



Higher National Unit specification

General information for centres

Unit title: Speech and Language Therapy: Clinical Decision Making and Therapeutic Strategies

Unit code: F3SC 34

Unit purpose: The Unit will explore the decision making processes used by speech and language therapists to determine appropriate models of speech and language therapy. The range of approaches that speech and language therapy takes in the various settings including working with individuals, families, groups, communities and populations towards achieving best Outcomes will be explored. It will also focus on collaborative working with other disciplines, families and carers.

Candidates will be able to:

- 1 Describe the process of clinical decision making by speech and language therapists.
- 2 Describe the range of models and approaches used in speech and language therapy services.
- 3 Explain the principles, advantages and challenges of collaborative working.

Credit points and level: 1.5 HN credit at SCQF level 7: (12 SCQF credits points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills:

All candidates should have current knowledge of a working speech and language therapy department and working with speech and language therapy clients. This award may be particularly relevant to individuals who have achieved a relevant SVQ at level 3 eg in AHP Support, Diagnostic and Therapeutic Support, Health and Social Care or have equivalent knowledge and experience. Candidates should have good communication skills both written and oral.

Core Skills: There are opportunities to develop the Core Skills of *Communication* at level 6 and *Working with Others* at level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.'

Context for delivery: Designed to be delivered as part of HNC Allied Health Professions: Speech and Language Therapy framework. It is recommended that candidates have completed the Units F3SF 34 *Speech and Language Therapy: Principles and Practice* and the DR3N34 *Health Care Policy* prior to this Unit.

Assessment: Candidates will be assessed by a range of assessment instruments including short report or short answer questions, a report based on a clinical intervention with an individual, group, family, community or population and classroom simulation and role play activities.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Describe the process of clinical decision making by speech and language therapists

Knowledge and/or Skills

- ◆ An understanding of the process of clinical decision making (including reflective practice)
- ◆ Working in *collaboration with others* throughout the therapy pathway:
 - Referral
 - Assessment
 - Intervention
 - Discharge
- ◆ Public Health/Health Promotion
- ◆ Working with wider populations

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe the clinical decision making process at various stages of the therapy pathway
- ◆ demonstrate an understanding of the basic principles of speech and language therapy assessment
- ◆ demonstrate an understanding of the principles of Health Promotion

Assessment Guidelines

Candidates will produce a report that demonstrates the candidate's ability to describe the stages of decision making process including the reasons why the therapist chose to work with a particular approach, how the therapist reached those decisions, and why the therapist reached those decisions at the time that they did. The report will also include a description of the candidates role and responsibilities at the various stages of the decision making process. The report could be based on an individual, group, family, community or population approach.

Higher National Unit specification: statement of standards (cont)

Unit title: Speech and Language Therapy: Clinical Decision Making and Therapeutic Strategies

Outcome 2

Describe the range of models and approaches used in speech and language therapy services

Knowledge and/or Skills

- ◆ Modify the environment and tasks (including enabling/facilitating skills — reducing and/or removing barriers to communication, monitoring and evaluating own communication skills)
- ◆ Impairment based interventions eg skill teaching to a client
- ◆ The range and application of augmentative communication

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify appropriate strategies used to modify communication environments and tasks
- ◆ demonstrate the application of therapy strategies
- ◆ describe the range of augmentative communication systems and their appropriate application

Assessment Guidelines

This Outcome can be assessed by using simulation and role play.

Higher National Unit specification: statement of standards (cont)

Unit title: Speech and Language Therapy: Clinical Decision Making and Therapeutic Strategies

Outcome 3

Explain the principles, advantages and challenges of collaborative working

Knowledge and/or Skills

- ◆ Models of collaborative working
- ◆ Advantages of collaborative working
- ◆ Challenges of collaborative working

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe three different models of collaborative working
- ◆ explain the advantages and challenges which can arise in these different styles of collaborative working

Assessment Guidelines

Candidates could be assessed using short answer questions or a short report.

Administrative Information

Unit code: F3SC 34

Unit title: Speech and Language Therapy: Clinical Decision Making and Therapeutic Strategies

Superclass category: PJ

Original date of publication: August 2008

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Speech and Language Therapy: Clinical Decision Making and Therapeutic Strategies

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

Guidance on the content and context for this Unit

Outcome 1

When teaching the clinical decision making process it is expected that attention will be given to **why**, **when** and **how** the therapist makes a decision in relation to the speech therapy input.

- ◆ Referral
 - An understanding of the range of potential referral pathways (including people who refer)
- ◆ Assessment
 - Purpose of assessment, principles of holistic assessment, factors influencing decision making/assessment Outcomes, features of assessment (formal, informal, settings for assessment), pathways from assessment
- ◆ Intervention
 - Goal setting, group/individual/ working through other people/ modifying goals, evaluating Outcomes
- ◆ Discharge
 - Reasons for discharge

Outcome2

Might be useful to use simulation and role play in the teaching and assessing of this. It will be important that candidates appreciate the benefits of augmentative communication systems and have the theoretical knowledge to ensure appropriate challenge to misunderstandings that verbal communication is helped not hindered by use of augmentative communication eg Makaton.

Outcome 3

Awareness of drivers for collaborative working such as legislation and policy should be covered here and will be useful to refer candidates to work already undertaken in the Unit 'Health Policy'. It is recommended that all relevant legislation is included within the models and principles of collaborative working that are relevant to speech and language therapy service provision — these might be from education or social care settings and not only limited to health care arena. Models of collaboration might include partnership working, interprofessional, multi disciplinary, multi agency.

Higher National Unit specification: support notes (cont)

Unit title: Speech and Language Therapy: Clinical Decision Making and Therapeutic Strategies

Guidance on the delivery and assessment of this Unit

The following recommended texts would be useful:

Communicating Quality London: RCSLT (3rd ed, 2006)

Bray, M, Ross, A. Todd, C. (1999) *Speech and Language: Clinical Process and Practice*. London: Whurr

Opportunities for developing Core Skills

There are opportunities to demonstrate Core Skills about working with others in Outcome 3 with its focus on collaborative working.

Open learning

It is fully expected that as much of this Unit as possible will be appropriate for delivery in a blended learning format for example the video clips if used may be accessed via online facilities.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Speech and Language Therapy: Clinical Decision Making and Therapeutic Strategies

This Unit will provide you with an understanding of what a speech therapist considers when making decisions about the most effective approach to provide support. Speech and Language Therapists traditionally work with individuals with communication support needs. However increasingly the support a therapist may decide to offer may be to an individual, or to a group, family, community or population. This Unit will help you know the how, why and when of the clinical decision making process. You will also become more aware of your own role and responsibility in this process. As the role of the communication partner is increasing, the importance of alternative and augmentative communication will be explored as will the significance of collaborative working.