SPTH1120 Speech Pathology Introduction 2

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Consultation hours:  By appointment

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Consultation hours:  By appointment

Course Overview
Semester  
Semester 2 - 2006
Unit Weighting
10
Teaching Methods
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).

Contact Hours
Lecture for 4 Hours per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term

Learning Materials/Texts
See later in this course outline.

Course Outline Issued and Correct as at: Week 1 Semester 2 2006

CTS Download Date: 30 June 2006
**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, including computer-assisted analyses.
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 (40%) W10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Formal</td>
<td>1 Multiple choice examination (35%) W8</td>
</tr>
<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>1 Field report (Due 2 weeks after both field visits - 25%) Ungraded requirements first aid certificate, satisfactory completion of clinical experience requirements</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**
SPTH1110

**Callaghan Campus Timetable**
SPTH1120
**SPEECH PATHOLOGY INTRO. II**
Enquiries: School of Humanities and Social Science
Semester 2 - 2006

<table>
<thead>
<tr>
<th>Lecture and Lecture</th>
<th>Monday</th>
<th>13:00 - 14:00</th>
<th>[V107]</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Lecture</td>
<td>Monday</td>
<td>15:00 - 17:00</td>
<td>[V107]</td>
</tr>
<tr>
<td>and Lecture</td>
<td>Thursday</td>
<td>9:00 - 10:00</td>
<td>[MC132]</td>
</tr>
<tr>
<td>and Tutorial</td>
<td>Thursday</td>
<td>10:00 - 11:00</td>
<td>[GP3-20]</td>
</tr>
<tr>
<td>or</td>
<td>Thursday</td>
<td>10:00 - 11:00</td>
<td>[MC110]</td>
</tr>
<tr>
<td>or</td>
<td>Thursday</td>
<td>10:00 - 11:00</td>
<td>[GP3-16]</td>
</tr>
<tr>
<td>or</td>
<td>Tuesday</td>
<td>14:00-15:00</td>
<td>V102</td>
</tr>
</tbody>
</table>
**Plagiarism**

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

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

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - [http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.pdf](http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.pdf)

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

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

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

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

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

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment; must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at: [http://www.newcastle.edu.au/policy/academic/admProg/adverse_circumstances.pdf](http://www.newcastle.edu.au/policy/academic/admProg/adverse_circumstances.pdf)

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 5 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 2 courses: 31 August 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 Student Enquiry Centre.
To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Contact Details
Faculty Student Service Offices
The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 02 4921 5314

The Dean of Students
Dr Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
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: first aid certificate, satisfactory completion of clinical experience requirements, attendance at lectures and tutorials covering pre-clinical preparation requirements as advised.

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/
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: http://www.newcastle.edu.au/school/hss/studentguide/index.html
♫ Assignments are to be deposited at any Student Focus. Focus are located at:
  o Level 3, Shortland Union, Callaghan
  o Level 2, Student Services Centre, Callaghan
  o Ground Floor, University House, City
  o Ground Floor, Administration Building, Ourimbah
Any changes to this procedure will be announced during the semester.
♫ 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 students must date stamp their own assignments using the machine provided. Mailed assignments to schools 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:

| Essays / Written Assignments | 1 Take home assignment (40%) W10 |

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 Focus.
http://www.newcastle.edu.au/study/forms/index.html

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
Students can collect assignments from a nominated Student Focus during office hours. Students will be informed during class which Focus to go to and the earliest date assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style

In this course, you are required to use the use the APA 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**
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:

**Relationship of course objectives & CBOS**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Clinical Skills</th>
<th>Clinical Skills</th>
<th>Empirical/Analysis Skills</th>
<th>Interpretative/Synthesis Skills</th>
<th>Critical Thinking Skills</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CBOS* Unit/Element</td>
<td>Range Indicator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Apply theory</td>
<td>1, 3, 4, 5 child speech</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Interpret theory</td>
<td>1, 3, 4, 5 Full</td>
<td></td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Ass’t processes</td>
<td>1.4, 5.6 child speech</td>
<td></td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Analysis of data</td>
<td>2 child speech</td>
<td></td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Intervention</td>
<td>3, 4 child speech</td>
<td></td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Student roles/resp</td>
<td>7 Full range</td>
<td></td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The assessment of this subject relates to the learning objectives as outlined below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Obj 1 Apply theory</th>
<th>Obj2 Interpret theory</th>
<th>Obj3 Ass’t process</th>
<th>Obj4 Analysis of data</th>
<th>Obj5 Intervention</th>
<th>Obj 6 St roles resp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Take home</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3 Exam</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4 Ungrad req (1st aid)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5 Reports</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
## Content

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Date</th>
<th>Lecture Topic &amp; Assessment</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 17</td>
<td>Introduction/Classification and IPA</td>
<td>July 17</td>
<td>Child case study-video Integration of language speech and hearing</td>
</tr>
<tr>
<td>2</td>
<td>July 24</td>
<td>Theories of speech disorders/normal speech acquisition</td>
<td>July 24</td>
<td>Ages and Stages video/PACS</td>
</tr>
<tr>
<td>3</td>
<td>July 31</td>
<td>Hearing and speech</td>
<td>July 31</td>
<td>Child case study-re-watch video</td>
</tr>
<tr>
<td>4</td>
<td>August 7</td>
<td>Speech assessment /computer analyses</td>
<td>August 7</td>
<td>Developing session plans</td>
</tr>
<tr>
<td>5</td>
<td>August 14</td>
<td>No lecture</td>
<td>August 14</td>
<td>Open Wide video</td>
</tr>
<tr>
<td>6</td>
<td>August 21</td>
<td>Phonetic breakdown/oral-motor/intro craniofacial anomaly</td>
<td>August 21</td>
<td>No lecture</td>
</tr>
<tr>
<td>7</td>
<td>August 28</td>
<td>Articulatory breakdown/PROMPT</td>
<td>August 28</td>
<td>Treatment strategies</td>
</tr>
<tr>
<td>8</td>
<td>September 4</td>
<td>MULTIPLE CHOICE EXAM</td>
<td>September 4</td>
<td>Introduction to COMPASS preparation for clinical placement</td>
</tr>
<tr>
<td>9</td>
<td>September 11</td>
<td>Instrumental Investigations of speech disorder/EPG</td>
<td>September 11</td>
<td>Setting goals for clinical placement</td>
</tr>
<tr>
<td>10</td>
<td>September 18</td>
<td>Phonological breakdown/PIPA/PAT/DEAP</td>
<td>September 18</td>
<td>Clinical Education Process-roles for CE and student</td>
</tr>
<tr>
<td>11</td>
<td>September 25</td>
<td>Phonological intervention</td>
<td>September 25</td>
<td>CE Process ctd-Learning styles and models of supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mid-Semester Recess: Monday 2 October - Friday 14 October</td>
</tr>
<tr>
<td>12</td>
<td>October 16</td>
<td>Putting it all together/speech and language case studies</td>
<td>October 16</td>
<td>Guest Lecture:Child Protection</td>
</tr>
<tr>
<td>13</td>
<td>October 23</td>
<td>Course Review</td>
<td>October 23</td>
<td>Preparation for first clinical performance</td>
</tr>
<tr>
<td>14</td>
<td>October 30</td>
<td>No lecture</td>
<td>October 30</td>
<td>No lecture</td>
</tr>
</tbody>
</table>

**Examination period:** Monday 6 November - Friday 24 November
Recommended Texts


**Recommended Reading** (on Short Loan)


**Description of Assessment Tasks**

<table>
<thead>
<tr>
<th>Examination:</th>
<th>1 Multiple choice examination (35%) W8</th>
</tr>
</thead>
</table>

Further information to be provided during lectures.

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>1 Take home assignment (40%) W10</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will be shown a short (5 min) video recording of a child who has been referred for a significant speech problem and will be given a brief case history. Note the child may have other communication problems and these should be noted. You will be asked to write down what you would do to continue the formal and dynamic assessment of the child's speech during the next clinical session for this child, in view of proposed general direction for therapy.</td>
<td></td>
</tr>
</tbody>
</table>

**Clinical Examination - Criteria for marking**

- Awareness of formal & informal tools for assessment: 8
- Validity and feasibility of proposed assessment: 8
- Awareness of potential general direction for therapy: 8
- Validity and feasibility of proposed therapy: 8
- Overall: 8

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**Reports**

1 Field report (Due 2 weeks after both field visits - 25%) Ungraded requirements first aid certificate, satisfactory completion of clinical experience requirements
Field Reports
The Field Reports will describe the speech pathology clinic you attended on your observation visit. Your field reports should include the following:
- description of the clinic
- setting/environment
- roles/responsibilities of the speech pathologist
- other professionals working in the clinic, especially those involved with speech pathology
- description and discussion of an observed session (treatment or assessment)
  - relevant background information
  - clinical procedures and rationale
  - outcomes
- description of one standardised assessment test routinely used by the speech pathologist in the clinic. (If you do not observe an assessment session it will be your responsibility to discuss a potential assessment tool with the speech pathologist.)
  - content of test
  - purpose
  - limitations

Both 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 750 words maximum. Each report will be marked out of 12.5 in line with the following criteria:

1. Writing to meet professional requirements (ie objective and value free) 2.5
2. Description of:
   - assessment/treatment 5
   - clinical procedures
   - setting of service delivery
3. Description of one standardised speech or language assessment tool 5

**TOTAL 12.5**

**Note:**
1. Report must preserve client confidentiality. No identifying information about clients to be included. Breach of confidentiality will result in failure on the assignment.
2. 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).

Other: (please specify) | 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 Speech Pathology Administrative Officer, Ground Floor, General Purpose Building: By Friday Week 14 Semester 2.

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.