SPTH1110 - Speech Pathology Introduction 1
Course Outline

Course Co-ordinator:   Associate Professor Alison Ferguson
Room:    GP1-18
Ph:      4921 5716
Fax:      4921 7386
Email:    Alison.Ferguson@newcastle.edu.au
Consultation hours:   Generally best times are Mon pm, Wed am, Fri am
                      – ring or email for appointment

Tutorials in this course will be provided by:
   Associate Professor Alison Ferguson
   Dr Sally Hewat
   Dr Liz Spencer
   Mrs Joanne Walters

Course Overview
Semester          Semester 1 - 2007
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

Required Reading:
See readings listed in Shortloans Online for SPTH1110 -

Additional readings will be discussed within lectures, and made available through Blackboard where possible.

**Recommended Reading:** (These items are either on 3-day loan or in ShortLoans)


**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 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%) 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 Humanities and Social Science
Semester 1 - 2007

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Computer Lab</td>
<td>14:00 - 15:00</td>
<td>[CT314]</td>
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<tr>
<td>and Computer Lab</td>
<td>16:00 - 18:00</td>
<td>[CT314]</td>
</tr>
<tr>
<td>and Lecture</td>
<td>9:00 - 11:00</td>
<td>[V101]</td>
</tr>
<tr>
<td>and Lecture</td>
<td>15:00 - 16:00</td>
<td>[V107]</td>
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<tr>
<td>and Tutorial</td>
<td>16:00 - 17:00</td>
<td>[GP1-32]</td>
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<td>or</td>
<td>16:00 - 17:00</td>
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<td>or</td>
<td>16:00 - 17:00</td>
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<td>or</td>
<td>12:00 - 13:00</td>
<td>[GP2-16]</td>
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<td>or</td>
<td>12:00 - 13:00</td>
<td>[MCG29]</td>
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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 following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- Requests for Special Consideration must be lodged no later than 3 working days after the date of submission or examination.

- Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.

- Requests for Rescheduling Exams must be lodged no later than 10 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

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 2007

Students may withdraw from a course without academic penalty on or before the last day of semester. 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 staff in the
Student Hubs.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changeregistration.html

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct

- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus

- Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law


Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment

http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health

http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology

http://www.newcastle.edu.au/faculty/science-it/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

Ourimbah

Phone: 02 4348 4030

Email: EnquiryCentre@newcastle.edu.au
The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: 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

Web Address for Rules Governing Professional Doctorate 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 02 4921 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
Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS.

Ungraded requirements: Documentation in relation to the following must be sighted by the Course Co-ordinator, and a photocopy handed in to the Course Co-ordinator (during class times)

- criminal record clearance,
- vaccination record,
- prohibited employment declaration.

See end of this course outline for further information.

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.

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.

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 Assessment Item Coversheet**: All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **For this course, it is expected that assignments will be submitted at the Student Hub located at**:
  - Level 3, Shortland Union, Callaghan
Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

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.

Keep a copy of all assignments: 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 electronic and hard copy formats.

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 Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. 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.

Re-marks & Moderations
A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under the Procedures for Appeal against a Final Result (see: http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:
1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student's final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:
1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:
1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

Further detail on this University policy can be found at:

**Return of Assignments**
Students can collect assignments from this course from the Shortland Student Hub during office hours. Students will be informed during class the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

**Preferred Referencing Style**
In this course, it is required that you use the 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:

**Student Representatives**
Student Representatives are a major channel of communication between students and the Discipline and the School. A Speech Pathology student representative will be elected with this course. Also, contact details of Student Representatives can be found on School websites.
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:

Information specific to this course

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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</tr>
<tr>
<td>1 Select, impl asst</td>
<td>1.2, 2.1</td>
<td>child language</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Describe, prognose</td>
<td>1.1</td>
<td>Child language</td>
<td>X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Analyse, interpret</td>
<td>2.1, 5.7</td>
<td>child language</td>
<td>X X X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4 Describe processes</td>
<td>1.2, 3.1</td>
<td>Child language</td>
<td>X X</td>
<td></td>
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<tr>
<td>5 Follow ethical, profess’nal</td>
<td>1.4</td>
<td>Child language</td>
<td>X X</td>
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</tbody>
</table>

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

Assessment Items/Course Objectives

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Exam (Hearing)</th>
<th>Assignment – Child language</th>
<th>Assignment – clinical processes</th>
<th>Ungraded requirements</th>
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<tr>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2 Describe, prognose</td>
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<td>3 Analyse, interpret</td>
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<tr>
<td>4 Describe processes</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>5 Follow ethical, profess’nal</td>
<td>X</td>
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</table>
**Description of Assessment Items**

<table>
<thead>
<tr>
<th>1. Examination:</th>
<th>Class</th>
<th>Short answer, in-class examination on hearing (W6, 20%) Conducted on Thursday 29 March, 2007, in class-time from 3-4pm, V107.</th>
</tr>
</thead>
</table>

Students are asked to respond in writing to five questions on the paper provided. The examination is open-book, and lasts one hour. Questions are not provided beforehand.

<table>
<thead>
<tr>
<th>2. Assignment:</th>
<th>Take Home 1</th>
<th>SPTH1110 – Take-home assignment 1 – (40%) – 1,000 words. Due Week 10 on Friday 11 May, 2007, at 4.00 pm. Submit in the first instance electronically through Turnitin (via Blackboard), and submit the hard copy of the assignment, with coversheet, at the Shortland Student Hub. When you submit the assignment to Turnitin, <strong>do not</strong> include the assignment case history or questions below, and <strong>do not</strong> include your reference list. However, these <strong>should be</strong> included in the hard copy paper submission.</th>
</tr>
</thead>
</table>

Answer the following questions in relation to the 3 year old girl whose interaction can be observed on 2 short (1-2 minute) video-clips on the CD-ROM provided in:


Ch.17.02 "In this video clip, you see a 3-year-old girl reading a book with the examiner. She responds to questions posed by the examiner" (p.410).

Ch17.04 “In this example, the 3-year-old girl is playing with a dish and food set. She responds to contextualized requests nonverbally and uses some single word utterances.” (p.410).

Copies of the book (with CD-ROM) are available in Auchmuty ShortLoans and on 3-day loan. Additional copies of the video-clips on CD-ROM are also available in Auchmuty ShortLoans.

The authors describe this girl's communication in general terms as showing “content-based expressive difficulties” (p.410). For the purposes of this assignment, the case history information is as follows.

Jodie (3 years old at the time of the assessment), was referred by her mother who is concerned that Jodie’s speech and language is not developing as well as would be expected for a child her age. Jodie’s mother reports that the pregnancy progressed to full-term without difficulty and the birth was normal. Jodie suffers from chronic colds, with repeated middle ear infections, but has been otherwise healthy, with no hospitalisations. Jodie has an older sister (5 years old) and a younger brother (1 year old). Neither Mr or Mrs Smith report any history of speech or language difficulty in themselves or their families. Jodie has begun attending pre-school on one-day a week over the last month, and has shown an increase in her vocabulary – her mother can now list 25 words which she regularly uses.

Complete preliminary description of this case, using the case history data and your observations from the video clips provided to decide:

1. **Is there evidence of a language delay or disorder?** Support your decision using examples of data provided, in relation to the child’s semantics, syntax, and pragmatics for receptive and expressive language. (15 marks)
2. What other formal or informal language assessment would assist your decision and description of her communication, and why would they be useful? (10 marks)

3. From the evidence-base on child language disorders, argue for your recommendations for what should happen next in this case. (10 marks)

You are expected to use correct APA referencing, and the succinctness and coherence of your assignment will contribute to the grade. (5 marks)

(TOTAL 40 marks)

Answer the following questions in relation to the following case history of a 6 year old child, assessment details and language sample provided on Blackboard site for this course.

1. Summarise the child’s language strengths and weaknesses. What developmental stage(s) would best describe this child’s communication, in relation to the child’s semantics, syntax, and pragmatics for receptive and expressive language? Support your discussion with examples and analyses using the data provided, (15 marks)

2. What would be your recommended intervention plan with this child? Support your recommendations from the available evidence. (10 marks)

3. Provide a detailed plan of your first therapy session with the child and family, providing details of the main activities and the rationales for these. (10 marks)

You are expected to use correct APA referencing, and the succinctness and coherence of your assignment will contribute to the grade. (5 marks)

(TOTAL 40 marks)
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 to the Course Co-ordinator (and original sighted by the Course Co-ordinator) before the end of Week 14 (during classtimes). 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 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 Course Co-ordinator in classtimes. 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 Course Co-ordinator in classtimes.

**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 Course Co-ordinator in classtimes.
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, open Monday to Friday, Phone: 4921 6000. Located on the lower floor of the Student Services Centre. Appointments are necessary.
<table>
<thead>
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<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
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<td></td>
<td></td>
<td>LEC Th 9-10</td>
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<tr>
<td>1</td>
<td>February 19</td>
<td>Intro to SPTH</td>
</tr>
<tr>
<td>2</td>
<td>February 26</td>
<td>Disorder</td>
</tr>
<tr>
<td>3</td>
<td>March 5</td>
<td>Models</td>
</tr>
<tr>
<td>4</td>
<td>March 12</td>
<td>Principles evaluation</td>
</tr>
<tr>
<td>5</td>
<td>March 19</td>
<td>Evaluation processes</td>
</tr>
<tr>
<td>6</td>
<td>March 26</td>
<td>Principles intervention</td>
</tr>
<tr>
<td>7</td>
<td>April 2</td>
<td>0-8 mths asst &amp; int</td>
</tr>
</tbody>
</table>

**Mid-Semester Recess: Friday 6 April to Friday 20 April 2007**

| 8    | April 23       | 8 – 18 mths asst & int | Psych’tric (ADHD) | LAB 4 Language analysis | Prevent’n & early Int’n |
| 9    | April 30       | 18 – 36 mths asst & int | (ASD) | LAB 4 (repeat) | Std ass’t |
| 10   | May 7 TH ASST due (40%) | 3 – 5 yrs asst | Acquired | LAB 4 (repeat) | Trans’n |
| 11   | May 14         | 3 – 5 yrs asst | SLI (LLD) | LAB 5 Individual tuition | Formulate goals |
| 12   | May 21         | 3 – 5 yrs intervention | Severe | LAB 5 (Repeat) | Evaluate progress |
| 13   | May 28         | No lectures, tutorials, labs – SPAA Conference, Sydney |
| 14   | June 4 TH ASST due (40%) | 3 – 5 yrs intervention | CAS | LAB 5 (Repeat) | (see note Below) |

¹ Tutorials are designed to follow the lecture sequence, and so if you are in a tutorial group on a Wednesday, your tutorial sequence starts in Week 3 and finishes in Week 14. If you are in a tutorial group on a Thursday, your tutorial sequence starts (as above) in Week 2 and finishes in Week 12. (No tutorial for anyone in Week 13.)
Examination period: Tuesday 12 June to Friday 29 June 2007