SPTH1110 - Speech Pathology Introduction 1
Course Outline

Course Coordinator  Julie Thomson
Room GPG-25, General Purpose Building
Phone: 4921 7348
Email: Julie.Thomson@newcastle.edu.au

Semester  Semester 1 - 2005
Unit Weighting  10
Teaching Methods  Lecture
Student Projects
Tutorial

Brief Course Description
This course is only available to students who have been admitted to the Bachelor of Speech Pathology course and introduces students to the field of human communication disorders and provides an orientation to the speech pathology profession and its clinical processes.

Contact Hours
Lecture for 3 Hours per Week for 13 Weeks
Tutorial for 1 Hour per Week for 13 Weeks

Learning Materials/Texts

Course Objectives
Upon successful completion of this course, students will be able to:
1. Select and implement basic assessment procedures suitable for a child with a language disorder.
2. Form hypotheses as to the appropriate description and likely prognosis of child language disorders.
3. Demonstrate awareness of ways to analyse and interpret child language assessment data in light of normative or other research-based data and theory.
4. Identify and describe the basic clinical processes required for the assessment of children with communication disorders with particular emphasis on hearing and language.
5. Follow professional, legal, and ethical procedures, with particular attention to the issues and procedures involved in preserving client confidentiality.

Course Content
* Introduction to Speech Pathology
* Cultural and linguistic diversity in the speech pathology context
* Clinical interviewing
* Assessment practices
* Reporting and documentation
* Issues for the workplace: Occupational Health and Safety; Infection Control
* Theories of language and cognition with an overview of normal development
* Overview of child language disorders and aetiology including Specific Language

Distributed to students week commencing:
21st February, 2005
Impairment
* Language assessment in children
* Issues for intervention: planning and evaluation
* Introduction to hearing
* Interpretation of hearing tests
* Implications of hearing impairment for language (incl. Otitis media)

Assessment Items

<table>
<thead>
<tr>
<th>Examination: Class</th>
<th>Short answer in-class examination hearing (W6, 20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Take Home</td>
<td>Take-home assignment child language (W10, 40%)</td>
</tr>
<tr>
<td></td>
<td>Take-home assignment clinical processes (W14, 40%)</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Ungraded requirements criminal record clearance, vaccination record, prohibited employment declaration</td>
</tr>
</tbody>
</table>

Assumed Knowledge

nil

Callaghan Campus Timetable

SPTH1110
SPEECH PATHOLOGY INTRO. I
Enquiries: School of Language and Media

Semester 1 - 2005
Lecture and Lecture Thursday 15:00 - 16:00 [V107]
and Tutorial Thursday 16:00 - 17:00 [GP1-32]
or Thursday 16:00 - 17:00 [GP1-24]
or Tuesday 09:00 - 10:00 [GP1-24]

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

· copying or paraphrasing material from any source without due acknowledgment;
· using another's ideas without due acknowledgment;
· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.
For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.html

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

· Reproduce this assessment item and provide a copy to another member of the University; and/or

· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking);

· Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:

http://www.newcastle.edu.au/policy/academic/adm_prog/special_consid.htm
Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2005
For semester 2 courses: 31 August 2005
For Trimester 1 courses: 18 February 2005
For Trimester 2 courses: 10 June 2005

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/change-enrol.html

Contact Details

School Office
School of Language and Media
Room MC127, McMullin Building
Phone: 4921 5175, 4921 5172, 4921 5360, 4921 5155
Email: Language-Media@newcastle.edu.au

Faculty Student Service Offices
Faculty of Science and Information Technology
Room V19 (Mathematics Building)
Phone: 0249 215 562

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Faculty of Engineering and Built Environment
Room: EF101 (EF Building)
Phone: 0249 216 065
Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au.

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Relationship of course objectives to CBOS

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Clinical Skills</th>
<th>Clinical Skills</th>
<th>Empirical/Analysis Skills</th>
<th>Interpretive/Synthesis Skills</th>
<th>Critical Thinking Skills</th>
<th>Communication Skills</th>
</tr>
</thead>
</table>
| CBOS #
Unit/Element | Range Indicator | | | | | |
| 1 | 2 | child speech & language | X | | | |
| | | | | | | |
| 2 | 1.2 | Full | | | | |
| 3 | 1.2, 3, 4 | child range | | | | |
| 4 | 5.2, 5.3 | Full | | | | |

* Competency Based Occupational Standards for Speech Pathologists - Entry Level (Revised 2001, Speech Pathology Australia)
### Assessment Items/Course Objective

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Exam – Hearing</th>
<th>Assignment – Child language</th>
<th>Assignment – clinical processes</th>
<th>Ungraded requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess child language</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Describe child language</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Analyse child language</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Describe clinical processes</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate professionalism</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Contact details for Course Co-ordinator

Julie Thomson  
Phone 49217348 Email Julie.Thomson@newcastle.edu.au Room GPG25

### Other Lecturers contributing to this course

David Wigney  
Phone 49217347 Email David.Wigney@newcastle.edu.au Room GPG24

Additional tutors: Nicole Byrne; Anthony Meany
**Course Content**

**Lecture schedule:** (NB Thursday 4.00pm-5.00pm: Students will be divided into three tutorial groups)

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture (Wed. 10.00-12.00)</th>
<th>Lecture (Thurs. 3.00-4.00)</th>
<th>Tutorial (Thurs. 4.00 – 5.00 or Wed 9.00-10.00)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation: Introduction to the course</td>
<td>Orientation: Introduction to Speech Pathology; Professional role, Scope of Practice; relationship to other disciplines</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>An overview of typical language development (Readings (for Wed &amp; Thursday): Smiley &amp; Goldstein (1997) Ch 6 pp 97-117, Bernstein (Ch1) and Tiegerman (Ch 4) in Bernstein &amp; Tiegerman (1993)</td>
<td>An overview of typical language development</td>
<td>Hearing assessment (1)</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
<td>Case study</td>
</tr>
<tr>
<td>------</td>
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<td>------------</td>
</tr>
<tr>
<td>9</td>
<td>Assessment practices (3)</td>
<td>Assessment practices (4)</td>
<td>Case study: Assessment practices</td>
</tr>
<tr>
<td>13</td>
<td>Implications of hearing impairment for language (incl. Otitis media)</td>
<td></td>
<td>Implications of hearing impairment for language (incl. Otitis media)</td>
</tr>
</tbody>
</table>
Required text

Readings


Olswang, L.B., Rodriguez, B., & Timler, G. (1998). Recommending intervention for toddlers with specific language learning difficulties: We may not have all the answers but we know a lot. American Journal of Speech-Language Pathology, 7 (1), 23-32.


Websites:
http://www.speechpathologyaustralia.org.au
(Speech Pathology Association of Australia)
http://www.asha.org/index.htm
(American Association of Speech and Hearing)
www.latrobe.edu.au/hcs/hcs/students/studentprojects/paedspeechax/Home.htm
(Paediatric Speech Pathology Assessment Website)

Other Resources
A Better Understanding of Hearing CD ROM. Available in audio-visual section in Auchmuty Library.

Further information about graded assessment tasks:
1. Short answer in-class examination (20%) - hearing - in Week 6, Thursday 3.00-4.00pm.

2. Take-home assignment - child language disorders

2. A take-home assignment will be handed out during lecture time in Week 4 and is worth 40% of the assessment for SP1110. The assignment is due 5 pm, Friday, 13 May, 2005 – Week 10, and should not exceed 1500 words. Submit in the first instance electronically through turnitin (see information at end of this course outline), and attach the turnitin ‘receipt’ to the hard copy of the assignment, which should be submitted in the Speech Pathology Assignment Box, with School of Language & Media coversheet, at School office, 1st floor, McMullen Building.

Students will be provided with a case scenario and asked to:
- Do some preliminary analysis of the language sample and the standardized testing data provided
- Make some preliminary hypotheses about the child’s communicative status.
- Discuss what additional information you would need to confirm your hypotheses

The assignment will be marked out of 20 according to the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language sample analysis</td>
<td>20</td>
</tr>
<tr>
<td>Testing data analysis</td>
<td>5</td>
</tr>
<tr>
<td>Preliminary hypotheses about communicative status</td>
<td>5</td>
</tr>
<tr>
<td>Additional information needed to confirm hypotheses</td>
<td>5</td>
</tr>
<tr>
<td>Overall writing coherence, succinctness, referencing</td>
<td>5</td>
</tr>
</tbody>
</table>

| Total                                         | 40        |
3. Take-home assignment - clinical processes and language analysis

SPTH1110 Clinical Interview take-home assignment (40% of SPTH1110): The recording and the report of clinical interview and assessment are due 5pm, Friday, 10 June, 2005 –

Week 14 - (put both the recording and the report into Speech Pathology Assignment Box, School of Language & Media Office, McMullin Building with School Cover sheet completed and attached to front of assignment). Note that this assignment examines material covered across ALL topics in this subject (SPTH1110).

Clinical Interview take-home assignment: Recording & report of interaction with a typically developing child:

Make a video recording of your interaction with a child aged between two and six years (other significant people may also be included eg parent or sibling if this required to facilitate the interaction) to provide evidence of your competence in:

- Interacting in a play situation with a child to elicit a language sample of both the child’s typical and optimal language behaviour
- Identifying ways to elicit language which are appropriate for child’s age and interests
- Data collection and video recording.

Write a report (maximum of 1,500 words excluding the language transcript) which includes the following:

- A transcribed sample of fifty consecutive utterances from the child. Include the other speakers’ utterances where they occur within that sample.
- A brief discussion about what you observed from the language sample. Use the following headings:
  1. Language comprehension
  2. Expressive language: Morphology; Syntax; Vocabulary
  3. Pragmatics
- A comparison of observed language behaviours with norms for communication development for same-age peers.

A report template and guidelines will be handed out in Week 4.

NB The child should never have been identified as requiring referral for speech pathology services nor should the parents have any current concerns about the child’s communication or literacy skills.

NB Failure to observe confidentiality will result in failure for the assignment. At no point should identifying information be collected from the participants (either verbally or in writing), nor should any inadvertently obtained identifying information remain in the video recording or be present in the written report. Evidence of the parent’s informed consent should be observable in the video recording. That is, you should reiterate that you are doing this exercise for your speech pathology assignment and seek confirmation that they understand that they are being recorded.
Submit Assignment 2 to the turnitin site for this course.
For further information:

- Go to www.turnitin.com
- Register as a user for turnitin
- Log on into the course (identified by the Class ID 1242434, the Class Name, SPTH1110, with password SPTH1110)
- Submit your assignment directly to this site. (If you want to check the originality of your work prior to final submission, submit it to the section marked 'revision', then check the originality report. Once you are happy with the assignment, submit it to the final assignment section.
- Make sure your file is named so that both you and the assignment is clearly identifiable, e.g. Bloggsassignment 1.doc