SPTH1110 - Speech Pathology Introduction 1
Course Outline

Course Co-ordinator: Dr Bernice Mathisen  
Room: GP1.17  
Ph: 49 217352  
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Email: Bernice.Mathisen@newcastle.edu.au  
Consultation hours: Tuesdays/ Wednesdays

Lecturer: Associate Professor Alison Ferguson  
Room: GP1.18  
Ph: 49 215716  
Email: Alison.Ferguson@newcastle.edu.au

Lecturer: David Wigney  
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Email: David.Wigney@newcastle.edu.au

Semester  
Unit Weighting 10  
Teaching Methods  
Lecture  
Student Projects  
Tutorial

Course Overview  
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

Course Outline issued and correct Week 1, Semester 1, 2006  
CTS Download Date: 14 February 2006
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
Introductory Concepts
   An Evidence-Based Practice approach
   Family-Centred Practice
   Developing an Interprofessional Learning Culture
Issues for Clinical Practice and the Workplace
   Clinical skill development
   Occupational Health and Safety; Infection Control
   Cultural and linguistic diversity
Clinical interviewing
Introduction to hearing
Interpretation of hearing tests
Implications of hearing impairment for language (incl. otitis media)
Theories of language and cognition with an overview of normal development
Overview of child language disorders including Specific Language Impairment (SLI)
Language assessment in children
Clinical decision-making
Intervention Choices: planning and evaluation
Reporting and documentation
Service Delivery Options including School-Based Services
Exploring Efficacy and Outcomes

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

Assumed Knowledge
Nil
Callaghan Campus Timetable
SPTH1110
SPEECH PATHOLOGY INTRO. I
Enquiries: School of Humanities and Social Science
Semester 1 - 2006

Lecture and Lecture
Wednesday 10:00 - 12:00 [V107]
Thursday 15:00 - 16:00 [V107]
and Tutorial
Thursday 16:00 - 17:00 [GP1-32]
Commencing Week 2
or
Thursday 16:00 - 17:00 [GP1-30]
Commencing Week 2
or
Thursday 16:00 - 17:00 [GP3-24]
Commencing Week 2
or
Wednesday 9:00 - 10:00 [GP1-24]
Commencing Wk10-13 for International Students only
or
Tuesday 9:00 - 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 -


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:


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 2006
For semester 2 courses: 31 August 2006
For Trimester 1 courses: 18 February 2006
For Trimester 2 courses: 10 June 2006

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

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

The Dean of Students
Dr Jennifer Archer
Phone: 492 15806
Fax: 492 17151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

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

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.
Studentmail and Blackboard: [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet:** All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)
- **Assignments are to be deposited in the relevant discipline assignment box:**
  - Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.
- **Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, it is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- Take-home assignment child language (W10, 40%)
- Take-home assignment clinical processes (W14, 40%)

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.
Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course, unless special circumstances apply. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments. Students who wish to make a case for assignment re-submission should contact the Discipline Convenor.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style
In this course, it is required that you use the use APA referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.
An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:
β Infoskills:

Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
Section B: Specific course information

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>
<tbody>
<tr>
<td>CBOS* Unit/Element</td>
<td>Range Indicator</td>
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<td></td>
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</tr>
<tr>
<td>1</td>
<td>2</td>
<td>child speech &amp; language</td>
<td>X</td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>2</td>
<td>1, 2</td>
<td>Full</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1, 2, 3, 4</td>
<td>child range</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5.2, 5.3</td>
<td>Full</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

* Competency Based Occupational Standards for Speech Pathologists - Entry Level (Revised 2001, Speech Pathology Australia)

Assessment Items/Course Objectives

<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>X</td>
<td></td>
<td></td>
</tr>
<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>X</td>
<td></td>
<td></td>
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<tr>
<td>5. Demonstrate professionalism</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Description of Assessment Items

1. Examination: Class

   Short answer, in-class examination on hearing (W6, 20%)

   Further information about this examination will be given in Week 4.

2. Assignment: Take Home 1

   SPTH1110 – Take-home assignment 1 – (40%) – 1,000 words. Due Week 10 on Wednesday May 10, 2006 at 5.00 pm. Submit in the first instance electronically through Turnitin (via Blackboard), and submit the hard copy of the assignment, with coversheet, at School of Humanities & Social Science office, 1st floor, McMullen Building.

Students will be provided with a case study and asked to:

   Marks

   Complete preliminary language analysis using the case history data provided to decide:

   1. Is there evidence of a language delay or disorder, providing data from the language sample provided to support your diagnosis? 20

   2. If so, what is the nature of the child's language delay or disorder:

      Receptive language (comprehension)
      Expressive language
      Semantics
      Syntax
      Morphology
      Vocabulary
      Pragmatics

   5
3. Do you need to complete any other formal or informal language assessment to help refine your diagnosis? If so, what testing would you use and why? 5

4. What appear to be this child’s communication strengths and weaknesses from the data provided? 5

5. Use the literature on child language disorders to argue for your recommendations and service delivery choices in this case. 
   (Use correct APA referencing, succinctness and coherence) 5

TOTAL 40

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Students will be provided with a specific case study including video data and all assessment reports and will asked to:

Marks

1. Synthesise all reports provided to summarise the child’s particular needs and specific language strengths and weaknesses. Can you decide on the developmental stage at which the child is operating, using the headings below:
   - Receptive language (comprehension)
   - Expressive language
   - Semantics
   - Syntax
   - Morphology
   - Vocabulary
   - Pragmatics
   - Other issues 10

2. Use an evidence-based practice (EBP) approach to justify your choice of intervention (s) with this child and family. Cite all references correctly. 10

3. What strategies would augment the service delivery model you instigate. How will you deliver speech pathology services? 10

4. Provide a detailed plan of your first therapy session with the child and family, outlining the physical arrangement of the room, play materials and activities chosen, ways to elicit language and the rationale for these choices. (NB Note coherence and correct APA referencing/style is expected) 10

TOTAL 40
4. Other: Ungraded requirements criminal record clearance, vaccination record, prohibited employment declaration – before end Week 14

Students need to ensure that copies of relevant document have been submitted before the end of Week 14. **Keep original documents** as they MUST be carried whilst on placement at all times. Compliance with these procedures is not an option: it is a REQUIREMENT.

**Criminal Record Clearance**
All speech pathology students are required to obtain a criminal record clearance prior to undertaking any clinical experience with the new South Wales Department of Health (forms sent as part of their initial enrolment package). Submit completed/signed forms as directed (from enrolment package), as soon as possible. On receipt of “Certificate of clearance” from Department of Health, **present the original document and submit a photocopy to the Alison Ferguson on Thursdays in lecture time 3pm-4pm V107 during the semester.** We cannot allocate you with a clinical placement without this clearance. Without clinical experience you cannot complete the requirements for the clinical practice courses that are required for the degree.

If you lose your certificate or change your name (e.g. after marriage), it is your responsibility to apply for another certificate. Contact the University Student Administration Office (phone: 4921 5318).

**Prohibited Employment Declaration**
All speech pathology students are required to sign a **prohibited employment declaration form** prior to undertaking any clinical experience. Students admitted to the Bachelor of Speech Pathology program are sent the necessary forms as part of their initial enrolment package. **Submit a photocopy to the Alison Ferguson on Thursdays in lecture time 3pm-4pm V107 during the semester.**

**Vaccination/Immunisation Record Cards**
NSW Health has adopted an occupational screening and vaccination policy to minimise the risk to health care consumers and providers of acquiring an infection (ref. NSW Health circular no. 2003/91). The policy extends to “other personnel” including students completing clinical placements in the NSW health system. Hence, all speech pathology students are required to obtain at their own cost, a documented screening and vaccination history (as detailed below) prior to undertaking any clinical experience with the NSW Health. For your convenience an Adult Vaccination Record Card, and Dear Student letter are sent out as part of the initial enrolment package. Once completed, all students are required to present the original document and submit a photocopy to the **submit a photocopy to the Alison Ferguson on Thursdays in lecture time 3pm-4pm V107 during the semester.**
SUMMARY of SCREENING and VACCINATION POLICY  
(from NSW Health circular no. 2003/91)

Speech pathology students are deemed to be Category A personnel. That is, personnel in direct patient contact (physical contact) or contact with blood or body substances. Therefore the following Vaccine/Screening will be required.

Adult Diptheria and Tetanus **OR**  
Adult Diptheria, tetanus & Pertussis (acellular)*

Hepatitis A*  
Hepatitis B  
Influenza  
Measles/Mumps/Rubella  
Varicella (chickenpox)  
Tuberculosis

* For selected personnel only, refer to circular no. 2003/91 Occupational Screening and Vaccination Against Infectious Diseases, copy available on short loans, Achmuty Library)

Students also need to be aware of their own infectious disease and vaccination status and minimise the risk of transmitting infectious diseases to patients and/or employees. The Adult Vaccination Record Card needs should be updated as required and replaced if lost or stolen.

Any student who is pregnant or immunocompromised due to illness or medication use, need to seek additional specialist medical advice. Students unable to comply with the vaccination/screening policy need to notify the Clinical Education Coordinator or Speech Pathology Program Coordinator immediately.

Students should familiarise themselves with the common infectious diseases (most of these are of concern to all members of the community), and in particular diseases transmitted by blood or body substances. Students should note specifically, the instructions regarding “what to do if they incur an injury which breaks the skin”; and “if the skin is contaminated by any body substance”. Being aware of these responsibilities will help to minimise the transmission of infectious disease.

Screening and Vaccinations can be completed by your local Doctor, or you can arrange an appointment at the University Health Service, Phone: 4921 6000.
<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>February 20</td>
<td>Lecture Wed 10-12 V107</td>
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<td></td>
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<td>Orientation to SPTH</td>
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<td>2</td>
<td>February 27</td>
<td>Lecture Thurs 3-4 V107</td>
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<td></td>
<td></td>
<td>Orientation to SPTH</td>
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<tr>
<td>3</td>
<td>March 6</td>
<td>Tutorials, either Wed 9-10, or Thurs 4-5</td>
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<tr>
<td></td>
<td></td>
<td>Orientation to SPTH</td>
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<tr>
<td>4</td>
<td>March 13</td>
<td>Developing Clinical Skills: The Big Picture incl cultural and linguistic diversity</td>
</tr>
<tr>
<td>5</td>
<td>March 20</td>
<td>Case study: Examining issues of cultural and linguistic diversity</td>
</tr>
<tr>
<td>6</td>
<td>March 27</td>
<td>Case study: Interviewing/case history taking</td>
</tr>
<tr>
<td>7</td>
<td>March 6</td>
<td>Developing Clinical Skills: Gathering relevant information</td>
</tr>
<tr>
<td>8</td>
<td>April 3</td>
<td>Case study: Observing issues of cultural and linguistic diversity</td>
</tr>
<tr>
<td>9</td>
<td>April 10</td>
<td>Developing Clinical Skills: Gathering relevant information</td>
</tr>
<tr>
<td></td>
<td>Note: Good Friday Holiday</td>
<td>Case study: Interviewing/case history taking</td>
</tr>
<tr>
<td>10</td>
<td>May 1</td>
<td>Developing Clinical Skills: Client advocacy/rights Student responsibility Workplace issues</td>
</tr>
<tr>
<td>11</td>
<td>May 22</td>
<td>Developing Clinical Skills: Community education</td>
</tr>
<tr>
<td>12</td>
<td>May 29</td>
<td>Developing Clinical Skills: School based services</td>
</tr>
<tr>
<td>13</td>
<td>June 5</td>
<td>Developing Clinical Skills: Community education</td>
</tr>
<tr>
<td>14</td>
<td>June 5</td>
<td>Queen's Birthday Public Holiday: Monday 12 June</td>
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<tr>
<td></td>
<td></td>
<td>Examination period: Tuesday 13 June - Friday 30 June</td>
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</tbody>
</table>

School of Humanities and Social Science