

## Scope of the Speech-Language Therapy Qualifying Examinations

**Examination format:** Two 3-hour written papers. Two 20-minute viva examinations.

*Both written exams and also both viva exams must be passed to pass the Qualifying Examination.*

*Candidates who achieve a pass mark for both written papers will be invited for the two viva examinations.*

*To pass, candidates are required to demonstrate evidence of theoretical knowledge and clinical reasoning expected of a new graduate at entry-level to the profession, across all clinical areas assessed.*

### Written Paper A: Communication and Swallowing Impairment in Adults (3 hours)

- i. Three detailed case studies of adults with swallowing, language, and speech problems accompanied by a series of questions on assessment, intervention and management procedures. The case studies may be a mix of routine and complex cases (75%). Candidates will be expected to demonstrate sound reasoning with due regard to theoretical concepts and research evidence.
- ii. Short answers on assessment and treatment of adult voice disorders (10%)
- iii. Short answer questions on anatomy and physiology (15%)

### Written Paper B: Communication and Swallowing Impairment in Children (3 hours)

- i. Three detailed case studies of children with swallowing, language, and speech problems accompanied by a series of questions on assessment, intervention and management procedures. The case studies may be a mix of routine and complex cases (75%). Candidates will be expected to demonstrate sound reasoning with due regard to theoretical concepts and research evidence.
- ii. Short answers on assessment and treatment of child fluency disorders (10%)
- iii. Short answer questions on grammatical analysis, phonetic transcription and interpretation (15%)

*The written papers will be held on two separate days.*

*Candidates will be informed if they are eligible to proceed to the viva examinations.*

### Viva Examinations (20 minutes x 2)

Two viva examinations will be held in sequence on the same day. These will test the candidate's ability to demonstrate entry-level competency to assess and diagnose communication and/or swallowing impairment in children and adults, to plan short-term and long-term intervention goals, to provide feedback and information counselling and make appropriate referrals in managing the relatively complex cases presented.

The primary profiles of impairment assessed in the 2 cases presented will be:

Adult viva: speech, language and swallowing impairment

Child viva: speech and language impairment

### Format for the Viva Examinations

*Candidates will be required to wait in a holding room until their scheduled interview time.*

The candidate reviews the summary case-history information provided (5 minutes preparation).

This is then followed by an interview with 2 examiners with content area expertise (15 minutes).

The candidate will be asked to identify and discuss from the case information provided:

- i. Key gaps in assessment information
- ii. Further assessment required
- iii. Diagnosis
- iv. Appropriate short and long-term intervention goals
- v. Management issues

The candidate is required to demonstrate a minimum of entry-level clinical reasoning and professionalism, communication and lifelong learning skills. Candidates will be expected to demonstrate sound reasoning with due regard to theoretical concepts and research evidence.

## Recommended Reading List

### Language

Chapey, R. (Ed.). (2008). *Language intervention strategies in aphasia and related neurogenic communication disorders (5<sup>th</sup> ed.)*. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins

Deterding, D. (2007). *Singapore English*. Edinburgh University Press.

Paul, R. (2006). *Language Disorders from Infancy through Adolescence: Assessment and Intervention (3<sup>rd</sup> ed.)*. St Louis: Mosby.

### Speech

Bowen, C. (2009). *Children's Speech Sound Disorders*. Wiley Press.

Dodd, B. (Ed.). (2005). *Differential Diagnosis and Treatment of Children with Speech Disorder (2<sup>nd</sup> ed.)*. Whurr.

Duffy, J. R. (2005). *Motor speech disorders: substrates, differential diagnosis, and management (2<sup>nd</sup> ed.)*. St. Louis: Elsevier Mosby.

Williams, A. L., McLeod, S., & McCauley, R. J. (Eds.) (2010). *Interventions for speech sound disorders in children*. Baltimore, MA: Paul H. Brookes Publishing.

### Feeding and Swallowing

Daniels, S. K. & Huckabee, M.L. (2008). *Dysphagia Following Stroke*. San Diego Plural Publishing.

Evans Morris, S. & Dunn Klein, M. (2000). *Pre-feeding skills: a comprehensive resource for mealtime development (2<sup>nd</sup> ed.)*. TSB/Harcourt.

Swigert, N. (1998). *The Source for Pediatric Dysphagia*. Illinois: LinguiSystems

Winstock, A. (2005). *Eating and Drinking Difficulties in Children: A Guide for Practitioners*. Speechmark.

### Child Fluency

Guitar, B. (2006). *Stuttering: an integrated approach to its nature and treatment (3<sup>rd</sup> Ed)*. Baltimore: Lippincott Williams & Wilkins.

Onslow, M. & Packman, A. (Eds.). (1999). *The handbook of early stuttering intervention*. San Diego: Singular Pub. Group

### Adult Voice

Colton, R. H., Casper, J. K., & Leonard, R. (2011). *Understanding voice problems: A physiological perspective for diagnosis and treatment. (4<sup>th</sup> ed.)*. Baltimore, MD; Philadelphia, PA: Lippincott Williams & Wilkins.

Rammage L., Morrison, M., & Nichol, H. (2001). *Management of voice and its disorders (2<sup>nd</sup> ed.)*. Thomson Learning.

## Anatomy and Physiology

Seikel, J. A., King, D. & Drumright, D. (2010). *Anatomy and Physiology for Speech, Language and Hearing*. (4<sup>th</sup> ed.). San Diego: Singular Publishing Group.

## Linguistics and phonetics

Alsagoff, L. (2009). *A visual grammar of English* (2<sup>nd</sup> ed.). Singapore: Pearson Longman.

Cruz-Ferreira, M. & Abraham, S. A. (2006). *The Language of Language: Core concepts in linguistic analysis* (3<sup>rd</sup> ed.). Singapore: Prentice Hall/Pearson Education Asia.

Ladefoged, P., Johnson, K. (2010). *A Course in Phonetics*. (6<sup>th</sup> ed). Boston: Cengage Learning.

## Others

Field, A. P. (2009). *Discovering statistics using SPSS* (3<sup>rd</sup> ed.). London: SAGE.

Reilly, S., Douglas, J., & Oates, J. (Eds.). (2004). *Evidence Based Practice in Speech Pathology*. London: Whurr

World Health Organisation. (2007). *International Classification of Functioning, Disability and Health (ICF)*.