SPTH2220 - Speech Pathology in Education & Community Settings 2
Course Outline

Course Coordinator: Dr Liz Spencer
Phone: 4921 5159
Email: Elizabeth.Spencer@newcastle.edu.au
Semester: Semester 1 - 2006
Unit Weighting: 10
Teaching Methods: Lecture and Tutorial

Brief Course Description
Focuses primarily on communication disorders typically seen within community health and education settings. Developmental speech disorders are dealt with at an advanced level for both assessment and treatment. Communication problems associated with cleft palate and with cerebral palsy are also covered. The assessment and treatment of stuttering in both children and adults are studied.

Contact Hours
The information on the University website is currently being updated. Please see section B below for specific contact hours information.

Learning Materials/Texts
See Section B below.

Course Objectives
Students will be able to:
1. Demonstrate awareness of etiological factors involved in impairments of speech and fluency.
2. Administer comprehensive speech and fluency assessments.
3. Analyse and interpret findings with regard to knowledge of normal speech and fluency development.
4. Identify further information and referral requirements.
5. Develop comprehensive and detailed plans for speech and fluency intervention.
6. Report on findings and make recommendations for future management.

Course Outline Issued and Correct as at Week 1, Semester 1, 2006
CTS Download 30 January 2006
Course Content
Child Speech Disorder at the complex phonological level:
   Computerised Profiling (CP) Version 9.6 and (PACS)
   Outcome Measures: AUSTOMS
Childhood Apraxia of Speech (CAS)
Cultural diversity/Bilingualism/Accent Modification

Craniofacial Anomalies Course, including cleft lip/palate

Cerebral Palsy Course

Stuttering
Description and measurement
Causes, courses, and influences
Intervention for early stuttering
Intervention for advanced stuttering

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Take home assignment - 1000 words Child speech analysis task 20% Week 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Take home assignment - 2,000 words Child case study - speech 30% Week 14</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>Take home assignment - 1500 words - 25% Week 10</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Viva examination - 30 minutes - 25% Week 13-14</td>
</tr>
</tbody>
</table>

Assumed Knowledge
SPTH1120, LING3340

Callaghan Campus Timetable

The information on the University website is currently being updated. See Section B below for specific lecture and tutorial schedules.

Plagiarism

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

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

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.
For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


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

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

**Written Assessment Items**

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

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

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

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

- For semester 1 courses: 31 March 2006
- For semester 2 courses: 31 August 2006
- For Trimester 1 courses: 18 February 2006
- For Trimester 2 courses: 10 June 2006
Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/change-enrol.html

Contact Details

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

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

Various services are offered by the University Student Support Unit:


Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards


Web Address for Rules Governing Postgraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

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.

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: www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf
- **Assignments are to be deposited in the relevant discipline assignment box:**
Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127

Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

Keep a copy of all assignments: All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website. See Section B below for details of assessments and marking criteria.

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

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

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

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.

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


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

Preferred Referencing Style
In this course, it is recommended 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**

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 Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

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

Section B Specific course information

Relationship of course objectives with 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></td>
<td>CBOS * Unit/Element</td>
<td>Range Indicator</td>
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<td></td>
<td></td>
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<tr>
<td>1 Causes</td>
<td>1.1, 1.2</td>
<td>Speech Fluency</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>2 Ass’t</td>
<td>1</td>
<td>Speech Fluency</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3 Interpret</td>
<td>2, 5.7</td>
<td>Speech Fluency</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Refer</td>
<td>2, 5.4</td>
<td>Speech Fluency</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5 Intervene</td>
<td>3, 4, 5.4</td>
<td>Speech Fluency</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Report</td>
<td>2.4</td>
<td>Speech Fluency</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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

The assessment of this course 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 Exam</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Ass’t1</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3 Viva</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Ass’t2</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Learning Activities</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Speech Disorders (Advanced)

Lecturer: Dr Bernice Mathisen  
Room: GP1.17  
Phone: (02) 4921 7352  
Fax: (02) 4921 7386  
Email: Bernice.Mathisen@newcastle.edu.au  
Availability: By appointment

Learning Materials/Texts


<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>February 20</td>
<td>Complex Child Phonological Disorder/CP Version 9.6 and PACS</td>
</tr>
<tr>
<td>2</td>
<td>February 27</td>
<td>Childhood Apraxia of Speech (CAS)/Cultural Diversity</td>
</tr>
<tr>
<td>3</td>
<td>March 6</td>
<td>Introduction to Craniofacial Course</td>
</tr>
<tr>
<td>4</td>
<td>March 13</td>
<td>No lecture</td>
</tr>
<tr>
<td>5</td>
<td>March 20</td>
<td>Role of the geneticist/ Role of the orthodontist in craniofacial team</td>
</tr>
<tr>
<td></td>
<td>*Fri March 24: 12-2pm</td>
<td>Surgical management-primary and secondary repair</td>
</tr>
<tr>
<td>6</td>
<td>March 27</td>
<td>No lecture</td>
</tr>
<tr>
<td>7</td>
<td>April 3</td>
<td>Subjective/objective assessment/VPI and intervention strategies</td>
</tr>
<tr>
<td>8</td>
<td>April 10</td>
<td>Introduction to Cerebral Palsy/The Neurological Exam/Epilepsy</td>
</tr>
</tbody>
</table>

*Note: Good Friday Holiday*

**Mid-Semester Recess: Friday 14 April – Friday 28 April**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>May 1</td>
<td>Physical management</td>
</tr>
<tr>
<td>10</td>
<td>May 8</td>
<td>Infancy and Early Intervention/School aged child</td>
</tr>
<tr>
<td>11</td>
<td>May 15</td>
<td>Treatment Options/NDT/CE, Si and others</td>
</tr>
<tr>
<td>12</td>
<td>May 22</td>
<td>No lecture-Speech Pathology Australia Conference</td>
</tr>
<tr>
<td>13</td>
<td>May 29</td>
<td>Oral Hygiene/Intra-Oral Appliances/Saliva Management</td>
</tr>
<tr>
<td>14</td>
<td>June 5</td>
<td>Ageing and Mental Health Issues</td>
</tr>
</tbody>
</table>

**Queen’s Birthday Public Holiday: Monday 12 June**

**Examination period: Tuesday 13 June – Friday 30 June**

**Please note that in Week 5, there are 2 SPTH2220 lectures in the week-one at the normal time and one additional one on the Surgical management of CLP-Primary and secondary repair by Dr Catherine Borer, Plastic Surgeon at Kaleidescope/J HCH. The venue for this lecture TBA.**
Clinical Management of Stuttering

Lecturer: Dr Liz Spencer  
Room: GP1.16  
Phone: (02) 4921 5159  
Fax: (02) 4921 7386  
Email: Elizabeth.Spencer@newcastle.edu.au  
Availability: By appointment

**Course description**  
The nature of stuttering and other disorders of fluency are discussed with reference to the competing theories in the field as to etiology and definition/description. Assessment and treatment of stuttering and related disorders are presented, with particular emphasis on behavioural management and evidence based practice. Areas of current debate and research in the field are highlighted, for example measurement of stuttering, linguistic influences, psychosocial aspects.

**Rooms**  
Monday 12pm-1pm V107  
Monday 3pm-5pm MC132

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture</td>
</tr>
</tbody>
</table>
| 20 Feb | Introduction  
Description of stuttering  
Basic epidemiology of stuttering  
Definitions of Stuttering  
Clinical Measurement |
| 2    | Tutorial |
| 27 Feb | PBL activities  
Clinical Measurement Practicum |
| 3    | Lecture |
| 6 March | Theories of cause and nature of stuttering  
Stages in treatment of stuttering |
| 4    | Tutorial |
| 13 March | Clinical measurement |
| 5    | Lecture |
| 20 March | Treatment of Preschool-age Children (2-6 years)  
The Lidcombe Program  
Efficacy/Outcome Research  
Treatment process research |
| 6    | Clinical Examination |
| 27 March | Online assessment task during class time |
| 7    | Lecture |
| 3 April | Treatment process research  
PBL Activities |
| 8    | Tutorial |
| 10 April | The Lidcombe Program – Clinical observation and PBL activities |

**Mid-Semester Recess:** Friday 14 April - Friday 28 April

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Lecture</td>
</tr>
</tbody>
</table>
| 1 May | Treatment of Adults (18 years+)  
Early therapies  
Prolonged speech  
Efficacy/outcome research  
Treatment process research  
Adult treatments being developed  
Role of community education/self help groups |
| 10   | Tutorial |
| 8 May | Practicum: Treatment of Adults (18 years+)  
Teaching prolonged speech |
| 11   | Lecture |
| 15 May | Treatment of school-age children (7-12 years)  
The Lidcombe Program  
Prolonged speech and EMG Feedback |
Speech motor training  
Extended length of utterance (ELU)  
Other therapies

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 May</td>
<td>Tutorial</td>
<td>PBL activities: treatment school-age children</td>
</tr>
<tr>
<td>13 May</td>
<td>Lecture</td>
<td>Treatment of Adolescents (13-17 years)</td>
</tr>
<tr>
<td>13 May</td>
<td>Lecture</td>
<td>Adolescents</td>
</tr>
<tr>
<td>13 May</td>
<td>Lecture</td>
<td>Treatments being developed</td>
</tr>
<tr>
<td>13 May</td>
<td>Lecture</td>
<td>Related disorders of fluency</td>
</tr>
<tr>
<td>13 May</td>
<td>Lecture</td>
<td>Acquired neurological stuttering</td>
</tr>
<tr>
<td>13 May</td>
<td>Lecture</td>
<td>Cluttering</td>
</tr>
<tr>
<td>14 June</td>
<td>Viva Examination</td>
<td>Individual time allocated during class time</td>
</tr>
<tr>
<td>14 June</td>
<td>Viva Examination</td>
<td>Individual time allocated during class time</td>
</tr>
</tbody>
</table>

Recommended Texts


Recommended Reading


Required Reading


Serials: Journal of Fluency Disorders Journal of Speech, Language and Hearing Research
Assessment

Description of Assessment Tasks

1. Stuttering - Clinical Examination

SPTH2220 Stuttering Clinical Examination (25%): To be conducted in allocated lecture/tutorial time in Week 6 – in V107/MC132. (1 hr exam). This is an open-book examination. Students will be required to hand in their description & measures of stuttering at the time of the exam in Week 6. They will have until 5pm, Friday 12 May 2006 – (wk10) to hand in the take-home part of the exam paper.

Submit in the first instance electronically through Turnitin (see information at end of this course outline), and attach the Turnitin receipt to the hard copy of the assignment, which should be submitted in the Speech Pathology Assignment Box, with School of Language & Media coversheet, at School office, 1st floor, McMullen Building.

Students will observe a series of recording of children who have been referred for stuttering. Students will be asked to describe and measure the nature and severity of stuttering in each child. Students will also be required to provide answers to questions frequently posed by parents of children who stutter regarding etiology and prognosis. Students will be asked to describe the approach to therapy which they would recommend for one of the children, providing a rationale for their choice and outlining the evidence base for the approach.

Criteria for marking:
Part 1
Accuracy of description 5
Appropriate selection and use of measures 5

Part 2
Theoretical soundness of information provided 5
Provision of support from available research 5
Clarity/coherence of discussion 5

Total 25

2. Speech Disorders - Take Home Assignment 1

SPTH2220 Speech Take-Home Assignment 1 (1000 words) -20%. Due Week 8 Wednesday April 12 at 5.00pm – Child speech assessment (20% of SPTH2220) – An assignment will be given on Week 3 with a videotape and/or audio segment of a client with speech delay or disorder. All information regarding the client will be given to the student to enable them to answer the questions given, which will focus on assessment issues. You are expected to utilise computer analyses available in the clinic-CASALA or PROPH.

Submit in the first instance electronically through Turnitin (see information at the end of this course outline) and attach the Turnitin receipt to the hard copy of the assignment which should be submitted in the Speech Pathology Assignment Box, with the School of Language and Media coversheet at the School office 1st Floor, McMullen Building.

3. Speech Disorders - Take Home Assignment 2

SPTH2220 Speech Disorders Take-home Assignment 2– (2,000 words) (30%) Due Week 13, Wednesday May 31 at 5.00pm. An assignment will be given on Week 8 which may include any aspect of speech disorders management in children, including instrumental evaluation or complex communication problems as in cerebral palsy or craniofacial anomaly.
Submit in the first instance electronically through Turnitin (see information at the end of this course outline) and attach the Turnitin receipt to the hard copy of the assignment which should be submitted in the Speech Pathology Assignment Box, with the School of Language and Media coversheet at the School office 1st Floor, McMullin Building.

4. Stuttering - Viva examination

SPTH2220 Stuttering viva examination (25%): Held Wednesday of Week 14 & 15 in class time (individual times as allocated) – 5th June and 12th June, 2006, in clinic rooms, ground floor GP building – 10 minutes. This is NOT an open-book examination.

Students will view a 10-min video of an adolescent/adult who stutters. They will then be asked a series of questions regarding the management of stuttering which would commonly be asked by adolescents/adults who stutter. Students can expect to be asked to demonstrate their ability to model an altered speech pattern designed to control stuttering, and to discuss how such treatment approaches may be implemented.

Criteria for marking:

| Theoretical soundness of information provided | 5 |
| Relevance of information provided to clinical management | 5 |
| Able to model the key features of an altered speech pattern | 5 |
| Able to discuss alternative approaches to intervention | 5 |
| Able to convey information in manner suitable for general public | 5 |

Total 25

Summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Weighting</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examination - 1 hr (1,500 equiv.)</td>
<td>Stuttering - on-line assessment task from recording of child case</td>
<td>25%</td>
<td>S1, W6 * Submit Part B to Turnitin</td>
</tr>
<tr>
<td>2. Take home assignment - 1,000 words</td>
<td>Child speech analysis task</td>
<td>20%</td>
<td>S1, W8 * Submit to Turnitin</td>
</tr>
<tr>
<td>3. Take home assignment - 2,000 words</td>
<td>Child case study - intervention</td>
<td>30%</td>
<td>S1, W13 * Submit to Turnitin</td>
</tr>
<tr>
<td>4. Viva examination - 10 minutes</td>
<td>Stuttering - questions re management of adult stuttering</td>
<td>25%</td>
<td>S1, W14</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>
<th>Lecturer responsible for Course</th>
<th>Institution/Location of experience</th>
<th>Nature of experience</th>
<th>Date(s)</th>
<th>Attendance confirmed by location supervisor (supervisor’s signature)</th>
</tr>
</thead>
</table>

Student Name: (print) ________________________
Student Uni ID number: ________________________

..................................................
Student's signature

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