SPTH1120 - Speech Pathology Introduction 2
Course Outline

Course Co-ordinator: Ms Joanne Walters
Room: GP1.16
Ph: 49217350
Fax: 49217386
Email: joanne.walters@newcastle.edu.au
Consultation hours: Mondays and Thursdays by appointment.

Semester: Semester 2 - 2009
Unit Weighting: 10

Teaching Methods:
- Field Study
- Lecture
- Tutorial

Brief Course Description
This is the second of the speech pathology core courses required in the Bachelor of Speech Pathology degree. This course is only available to students who have been admitted to the Bachelor of Speech Pathology program. This course extends previous learning about child communication, and provides an introduction to the assessment and intervention for speech disorders in children at a phonetic, articulatory and phonological level, along with an examination of the contribution of hearing to speech. This course integrates theoretical learning with an exploration of relevant clinical processes (including some clinical observation).

Lecturers/Tutors for this course:
- Ms Joanne Walters (as above)
- Dr Liz Spencer
  Room: GP1.15
  Email: Elizabeth.Spencer@newcastle.edu.au
  Ph: 4921 5161

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2009

CTS Download Date: 10 July 2009
Contact Hours
Lecture for 4 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term
Computer Lab for 1 hour per Week for the Full Term

Learning Materials/Texts

Also recommended:

Course Objectives
Upon successful completion of this course, students will be able to:

1. Form hypotheses as to the level of breakdown informing management decisions in child speech disorders, based on demonstrated understanding of the theoretical and empirical research base in the area.
2. Demonstrate awareness of ways to analyse and interpret child speech assessment data in light of normative and research-based data and theory.
3. Identify and describe the basic clinical processes required for the assessment including instrumental investigation.
4. Analyse results of assessment data, using a variety of methods.
5. Demonstrate awareness of general principles involved in intervention for all communication disorders, with particular emphasis on evidence-based practice and alternative modes of service delivery.
6. Recognise students' roles and responsibilities with reference to clinical experiential learning.

Course Content
* Classification & theories of speech disorders
* Phonetic level of breakdown
* Articulatory level of breakdown
* Instrumental investigation
* Phonological level of breakdown
* Phonological treatment methods
* Speech, language, hearing - integration of theory
* General principles of intervention, including:
  + Identification of goals
  + Selection of strategies
  + Clinical decision making for intervention
* Models of service delivery
* Evidence based practice
* Preparation for clinical experience placement

### Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>1 Take home assignment, 2,500 words (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination:</td>
<td>1 examination (3 hours - 40%)</td>
</tr>
<tr>
<td>Formal</td>
<td></td>
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<tr>
<td>Other: (please specify)</td>
<td>Ungraded requirements: first aid certificate, satisfactory completion of clinical experience requirements, attendance at lectures and tutorials covering pre-clinical preparation requirements as advised.</td>
</tr>
<tr>
<td>Reports</td>
<td>Field report, 1,500 words 20%</td>
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</tbody>
</table>

### Assumed Knowledge

SPTH1110

### Callaghan Campus Timetable

SPTH1120

SPEECH PATHOLOGY INTRO. II

Enquiries: School of Humanities and Social Science

Semester 2 - 2009

Computer Lab Thursday 11:00 - 12:00 [CT314] Team Weeks as Instructed by Lecturer

and Lecture Monday 14:00 - 15:00 [SRLT1]

and Lecture Monday 15:00 - 17:00 [V107]

and Lecture Wednesday 11:00 - 12:00 [V10]

and Tutorial Wednesday 13:00 - 14:00 [GP324] Commencing Week 2

or Wednesday 14:00 - 15:00 [TC1] Commencing Week 2

or Monday 12:00 - 13:00 [GP322] Commencing Week 2

or Wednesday 13:00 - 14:00 [GP216] Commencing Week 2

or Wednesday 13:00 - 14:00 [MC102] Commencing Week 2

**IMPORTANT UNIVERSITY INFORMATION**

### ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

- falsification of data;
- using a substitute person to undertake, in full or part, an examination or other assessment item;
- reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
- making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking.

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy.

**Requests for Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

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

- 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.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

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

**Students should be aware of the following important deadlines:**

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

- Rescheduling Exam requests must be received no later than 10 working days prior the first date of
the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</tbody>
</table>

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>General enquiries</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>Callaghan, City and Port Macquarie</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

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End of CTS Entry  
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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 as follows:

- first aid certificate
- satisfactory completion of clinical experience requirements
- attendance at lectures and tutorials covering pre-clinical preparation requirements as advised.

**SPTH1120 – Clinical Pre-requisite – First Aid Certification** – Students are required to provide original documentation of their attainment of their Senior First Aid Certificate (or equivalent) for sighting by the course co-ordinator, in class-times, or by appointment in office (GP1.17). Required By Friday Week 13 Semester 2.

In order to ensure that students are adequately prepared for low-level medical contingencies that may arise during clinical placements, students are required to have completed a Workcover approved **Senior First Aid Certificate** course (at their own cost). This level of first aid course includes basic first aid, communicable diseases, choking, and cardiopulmonary resuscitation (CPR). The Certificate is awarded on successful completion of a short examination. Students should note that since the course is Workcover approved, it will also be of use to those students requiring this training to obtain part-time work in childcare and some other work settings. Students are to make individual arrangements to attend the course. Suitable courses are run through Red Cross (phone 4926 3877), or St John Ambulance (phone 4952 8188), or Solet Australia (phone 4965 4333). Note that failure to complete any reporting requirements for the clinical education experience unit component will render the result for SPTH112 ‘Incomplete’ until all requirements are met. **Incomplete grades are automatically converted to Fail within a month after the examination period.** Failure to provide these prerequisites means that Clinical Practice placements required for the Bachelor of Speech Pathology degree cannot be arranged (i.e. SPTH2080, and subsequent clinical practice courses).
Clinic observation visits are compulsory, and once arranged can only be altered in special circumstances. It is the students’ responsibility to notify the course co-ordinator (Sally Hewat) immediately if they are unable to attend the pre-arranged visit. If unexpected circumstances arise on the morning of the visit that prevent attendance, the student should advise the contact clinician at the site of the visit, as well as the course co-ordinator.

Students are required to carry their NSW Health Clinical Placement Authority (criminal record clearance) and Adult Vaccination Record Card with them at all times while on clinic visits/placements. Students must have also completed a prohibited employment declaration (previously submitted to the Faculty Professional Experience Unit). All these documents **MUST have been sighted** before a clinical visit can be arranged (ie as part of the requirements for SPTH1110).

**Note also that professional behaviour is expected during clinic observation visits, and any breech of professionalism (e.g. failure to observe client confidentiality) may be considered sufficient to warrant failure of the subject (SPTH1120).**

**Attendance at lectures and tutorials covering pre-clinical preparation requirements is required in order to ensure that all students are aware of their role and clinical responsibilities and therefore attendance is compulsory** at the following lectures and tutorials.

- CT Labs scheduled for Thursdays 10-11am (ie for students as registered in specified weeks)
- Lectures scheduled for Wednesdays 11 – 12am for weeks 10 & 11

A roll will be marked to record your attendance.

In cases where special circumstances apply (e.g. significant illness), alternative self-directed learning assignments will be required to be completed in order to meet this requirement.

**Online Tutorial Registration:**

Students are required to enrol in a specific Tutorial time for this course via the Online Registration system. Refer - [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

**NB: Registrations close at the end of week 2 of semester.**

**Studentmail and Blackboard:** Refer - [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.
Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
### Relationship of course objectives, graduate attributes & competency development

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Clinical populations</th>
<th>CBOS Unit, Element</th>
<th>Professionalism</th>
<th>Reasoning</th>
<th>Lifelong Learning</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Form hypotheses re nature speech disorders</td>
<td>Child Speech disorders</td>
<td>2.3</td>
<td></td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
</tr>
<tr>
<td>2 Analyse, interpret speech data</td>
<td>Child Speech disorders</td>
<td>2.1</td>
<td></td>
<td>1.1</td>
<td>1.3</td>
<td>2.2</td>
</tr>
<tr>
<td>3 Identify, describe assessment (general)</td>
<td>Full range</td>
<td>1.1</td>
<td>4.2</td>
<td>1.2</td>
<td></td>
<td>2.2</td>
</tr>
<tr>
<td>4 Analyse asst data (general)</td>
<td>Full range</td>
<td>2.1</td>
<td>2.4</td>
<td>1.1</td>
<td>1.2</td>
<td>2.2</td>
</tr>
<tr>
<td>5 Aware EBP &amp; service delivery</td>
<td>Full range</td>
<td>5.7</td>
<td>4.1</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Recognise sts role in clinical learning</td>
<td>Full range</td>
<td>7.1</td>
<td>4.2</td>
<td>3.1</td>
<td>3.2</td>
<td>3.3</td>
</tr>
</tbody>
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1. The University of Newcastle Graduate Attribute Policy (under development May 2007)
2. Competency Based Occupational Standards for Speech Pathologists - Entry Level (Revised 2001, Speech Pathology Australia)
Relationship of course objectives and assessment tasks

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Take home assignment (speech) 2,500 words 40%</th>
<th>Examination (speech &amp; general clinical) 3 hrs 40%</th>
<th>Ungraded requirements (first aid, clinical experience, pre-clinical preparation)</th>
<th>2 Field reports total 1,500 words 10% each total 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Form hypotheses re nature speech disorders</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>2 Analyse, interpret speech data</td>
<td>X</td>
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<tr>
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<td>X</td>
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<td>X</td>
<td>X</td>
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</table>
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 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/)
- **Assignments should be submitted to 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 available @ [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au/)

| Essays / Written Assignments | 1 Take home assignment, 2,500 words (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. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

Assignment Re-submission

Students who have failed an assignment which is required to establish clinical competency may be required to revise and resubmit it in this course. 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 ‘Procedures for Appeal Against a Final Result’ (Refer - 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.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from the Shortland Student Hub during office hours. Students will be informed during class as to 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 or specific information 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).

For information about APA – see:

For further information on referencing and general study skills refer – ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Students are also encouraged to make use of ‘Endnote’ software – a reference data base which allows you to select your referencing format style – and which is available at no charge via the library – see: http://www.newcastle.edu.au/service/library/endnote/index.html

Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer – ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

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 is available @ http://www.newcastle.edu.au/currentstudents/index.html
Assessment details

1. Take home assignment 2,500 words (40%) Due week 11; 5pm Monday 19th October 2009

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, do not include the assignment questions below, and do not include your reference list. However, these should be included in the hard copy paper submission.

You will be provided with an audio sample of a child in Week 3 (further details re: client will be provided with the sample). Listen to the sample and transcribe the target words.

Using an appropriate speech analysis tool and with reference to relevant literature, describe the child’s speech and report your diagnosis. Example analysis tools will be discussed in lectures.

Produce an intervention plan, reporting short-term goals, target sounds and/or processes and describe the type(s) of therapy you will employ to achieve these goals.

Produce a session plan that shows how you will implement your planned intervention. Include descriptions of the stimuli to be used, reinforcement and contingencies for unexpected strong/poor performance, and describe what activity is to be done as homework until the next session.

Criteria for marking

Accuracy of transcription and independent/relational analysis 5
Validity of interpretation/diagnosis 5
Level of support given for proposed target selection and intervention 5
Draws from literature/demonstrates understanding of EBP 10
Suitability of session plan including contingences 10
Clarity/Writing style/referencing 5

TOTAL 40

2. Examination – 40% - in examination period. Short answer questions on topic of child speech disorders. Examples of typical questions will be discussed in class.

3. Ungraded requirements: first aid certificate, satisfactory completion of clinical experience requirements, attendance at lectures and tutorials covering pre-clinical preparation requirements as advised.

SPTH1120 – Clinical Pre-requisite – First Aid Certification – Students are required to provide original documentation of their attainment of their Senior First Aid Certificate (or equivalent) for sighting by the course co-ordinator, in class-times, or by appointment in office (GP1.17). Required By Friday Week 13 Semester 2.

In order to ensure that students are adequately prepared for low-level medical contingencies that may arise during clinical placements, students are required to have completed a Workcover approved Senior First Aid Certificate course (at their own cost). This level of first aid course includes basic first aid, communicable diseases, choking, and cardiopulmonary resuscitation (CPR). The Certificate is awarded on successful completion of a short examination. Students should note that since the course is Workcover approved, it will also be of use to those students requiring this training to obtain part-time work in childcare and some other work settings. Students are to make individual arrangements to attend the course. Suitable courses are run through Red Cross (phone 4926 3877), or St John Ambulance (phone 4952 8188), or Solet Australia (phone 4965 4333). Note that failure to complete any reporting requirements for the clinical education experience unit component will render the result for SPTH112 'Incomplete' until all requirements are met. Incomplete grades are automatically converted to Fail within a month after the examination period. Failure to provide these prerequisites means that Clinical Practice placements required for the Bachelor of Speech Pathology degree cannot be arranged (i.e. SPTH2080, and subsequent clinical practice courses).
Clinic Observation Visits:
- Half day clinic visit to paediatric speech pathology clinic
- Half day clinic visit to adult speech pathology clinic
- School Visit Placement (5 full days or equivalent)

Allocation of placements will be advised as soon as practicable

Note that satisfactory completion of this requirement requires attendance and appropriate professional behaviour.

Students are required to have the ‘Record of Additional Experience’ (attached to this course outline) signed by the clinical educator, and to submit this completed form to the course coordinator within 1 week of completing each placement.

Observation visits are compulsory, and once arranged can only be altered in special circumstances. It is the students’ responsibility to notify the course co-ordinator (Alison Ferguson) immediately if they are unable to attend the pre-arranged visit. If unexpected circumstances arise on the morning of the visit that prevent attendance, the student should advise the contact clinician at the site of the visit, as well as the course co-ordinator.

Students are required to carry their NSW Health Clinical Placement Authority (criminal record clearance) and Adult Vaccination Record Card with them at all times while on clinic visits/placements. Students must have also completed a prohibited employment declaration (previously submitted to the Faculty Professional Experience Unit). All these documents MUST have been sighted before a clinical visit can be arranged (ie as part of the requirements for SPTH1110).

Note also that professional behaviour is expected during clinic observation visits, and any breach of professionalism (e.g. failure to observe client confidentiality) may be considered sufficient to warrant failure of the subject (SPTH1120).

Attendance at lectures and tutorials covering pre-clinical preparation requirements is required in order to ensure that all students are aware of their role and clinical responsibilities and therefore attendance is compulsory at the following lectures and tutorials.

Tutorials (labs) scheduled for Thursdays 10-11am (ie for students as registered in specified weeks)
Lectures scheduled for Wednesday 11-12am for weeks 10 & 11

A roll will be marked to record your attendance. In cases where special circumstances apply (e.g. significant illness), alternative self-directed learning assignments will be required to be completed in order to meet this requirement.

4. Field Report

**SPTH1120 Field Report - total 1,500 words - total 20%. Due Week 14 - SUBMIT TO SHORTLAND HUB, WITH COVERSHEET INDICATING course code and marked ‘for the attention of Joanne Walters**

Field Report
You are required to reflect on and discuss one of your clinical experiences (that is, the paediatric speech pathology clinic, the adult speech pathology clinic OR school visit placement). You are also required to include a sample of data that you have collected and to discuss this.

Your field report should include the following:
- description of the clinic/school
- setting/environment
- roles/responsibilities of the speech pathologist/teacher/support teacher/teacher aide
- roles and responsibilities of other professionals working in the clinic/school
- A description and discussion of an interaction you observed or participated in during your visit (for example a treatment session, an assessment session, classroom activity, lesson)
  - relevant background information
    a. clinical/classroom procedure/task and rationale
    b. sample of data recorded during the interaction and
  - outcomes
- A description of one “tool” routinely used by the speech pathologist or teacher
  (e.g. standardised assessment test, therapy resource, teaching resource or program)
  Include in your description the purpose of the “tool”, contents of the “tool”, strength and limitations.

The field report should be written in an appropriate style for a field report (ie objective and value free), with regard to ethical considerations (ie client confidentiality) and should be 1,500 words maximum. The report will be marked out of 20 in line with the following criteria:

Demonstrates awareness and understanding of services provided
  (including environment, personnel and resources) 8
Selects and reflects on appropriate interaction
  (provides appropriate and relevant information) 5
Demonstrates sound observation skills 4
Report is written in appropriate style
  (ie objective and value free) 3

TOTAL 20

NB Report must preserve client and clinic confidentiality. No identifying information about clients (e.g. names, addresses, date of birth) or clinic/school (e.g. clinic name, clinician name, school name, teacher name) is to be included. Breach of confidentiality will result in failure on the assignment.
## Lecture/Tutorial Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
<th>Tutorials</th>
<th>Thurs Tut/Lab</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Mon Lectures</td>
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<td>Jo Walters</td>
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<td>Jo Walters</td>
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<td></td>
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<td>2-3pm SLRT1</td>
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<td>CT314</td>
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<td>3-5pm V107</td>
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<td>11-12am</td>
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<td>Wed lecture</td>
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<td></td>
<td></td>
<td>Sally/Liz</td>
<td>Monday: 12-1pm (Alison: GP322)</td>
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<td></td>
<td></td>
<td>11-12am V10</td>
<td>Wednesday 1-2pm (Bernice: GP3-24 &amp; Liz: W243)</td>
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<td>Wednesday 2-3 (Sally: TC1)</td>
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<td>Tue Lecture</td>
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<td>Tutorials</td>
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<td>Mid-Semester Recess: 28th September – 9th October</td>
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<td>Examination Period: Monday 9th November – Friday 27th November</td>
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</table>

### Lecture Topic & Assessment at a Glance

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27th July</td>
<td>Overview, terminology and anatomy</td>
</tr>
<tr>
<td>2</td>
<td>3rd August</td>
<td>Normal speech acquisition</td>
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<tr>
<td>3</td>
<td>10th August</td>
<td>Phonetics /Transcription</td>
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<tr>
<td>4</td>
<td>17th August</td>
<td>Overview of Assessment</td>
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<tr>
<td>5</td>
<td>24th August</td>
<td>Cont with Assessment</td>
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<tr>
<td>6</td>
<td>31st August</td>
<td>Description and diagnosis</td>
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<tr>
<td>7</td>
<td>7th September</td>
<td>Models for Target selection and Intervention</td>
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<tr>
<td>8</td>
<td>14th September</td>
<td>Articulation Intervention</td>
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<td>9</td>
<td>21st September</td>
<td>Phonological intervention</td>
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<td>10</td>
<td>12th October</td>
<td>Phonological awareness</td>
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<td>11</td>
<td>19th October</td>
<td>Current issues in clinic and research</td>
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<tr>
<td>12</td>
<td>26th October</td>
<td>Hearing</td>
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<tr>
<td>13</td>
<td>2nd November</td>
<td>Putting it into practise</td>
</tr>
</tbody>
</table>
Complete the following form at the time of your additional clinical experience, and have the entry signed by the supervisor. Keep a copy for your own records, and give the signed original to the lecturer responsible for organising the experience. After noting that you have completed the requirements for the course, the lecturer will forward the signed original to the Speech Pathology Administrative Officer to be retained with your Records of Range of Experience.

<table>
<thead>
<tr>
<th>Course for which experience required</th>
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<tbody>
<tr>
<td>Lecturer responsible for Course</td>
<td></td>
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<tr>
<td>Institution/Location of experience</td>
<td></td>
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<tr>
<td>Nature of experience</td>
<td></td>
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<tr>
<td>Date(s)</td>
<td></td>
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<tr>
<td>Attendance confirmed by location supervisor (supervisor’s signature)</td>
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</tbody>
</table>

Student Name: (print) ________________________

Student Uni ID number: ______________________

........................................
Student’s signature

........................................
Date submitted