Describe test constructs, current approaches and contextual application of formal and informal assessment procedures in the Sri Lankan clinical context. 			
<p>Course Content: (Main topics, Sub topics)</p> <p>Unit 1: Definitions and classifications</p> <ul style="list-style-type: none"> ▪ Definition, lesion and nature of acquired language disorders ▪ Linguistic, cognitive and behavioral characteristics of, <ul style="list-style-type: none"> ○ Cortical aphasia ○ Subcortical aphasia ○ Traumatic brain injury ○ Right hemisphere communication disorder ○ Dementia ○ Primary progressive aphasia ▪ Classification systems in aphasia (BACS) <p>Unit 2: Language processing models</p> <ul style="list-style-type: none"> ▪ Analysis at single word level ▪ Sentence level analysis ▪ Basics in discourse analysis 			

Unit 3: Assessment of adult language (specific to aphasia, RCCD, TBI, dementia, subcortical aphasia and degenerative language disorders)

- Application of the ICF in assessment
- Case history, case notes, Bedhead ticket, patient/caregiver interviews and other information gathering processes
- Assessment of cognition characteristics; methods and tools used in,
 - Acute care; (GCS, BI, RLAS)
 - Other (MOCA, MMSE, CLQT)
- Informal assessment in aphasia
 - Logic, purpose and procedures
 - Analysis of language based on the cognitive neuropsychological model
- Formal assessment in language assessment
 - Test constructs and procedures; screens and diagnostics procedures
 - Screens (FAST, WAB-Bedside screen)
 - Diagnostic tests (WAB, CAT, OANB, PALPA)
- Report writing, documentation and referral
- Tests adapted and developed for use in the Sri Lankan context
- Aphasia- specific Quality of life and life participation; SAQoL
- Assessment considerations in bilingual or multilingual speakers
- Evidence based practice in assessment

Teaching/ Learning Methods:

- Lectures,
- Invited lectures,
- Compulsory formative assessments (CFA),
- PBLs,
- Case studies,
- Small group discussions,
- Group and individual assignments,
- Speech Lab

Assessment Strategy:

Continuous Assessment 0%	Final Assessment 100%
	SAQ – 50%
	OSCE – 50%

Recommended Reading:

- Byng, S., Swinburn, K. & Pound, C. (1999). *The Aphasia Therapy File*. Psychology Press, UK.
- Carlomango, S. (1994). *Pragmatic Approaches to Aphasia Therapy*. Whurr, UK.
- Carlson, D. J. (1990). *Word Finding*. Imaginart Press, USA.
- Chamberlin, M. A., Neumann, V. & Tennant, A. (Eds.) *Traumatic Brain Injury Rehabilitation*. Chapman and Hall, UK.
- Chapey, R. (2013). *Language intervention strategies in aphasia and related neurogenic communication disorders*. Williams and Wilkins: Baltimore.
- Code, C. & Muller, D. (1995). *Treatment of Aphasia: from Theory to Practice*. Whurr,

London.

- Darley, F., Elman, R. J. (1999). *Group Treatment of Neurogenic Communication Disorders*. Butterworth Heinemann, USA.
- Fawcus, M., Kerr, J., Whitehead, S., & Williams, R. (1990). *Aphasia Therapy in Practice: Comprehension*. Winslow, London.
- Goodglass, H. & Caplan, E. (1980). *The Assessment of Aphasia and Related Disorders*. Lea and Febiger, USA
- Helme-Estherbrooks, N. & Holland, A. (1998). *Approaches to the Treatment of Aphasia*. Singular Publishing Group, USA.
- Lesley, J. & Kaiser, W. (1996). *Living with aphasia: Aphasia a social approach*. Chapman and Hall: London.
- Lesser, R. & Perkins, L. (2003). *Cognitive Neuropsychology and Conversational Analysis in Aphasia*. Whurr Publishers: London.
- Lesser, R. & Milroy, L. (1993). *Linguistics and Aphasia*. Longman: London
- Lyon, J. G. (1998). *Coping with Aphasia*. Singular Publishing Group.
- McDonald, S., Togher, L. & Code, C. (Eds.) (1999). *Communication Disorders Following Traumatic Brain Injury*. Psychology Press, UK.
- Murdoch, B. E. (1990). *Acquired Speech and Language Disorders*.
- Parr, S., By, S., & Gilpin, S. (1997). *Talking about Aphasia*. OUP, UK.
- Papanthasiou, I., Coppens, P., & Davidson, B. (2017). Aphasia and related neurogenic communication disorders: Basic concepts, management, and efficacy. *Aphasia and related neurogenic communication disorders*, 2, 3-12.
- Pound, C. et al (2000). *Beyond Aphasia*. Speechmark, UK.
- Powell, T. & Malia, K. (2003). *The Brain Injury Workbook, exercises for cognitive rehabilitation*. Speechmark, London. 109
- Stroke Survivor and Caregiver Resources (1998). *The Road Ahead: A Stroke Recovery Guide*. National Stroke Association, USA.
- Wallace, G. L. (1996). *Adult Aphasia Rehabilitation*. Butterworth-Heinemann, USA. Whitworth, A.,
- Webster, J. & Howard, D. (2005). *Assessment and Intervention in Aphasia – A Clinician’s Guide*. Psychology Press, USA.
- WHO (1999). *Promoting Independence Following a Stroke*. WHO.

Clinical Rotation 2 in SLT

Semester	2		
Course Code:	SLTH12164		
Course Name:	Clinical Rotation 2; Assessment and Diagnosis in Adult and Child Communication Disorders		
Credit Value:	4		
Compulsory (Core)/ Optional/ Auxiliary	Optional (SLT)		
Hourly Breakdown of learning activities (to add up to 50 notional hours for each credit)	Theory hours	Practical hours	Hours of independent learning
	Adult: 10 Pediatric: 4	Adult: 130 Pediatric: 120	Adult: 60 Pediatric: 76
Course Aims/ Intended Learning Outcomes:			
At the end of this clinical rotation the students should be able to,			
<ul style="list-style-type: none"> ➤ Apply the neurological, cognitive and linguistic basis of speech and language in the identification and differential diagnosis of developmental and acquired speech, language and cognitive-linguistic impairments. ➤ Perform case history taking and other methods of information gathering including the review of medical records and patient/caregiver questionnaires. ➤ Perform oral motor examination and CN examination for children and adults with neurological communication impairments. ➤ Perform formal and informal play, cognitive, speech and language assessments, as appropriate to evaluate children and adults with communication impairments. ➤ Transcribe and analyze speech and language samples. ➤ Perform acoustic evaluations for children and adults with motor speech disorders. ➤ Synthesize and interpret assessment findings to differential diagnose for child and adult communication disorders. ➤ Evaluate the clinical presentation of a patient to identify areas of impairment, contributing factors and comorbidities to formulate a communication diagnosis. ➤ Demonstrate the ability to deliver assessment findings and counsel the patient, their caregiver or family on rehabilitative options. ➤ Compile patient reports and clinical documentations. ➤ Demonstrate skills of collaborative learning 			
Course Aims/ Intended Learning Outcomes:			
Adult appointment:			
<ul style="list-style-type: none"> • History taking and report writing for adults with cognitive, speech and/or language impairments due to acute conditions or progressive illness • Types of language disorders; Aphasia (dysphasia) post stroke, Primary Progressive Aphasia (PPA) Right Cognitive Communication Disorder (RCCD), Dementia, language impairments post Traumatic Brain Injury (TBI) • Types of speech disorders: Dysarthria, Acquired Apraxia of Speech • Cognitive-Speech and Language screens in (i) acute and (ii)out-patient/rehabilitation settings 			

- Oro-motor examination and Cranial Nerve Examination
- Informal assessments for Speech and Language impairments in adults in (i) acute and (ii) out-patient/rehabilitation settings
- Discourse analysis
- Formal assessments for Speech and Language impairments in adults
- Counselling for sharing assessment findings and collaborative goal setting
- Patient profiling, information sharing and multidisciplinary engagement
- Report writing and other documentation

Pediatric appointment:

- History taking and report writing for pediatric clients with congenital speech and/or language impairments
- Types of child language disorders: delayed speech & language, autism spectrum disorder, Down syndrome, specific learning disabilities, Developmental language disorders, social pragmatic disorder, ADHD, seizure disorder, TBI, other syndromes
- Types of pediatric speech disorders: articulation/phonological disorders, developmental verbal dyspraxia/childhood apraxia of speech, Cerebral palsy
- Screening and diagnostic formal and informal assessments
- Sharing assessment findings with families and collaborative goal setting
- Patient profiling, information sharing and multidisciplinary engagement
- Report writing and other documentation

Teaching/ Learning Methods:

- Clinical teaching – 205 h
- Simulation-based skills development sessions – 30 h
- Tutorials and small group discussions – 14 h
- Student seminars and case presentations – 15 h

Assessment Strategy:

Continuous Assessment 40%

Final Assessment 50%

Assessment of Clinical Competency
(ACC) - 40%
Portfolio - 10%

OSCE - 50%

Recommended Reading:

- As recommended by specialty-supervisors/teachers