SAHLGRENSKA ACADEMY

LP2210, Language disorders in children and adolescents, 10.0 credits
Språkstörningar hos barn och ungdomar, 10,0 högskolepoäng

First Cycle

1. Establishment
The course syllabus was established by the Programme Committee for Audiology and Speech and Language Pathology on 30 November 2010 and was most recently revised on 26 January 2012. The revised course syllabus applies as of 26 January 2012.

Disciplinary domain: Medical 100%
Responsible department: The Institute of Neuroscience and Physiology

2 Placement
The course is held in semester 2 in the first cycle in the Speech and Language Pathology Programme.

Main field of study Speech and Language Pathology
Specialisation G1N, First cycle, only upper-secondary entry requirements

3. Entry requirements
The student must have been admitted to the Speech and Language Pathology Programme according to applicable requirements for general and specific entry requirements.

4. Contents
The course covers basic facts about the causes and occurrence of language and communication disorders in children and adolescents, and the connection to reading and writing difficulties and the delimitation to linguistic limitations in multilingualism.

In addition, symptoms and possible effects on the individual's communicative activity and participation, methods for surveying and clinical analysis, diagnostics and various intervention methods, including augmentative and alternative communication.
In the course, the gender perspective and multicultural aspects are illustrated through the analysis of case descriptions, mainly of children with language disorders.

The course is comprised of the modules Language disorders in children and adolescents (8.5 credits), and Clinical dialogue 2 (1.5 credits).

5. Goals
After completing the course, the student is expected to be able to:

Knowledge and understanding
- describe and present an account of what characterises communication in children and adolescents with various kinds of language disorders (problems in phonology, grammar, semantics and pragmatics).
- compare, describe and explain causal theories for and occurrence of language disorders in children and adolescents.

Skills and abilities
- systematically compare and describe the manner in which various kinds of language disorders in children differ
- use and justify the selection of methods for the survey, clinical analysis and diagnostics of language disorders in children and adolescents.
- assess and describe the need for intervention in language and communication disorders in children and justify the selection of intervention based on current theory and available information
- identify communicative activity limitation and participation impairments resulting from language disorders at preschool or school age
- discuss and describe the significance of multilingual upbringing in relation to language disorders in children and adolescents

Judgement and approach
- based on clinically relevant situations, discuss the selection of intervention and provide information on selection and approach orally and in writing
- analyse and discuss differences in the healthcare services' care of children with language and communication disorders based on a gender perspective

6. Literature
See appendix.

7. Forms of assessment
The course is assessed through written and oral examinations and by the student actively participating in seminars and laboratory sessions. In clinical dialogue, there is continuous assessment of the student's activities during the dialogue sessions and of the written and oral reporting. For both modules, laboratory sessions, seminars, dialogue sessions and presentations are compulsory.

If practically possible, students have the right to change examiners after having failed the same examination twice. Such a request is submitted to the department and must be in writing.
8. Grades
The grading scale comprises the grades Failed (F) and Pass (P).

On 2 November 2006, the Academy Board decided that a two-grade grading scale should be applied to courses at the Sahlgrenska Academy.

With regard to the application of the ECTS scale for grades, please see the Vice-Chancellor's decision of 28 May 2007, ref. no. G 8 1976/07.

9. Course evaluation
A course evaluation is done in writing using Sahlgrenska Academy's shared course evaluation and orally in dialogue with the students. The teacher in charge of the course compiles an analysis of the course evaluations, makes proposals on the development of the course and is also responsible for feedback to the students.

10. Other
Language of instruction: Swedish.

If the course is discontinued or changed, a student that began the course according to this course syllabus can be examined within three years.
Appendix (1) to the course syllabus Literature list LP2210, Language disorders in children and adolescents, 10 credits

The literature list was established by the Programme Committee for Audiology and Speech and Language Pathology on 2 March 2012.

The course literature is linked to the university library’s shared library catalogue GUNDA. Red titles are not linked to Gunda.

Compulsory literature


Thunberg, Gunilla, Claesson, Britt, Carlstrand, Anna & Rensfeldt, Anna. (2010). *Komlgång – en föräldrakurs om kommunikation och kommunikationsstöd*. [Get started - a parental course on communication and communication support.]. Västra Götaland Region: Habilitering och Hälsa,
from: http://www.autismforum.se/gn/opencms/web/AF/Vad_kan_man_gora/alternativ_kompletterande_kommunikation/index.html (30 p.).

Articles will also be handed out by the lecturer, approx. 100 p.

Reference literature


Miniscalco, Carmela. (2007). Language problems at 2½ years of age and their relationship with school-age language impairment and neuropsychiatric disorders. Doctoral thesis in speech and language pathology, Sahlgrenska Academy, Univ. of Gothenburg.


