



**FACULTY OF HEALTH SCIENCES AND SPORTS**  
**BACHELOR OF SCIENCE IN SPEECH-LANGUAGE THERAPY**  
**LEARNING MODULE OUTLINE**

Academic Year	2025/2026	Semester	2
Module Code	STID1102		
Learning Module	Introduction to Language and Speech Disorders		
Pre-requisite(s)	Nil		
Medium of Instruction	Chinese/ English		
Credits	3	Contact Hours	45
Instructor	MENG-JU TSAI Professor YU-CHUN CHIH Associate Professor	Email	(TSAI) mjtsai@csmu.edu.tw (CHIH)ycchih@csmu.edu.tw
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**MODULE DESCRIPTION**

Introduction to Speech-Language Pathology is an introductory course for speech-language therapists. The purpose of this course is to provide an introduction to the profession of speech-language therapists, and then to the development of human language, communication, and swallowing abilities and disorders and the impact of these disorders on the individuals and communities. This course introduces the intervention of Augmentative and Alternative Communication (AAC) in the context of the impact of these disorders on individuals and communities. The course will also increase the awareness of disabilities in the community through reports of people with communication disorders in their daily lives.

**MODULE INTENDED LEARNING OUTCOMES (ILOS)**

On completion of this learning module, students will be able to:

M1.	Indicate areas of specialization for speech-language therapists.
M2.	Distinguish between developmental and disorders of human speech, communication, and swallowing (e.g., communication disorders, childhood speech disorders, phonological disorders, dysarthria, apraxia of speech, dementia, traumatic brain injury, right brain injury, swallowing disorders, voice disorders, and audiology and hearing loss).
M3.	Indicate the impact of the disabilities on the individuals and communities.
M4.	Identify the four elements of the Augmentative and Alternative Communication (AAC).
M5.	Identify individuals and events with communication disorders in the lives.



These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

PILOs	M1	M2	M3	M4	M5
P1. To demonstrate understanding of knowledge in behavioural sciences, speech and hearing sciences, as well as speech and hearing disorders	✓	✓			
P2. To demonstrate understanding of knowledge in assessment, treatment, counselling and other professional knowledge related to speech, language and swallowing impairment		✓		✓	
P3. To employ professional techniques in assessment and intervention in language, speech and swallowing disorders		✓		✓	
P4. To demonstrate effective communication and teamwork skills	✓		✓		
P5. To demonstrate a high standard of professional ethics and attitudes of holistic care, respect and compassion	✓		✓		✓
P6. To recognise the international trend of speech and hearing disorders and develop the spirits of social involvement and lifelong learning	✓			✓	✓

#### MODULE SCHEDULE, COVERAGE AND STUDY LOAD

MENG-JU TSAI Professor ( 30 Contact Hours )

Week	Content Coverage	Contact Hours
1	The Profession of Speech-Language Therapists	3
2	From Students to Professionals	3
3	Typical Communication and Communication Disorders	3
4	Childhood Language Disorders	3
5	Speech Sound Disorders	3
6	Fluency Disorders	3
7	Introduction to Learning By Observation in Speech-Language Disorders	2
8	Augmentative and Alternative Communication	3
9	Audiology and Hearing Loss	3
10	Report on Communication Disorders in Daily Life	3
11	Midterm Exam	1

YU-CHUN CHIH Associate Professor ( 15 Contact Hours )

12	Aphasia, Dementia	4
13	Traumatic Brain Injury and Right Hemisphere Damage	3



14	Swallowing Disorders	4
15	Voice Disorders	3
16	Final Exam	1

### TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	M1	M2	M3	M4	M5
T1. Chapter Preview and Group Discussion	✓	✓	✓	✓	
T2. Classroom Instruction	✓	✓	✓	✓	
T3. Course assignment					✓

### ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Bachelor's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.

### ASSESSMENT

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. Attendance and participation	10	M1-M5
A2. Midterm Exam	40	M1-M4
A3. Report on Communication Disorders in Daily Life	10	M5
A4. Final Exam	40	M1-M4

This learning module is graded on a 100 point scale, with 100 being the highest possible score and 50 being the passing score.

Any students scoring less than 35% of the total mark in the final examination will be given an "F" grade for the module even if the overall grade is 50% or higher.

The assessment will be conducted following the University's Assessment Strategy (see [www.mpu.edu.mo/teaching\\_learning/en/assessment\\_strategy.php](http://www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php)). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.



## MARKING SCHEME

Letter Grade	Grade Definition	Mark Ranges
A	Excellent	93-100
A-		88-92
B+	Very Good	83-87
B	Good	78-82
B-		73-77
C+	Satisfactory	68-72
C		63-67
C-		58-62
D+	Pass	53-57
D		50-52
F	Fail	0-49

## REQUIRED READINGS

溝通障礙導論：以實證本位觀點為導向（三版）

Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective, 6th edition

出版社：華騰文化股份有限公司

ISBN：9789864471249

## REFERENCES

None

## STUDENT FEEDBACK

At the end of every semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.

## ACADEMIC INTEGRITY

The Macao Polytechnic University requires students to have full commitment to academic integrity when engaging in research and academic activities. Violations of academic integrity, which include but are not limited to plagiarism, collusion, fabrication or falsification, repeated use of assignments and cheating in examinations, are considered as serious academic offenses and may lead to disciplinary actions. Students should read the relevant regulations and guidelines in the Student Handbook which is distributed upon the admission into the University, a copy of which can also be found at [www.mpu.edu.mo/student\\_handbook/](http://www.mpu.edu.mo/student_handbook/).