



AHPC-1308-SSTQE-01

## **Scope of the Speech-Language Therapy Qualifying Examinations**

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

*Candidates must pass both written exams and both viva exams to obtain a pass in the Qualifying Examination.*

*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. Candidates will be expected to demonstrate sound reasoning with due regard to theoretical concepts and research evidence. 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%).
- 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. Candidates will be expected to demonstrate sound reasoning with due regard to theoretical concepts and research evidence. 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%).
- 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.*

### 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).

From the case information provided, the candidate will be asked to identify and discuss:

- 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

Bishop, D. V. M. (2017). Why is it so hard to reach agreement on terminology? The case of developmental language disorder (DLD). *International Journal of Language & Communication Disorders*, 52(6), 671–680. doi:10.1111/1460-6984.12335

Chapey, R. (2011). *Language intervention strategies in aphasia and related communication disorders* (5<sup>th</sup> ed.). Philadelphia: Lippincott Williams and Wilkins.

Brookshire, R. H., & McNeil, M. R. (2015). *Introduction to neurogenic communication disorders* (8<sup>th</sup> ed.). St. Louis, Missouri: Elsevier Mosby.

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

Paul, R., Norbury, C. & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating*. (5<sup>th</sup> ed.). St Louis: Mosby.

Reed, V. A. (2017). *An introduction to children with language disorders* (5<sup>th</sup> ed). Pearson.

### Speech

Bowen, C. (2014). *Children's speech sound disorders* (2<sup>nd</sup> ed.). Chichester: John Wiley and Sons.

Dodd, B. (Ed.). (2013). *Differential diagnosis and treatment of children with speech disorder* (2<sup>nd</sup> ed.). London: Whurr Publishers Ltd.

Dodd, B. & Morgan, A. (2017). *Intervention case studies of child speech impairment*. Croydon: J&R Press Ltd.

Duffy, J. R. (2019). *Motor speech disorders: Substrates, differential diagnosis, and management* (4<sup>th</sup> ed.). St. Louis Missouri: Elsevier Mosby.

McLeod, S. & Baker, E. (2017). *Children's speech: An evidence-based approach to assessment and intervention*. Pearson.

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**

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

Groher, M.E. & Crary, M.A. (2015). *Dysphagia: Clinical management in adults and children* (2<sup>nd</sup> ed.). St. Louis: Elsevier Mosby.

Swigert, N. B. (2010). *The Source for Pediatric Dysphagia* (2<sup>nd</sup> ed.). Illinois: LinguiSystems.

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

## **Fluency**

Guitar, B. (2018). *Stuttering: An Integrated Approach to its Nature and Treatment*. (5<sup>th</sup> ed.). Baltimore: Lippincott Williams & Wilkins.

Onslow, M. (2019). *Stuttering and its Treatment – Eleven Lectures*. Retrieved from <https://www.uts.edu.au/sites/default/files/2019-07/Stuttering%20and%20its%20Treatment%20-%20Eleven%20Lectures%20July%202019.pdf>

## **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.). Philadelphia, PA: Lippincott Williams & Wilkins.

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

## **Anatomy and Physiology**

Seikel, J. A., King, D., & Drumright, D. G. (2019). *Anatomy and Physiology for Speech, Language, and Hearing* (6<sup>th</sup> ed.). Clifton Park: Cengage Learning.

## **Linguistics and Phonetics**

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

Alsagoff, L. (2016). Interpreting error patterns in a longitudinal primary school corpus of writing. *The Asian Journal of Applied Linguistics*, 3(1), 114-124. Retrieved from <https://caes.hku.hk/ajal/index.php/ajal/article/view/361>

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. (2014). *A Course in Phonetics* (7<sup>th</sup> ed.). Boston: Cengage Learning.

McAllister, J. & Miller, J. (2013). *Introductory Linguistics for Speech and Language Therapy Practice*. Wiley Blackwell.

### **Evidence-Based Practice**

Hearnshaw, S., Baker, E., & Munro, N. (2019). Speech perception skills of children with speech sound disorders: a systematic review and meta-analysis. *Journal of Speech, Language, and Hearing Research*, 62(10), 3771-3789. doi: 10.1044/2019\_JSLHR-S-18-0519.

Irwin, D., Pannbacker, M., & Lass, N. J. (2019). *Clinical Research Methods in Speech-Language Pathology and Audiology* (3<sup>rd</sup> ed.). Plural Publishing.

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

Roddam, H. & Skeat, J. (2010). *Embedding Evidence-Based Practice in Speech and Language Therapy: International Examples*. Wiley Blackwell.

### **Others**

Hegde, M. N. (2018). *PocketGuide to Assessment in Speech-language Pathology* (4<sup>th</sup> ed.). Plural Publishing.

Hegde, M. N. (2018). *PocketGuide to Treatment in Speech-Language Pathology* (4<sup>th</sup> ed.). Plural Publishing.

World Health Organization (2007). *International Classification of Functioning, Disability and Health. Version for Children and Youth*. Version (ICF-CY). Geneva: World Health Organization.