



Syllabus

Course Title: Finding Their Voice: Speech-Language Therapy and Healthcare in England

Program and Date: London Winter December 26, 2026 – January 7, 2027

Instructor Name: Robyn A. Wahl, M.S., CCC-SLP

Instructor Home Institution: Eastern Kentucky University

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Academic Department: Clinical Therapeutic Programs

Get to Know Your Professor

I have worked as a nationally certified speech-language pathologist in a variety of settings; including schools, private practice, long-term care facilities and at the university level, working with clients across the lifespan and communication disorders. As a practitioner across this variety of settings, I have experience with multiple healthcare systems in the US. I currently teach coursework at the undergraduate and graduate level, with a focus on healthcare systems that impact clients across the lifespan (early intervention, school-based, private insurance, and government-issued support). I am a Past-President of the Kentucky Speech-Language-Hearing Association. I have traveled internationally as a student, and again throughout my adult life, and have a strong desire to broaden the scope of learning for students who haven't traveled internationally, while encouraging travel and new experiences for those with more extensive travel experiences.

Course Description

As depicted in the 2014 film *The King's Speech*, King George VI famously declared "I have a right to be heard. I have a voice!" And thanks to speech therapy services in 1920s London, the king did indeed find his voice. This class explores the changing world of healthcare through the lens of speech-language therapy services. You will meet with advocates for speech therapy and with speech-language therapists, while also visiting the Royal College of Speech Language Therapy. This class will help you understand the experiences of speech-language patients and provide new perspectives on aspects of the British National Health Service compared with the "open-market" healthcare system in the U.S. This course is appropriate for anyone studying in the disciplines of healthcare (i.e., nursing, occupational therapy, physical therapy, speech-language pathology, pre-medicine, healthcare administration).

Course Level and Credit Hours

Undergraduate Level
Graduate Level
Three credit hours

Prerequisite(s)

None

Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

- 1) Compare and explain the role of the ‘National Health Service-England’ versus the United States’ ‘open-market’ healthcare system as it relates to the provision and management of speech-language pathology services
- 2) Explain and analyze service provision roles of a speech-language pathologist throughout the lifespan (pediatric to geriatric) in both the US and the UK.
- 3) Demonstrate an awareness of the changing healthcare management systems
- 4) Compare and explain the role of England’s Education Act of 1981 (EA-1981) with the role of the U.S. Individuals with Disabilities Education Act (IDEA)
- 5) Develop a deeper understanding of the role of stuttering/intervention on the life of King George VI; including, but not limited to his leadership during WWII.
- 6) Demonstrate an understanding, respect and appreciation of cultures different than one’s own.

Required Readings and Materials

- The King’s Speech: Film,
- Podcast: <https://www.thisamericanlife.org/713/made-to-be-broken/act-one-3>
- Blumenthal D. & Dixon J. (2018) What the U.S can learn from the U.K.’s National Health Service. Retrieved from <https://www.statnews.com/2018/02/16/health-care-lessons-from-the-u-k-s-national-health-service/>
- Edwards J. (2018) Americans! This is what it's like to use the NHS, Britain's universal healthcare system that Trump thinks is 'going broke and not working. Retrieved from <https://www.businessinsider.com/an-american-uses-britain-nhs-2015-1>
- <http://www.legislation.gov.uk/ukpga/1981/60/enacted>
- <https://sites.ed.gov/idea/>



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Assignments and Grades

Assignments will be required for pre-travel, during travel, and post-travel. Undergraduate and graduate level work will be graded by separate rubrics. Post-travel reflective presentations will have different guidelines/expectations for undergraduate and graduate students.

Graduate: Individual [Ted Talk](#) is required; required length 10-15 minutes.

Undergraduate: Students may work individually or in teams (max 4) to create a [TedEd Lesson](#).

Individual presentations: minimum of 10-minutes of content.

Group presentations: minimum of 5-minutes of content each

| Module 1: Pre-Travel | Percentage |
|--|------------|
| Journal Entries | 20 |
| <ul style="list-style-type: none"> • Pre-travel self-assessment | |
| <ul style="list-style-type: none"> • Reflection on The King’s Speech viewing | |
| <ul style="list-style-type: none"> • Reading reflection (healthcare systems/laws) | |
| Module 2: During Travel | |
| Participation / Attendance | 10 |
| Reflective Journal Entries (rubrics and expectations for undergraduate/graduate work) | 30 |
| Module 3: Post-Travel | |
| Journal Entry: post-travel self-assessment | 10 |
| Reflective Presentation | 30 |

Grading Scale

The following scale will be used to compute your grade.

| Letter Grade | Percentage |
|--------------|------------------|
| A | 89.5 -100% |
| B | 79.5 - 89.49% |
| C | 69.5-79.49% |
| D | 59.5-69.49% |
| F | 59.49% and below |

Onsite Learning Experiences and Activities

- Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.
- Royal College of Speech-Language Therapy
- Michael Palin Centre for Stammering
- Panel of speech-language therapists
- Imperial War Museum
- Harley Street
- Science Museum
- West-End Musical – Professional Voice
- City University – SLT Program

Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.

Academic Integrity Policy

Students are advised that Academic Integrity will be strictly enforced in this course. Cheating and plagiarism will not be tolerated. All academic work is expected to be the result of each student's own thought, research or self-expression. Any demonstration of academic dishonesty will result in a score of zero for that assignment. Students are advised that the Academic Integrity Policy of their home institution will be enforced in this course.

Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags and belongings.

Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.



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Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.