SPTH2210 Speech Pathology in Education & Community Settings 1

Course Co-ordinator: Dr Bernice Mathisen
Room: GP1.17
Ph: 4921 7352
Fax: 4921 7386
Email: Bernice.Mathisen@newcastle.edu.au
Consultation hours: By Appointment

Lecturer: Geralidine Krynda
Room: GPG
Contact Information: TBA

Course Overview

Semester: Semester 2 - 2006
Unit Weighting: 10
Teaching Methods:
Lecture
Practical
Tutorial

Brief Course Description
Focuses primarily on communication disorders typically seen within community health and education settings. Developmental language disorders in children are dealt with at an advanced level for both assessment and treatment. Audiological assessment and diagnosis of hearing and the implications for communication of hearing impairment in children and adults are also studied.

Contact Hours
Lecture for 5 Hours per Week for the Full Term
Practical work (audiometry worksheet) to be undertaken at additional times as per schedule to be advised.

Learning Materials/Texts
See information 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
Students will be able to:
1. Demonstrate awareness of etiological factors involved in language impairment in children, and in hearing impairment.
2. Administer comprehensive language assessments, and audiometric screening procedures.
3. Analyse and interpret findings with regard to knowledge of normal language development and hearing function.
4. Identify further information and referral requirements.
5. Develop comprehensive and detailed plans for language intervention.
6. Report on findings and make recommendations for future management.

Course Content
Child language disorders - Advanced
Specific Language Impairment/LLD/ASD
Assessment and intervention for the school-aged child
Adolescent language disorder
Discourse approaches to assessment and intervention

Hearing - Diagnosis and assessment
Physiology of hearing and physics of sound
Pure tone and speech audiometry
Other audiological methods
Hearing impairment in children and adults

Assessment Items

<table>
<thead>
<tr>
<th>Examination:</th>
<th>One class test - half hour - 15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>Take home assignment 1,000 words - 20%</td>
</tr>
<tr>
<td>Examination:</td>
<td>Examination - two hours - 40%</td>
</tr>
<tr>
<td>Formal</td>
<td></td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Ungraded requirements - Completion of audiometry worksheet</td>
</tr>
<tr>
<td>Presentations - Group</td>
<td>Debate 30 minutes 25%</td>
</tr>
</tbody>
</table>

Assumed Knowledge
SPTH1110; LING3350

Callaghan Campus Timetable
SPTH2210
SPEECH IN EDUCATION & COMMUNITY SET I
Enquiries: School of Humanities and Social Science
Semester 2 - 2006
Lecture and Lecture Wednesday 9:00 - 11:00 [V10]
and Wednesday 13:00 - 16:00 [SRLT2]

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.
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.


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](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 - Completion of audiometry worksheet

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.

Students will be allocated to laboratory (‘tutorial’) times by the lecturer, which will enable students to complete the audiometry worksheet. Students are required to attend these laboratory times, as additional times are not available.
Online Tutorial Registration:
Students are required to enrol in the Lecture I time for this course via the Online Registration system:
β http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm
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:
β 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.
β Word length: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
β Proof read your work because spelling, grammatical and referencing mistakes will be penalised.
β Staple the pages of your assignment together (do not use pins or paper clips).
β University coversheet: All assignments must be submitted with the University coversheet: http://www.newcastle.edu.au/school/hss/studentguide/index.html

β 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.
β 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.
β 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 | Take home assignment 1,000 words - 20% |

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: www.newcastle.edu.au/policy/academic/adm_prog/procedures_appeals_finalresult.pdf

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 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: Infoskills: www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

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: http://www.newcastle.edu.au/currentstudents/index.html
Relationship of course objectives to CBOS

<table>
<thead>
<tr>
<th>Subject Objectives</th>
<th>Clinical Skills</th>
<th>CBOS * Unit/Element</th>
<th>Range Indicator</th>
<th>Empirical/Analysis Skills</th>
<th>Interpretive/Synthesis Skills</th>
<th>Critical Thinking Skills</th>
<th>Communication Skills</th>
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<td>Clinical Skills</td>
<td>Range Indicator</td>
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<td>Clinical Skills</td>
<td>Range Indicator</td>
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<td>2.4 child language &amp; hearing</td>
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</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Obj 1 Causes</th>
<th>Obj2 Ass't</th>
<th>Obj3 Interpret</th>
<th>Obj4 Refer</th>
<th>Obj5 Intervene</th>
<th>Obj6 Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Class test</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2 Take home</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3 Exam</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Debate</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Worksheet</td>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>
Advanced Child Language Disorders
Lecturer: Dr Bernice Mathisen
Room: GP1.17
Ph: 4921 7352
Fax: 4921 7386
Email: Bernice.Mathisen@newcastle.edu.au
Consultation hours: By Appointment

Timetable

<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>July 17</td>
<td>Introduction to language in children with complex communication needs</td>
</tr>
<tr>
<td>2</td>
<td>July 24</td>
<td>Language in children with complex communication needs cont’d Language development in school aged population (1)</td>
</tr>
<tr>
<td>3</td>
<td>July 31</td>
<td>Models of assessment and analysis includes formal assessment tools, situated language assessment, dynamic assessment and discourse analysis</td>
</tr>
<tr>
<td>4</td>
<td>August 7</td>
<td>No lecture</td>
</tr>
<tr>
<td>5</td>
<td>August 14</td>
<td>Issues surrounding standardized assessment: Katherine Proudfoot</td>
</tr>
<tr>
<td>6</td>
<td>August 21</td>
<td>Assessment and intervention in phonological awareness/literacy</td>
</tr>
<tr>
<td>7</td>
<td>August 28</td>
<td>Models of language intervention for school-aged children with language disorder (1)</td>
</tr>
<tr>
<td>8</td>
<td>September 4</td>
<td>Models of language intervention for school-aged children with language disorder (2)</td>
</tr>
<tr>
<td>9</td>
<td>September 11</td>
<td>Language and learning in ADHD.</td>
</tr>
<tr>
<td>10</td>
<td>September 18</td>
<td>Language in Autism Spectrum Disorder (ASD) and related disorders</td>
</tr>
<tr>
<td>11</td>
<td>September 25</td>
<td>Language in Children with Mental Health Problems</td>
</tr>
</tbody>
</table>

Mid-Semester Recess: Monday 2 October - Friday 14 October

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>October 16</td>
<td>Language assessment and intervention with Aboriginal children.</td>
</tr>
<tr>
<td>13</td>
<td>October 23</td>
<td>Course Review</td>
</tr>
<tr>
<td>14</td>
<td>October 30</td>
<td>No lecture</td>
</tr>
</tbody>
</table>

Examination period: Monday 6 November - Friday 24 November

Required Texts (Some available on Short Loan)


Recommended Reading

Books: (Those with asterisks are available on Short Loan)


Journals
Advances in Speech Language Pathology
American Journal of Speech-Language Pathology
Child Language Teaching & Therapy
Clinical Linguistics and Phonetics
Journal of Speech, Language and Hearing Research
Journal of Communication Disorders
Language Speech and Hearing Services in Schools
Seminars in Speech and Language
Topics in Language Disorders
Readings for Specific Topics
(Specific readings are available for View/print on NEWCAT. NB Where the whole issue of a journal is cited, this can be accessed in the serial section in either Auchmuty or Huxley Libraries)

♦ Aboriginal English

♦ ADHD

♦ Adolescent

♦ Autism Spectrum and related Disorders

♦ Children with complex communication needs

♦ Diagnostic issues
American Journal of Speech-Language Pathology, 11(1), 77-91.


♦ Literacy, language in curriculum


A lead article in a clinical forum – the whole of the forum is useful reading.

K-6 English Curriculum. Board of Studies, NSW.


♦ Models of language assessment and analysis


♦ Morpho-syntactic issues


♦ Narrative and other discourse types


♦ Prognostic factors/Outcomes

♦ Psycho-social issues


♦ Selective mutism


Word-finding/lexical issues


Hearing - Diagnosis and Assessment

Lectures
Wednesday 9-11.00am V10

Tutorials
Wednesdays 11.00-13.00 Wks 7 onwards
Hearing Clinic lab

Lecturer
Gerri Krydna
Email: krydna@aapt.net

Timetable (Subject to confirmation by lecturer)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Air and bone conduction masking. Introduction to decibels.</td>
</tr>
<tr>
<td>3</td>
<td>Pure tone audiometry</td>
</tr>
<tr>
<td>4</td>
<td>Pure tone audiometry.</td>
</tr>
<tr>
<td>5</td>
<td>Tympanometry and acoustic reflex testing. Masking continued plus</td>
</tr>
<tr>
<td>6</td>
<td>Tympanometry.</td>
</tr>
<tr>
<td>7</td>
<td>Tympanometry. Speech audiometry</td>
</tr>
<tr>
<td>9</td>
<td>Hearing impairment in adults</td>
</tr>
<tr>
<td>10</td>
<td>Special audiological techniques in testing children and examining retro-cochlear pathology.</td>
</tr>
<tr>
<td>11</td>
<td>Hearing impairment in children and otitis media</td>
</tr>
<tr>
<td>13</td>
<td>Speech Audiometry.</td>
</tr>
<tr>
<td>14</td>
<td>Speech Audiometry.</td>
</tr>
</tbody>
</table>

Required Texts


Recommended Reading


Readings for Specific Topics (In Short Loans in Auchmuty Library)

♦ Pure tone audiometry - air and bone conduction


The CD can be obtained from Alison Farrar and used with either the portable stereo in the video room or the computer in room GPG11.

♦ Properties of sound

http://www.phys.unsw.edu.au/music/basics.html

♦ Impedance audiometry


♦ Speech Audiometry


♦ Hearing Loss in Adults and Children


♦ Otitis Media


♦ Testing the hearing of children


Description of Assessment Tasks

**SPTH2210 - Quiz (hearing) - (1/2hr) -15% - in class time (week to be advised by lecturer in Week 3).**

This half hour quiz will assess understanding of the anatomy and physiology of hearing, the assessment of hearing using pure tone audiometry and knowledge of the physical characteristics of sound.

**SPTH2210 - Child Language Take Home Assignment**: Total 20% = 1,000 words (excluding references and appendices)

This assignment is based on the case of a child with a developmental language disorder. Biographical and testing information and samples of discourse will be provided. The student will be asked firstly to analyse these samples, then to interpret the findings, and make clinical decisions about management. The assignment will be marked according to the following criteria:

- Data analysis: 10
- Data interpretation: 5
- Recommendations for therapy: 3
- Overall writing coherence, succinctness, referencing: 2

**TOTAL**: 20

**SPTH2210 - Debate (hearing) - 25%**. Week to be advised by lecturer in Week 3.

**SPTH2210 - Exam (child language 30% & hearing 10%) - (3 hr - 40%).** Held in examination period.

Other: (please specify)  

Ungraded requirements - Completion of audiometry worksheet (tutorial schedule allows for 3 opportunities to complete the three sections of this worksheet)