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

Course Co-ordinator: Dr Sally Hewat
Room:     GPG.28
Ph:       4921 5159
Fax:     4921 7386
Email:  Sally.Hewat@newcastle.edu.au
Consultation hours:   Monday 11-2 or by appointment

Semester  Semester 1 - 2008
Unit Weighting  10
Teaching Methods  Lecture
                 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 are also covered. The assessment and treatment of stuttering in both children and adults are studied.

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

(Notes: 2 x 2 HOUR LECTURES FOR FULL TERM
4 X 1 HOUR TUTORIAL - A third of the group will attend a tutorial for 1 hour every three weeks;ie each student attends 4 X 1 hour tutorials)
Learning Materials/Texts


Tunbridge, N., ( ) *The stutterer’s survival guide*. Addison Wesley

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 Content
Child speech disorders - Advanced
Disorder at phonological level
Developmental Verbal Dyspraxia
Special populations
Cranio-facial anomalies, including cleft lip/palate

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

Assumed Knowledge
SPTH1120, LING3340
## Callaghan Campus Timetable

**SPTH2220**  
**SPEECH IN EDUCATION & COMMUNITY SET II**  
Enquiries: School of Humanities and Social Science  
Semester 1 - 2008

<table>
<thead>
<tr>
<th>Time</th>
<th>Days</th>
<th>Days</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 - 12:00</td>
<td>Wednesday</td>
<td>Wks 1, 3, 5, 7, 9, 11 &amp; 13 only</td>
<td>[V07]</td>
</tr>
<tr>
<td>14:00 - 16:00</td>
<td>Wednesday</td>
<td>Wks 2, 4, 6, 8, 10, 12 only</td>
<td>[V07]</td>
</tr>
<tr>
<td>14:00 - 15:00</td>
<td>Wednesday</td>
<td>Wks 2, 4, 6, 8, 10, 12 only</td>
<td>[V10]</td>
</tr>
<tr>
<td>15:00 - 16:00</td>
<td>Wednesday</td>
<td>Wks 2, 4, 6, 8, 10, 12 only</td>
<td>[V07]</td>
</tr>
<tr>
<td>13:00 - 14:00</td>
<td>Wednesday</td>
<td>Wks 2, 4, 6, 8, 10, 12 only</td>
<td>[V109]</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 -


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

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

### Written Assessment Items

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

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**
Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

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

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

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

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

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due 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 received in the Student Hub no later than ten working days prior the first date of the examination period

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

**Changing your Enrolment**

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

For semester 1 courses: 31 March 2008

For semester 2 courses: 31 August 2008

For Trimester 1 courses: 18 February 2008

For Trimester 2 courses: 9 June 2008

For Trimester 3 courses: 22 September 2008

For Trimester 1 Singapore courses: 3 February 2008

For Trimester 2 Singapore courses: 25 May 2008


Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.
Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

Faculty Information

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

The four Student Hubs are located at:

Callaghan campus

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

City Precinct

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

Ourimbah campus

• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law


Faculty of Education and Arts

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

Faculty of Engineering and Built Environment

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

Faculty of Health

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

Faculty of Science and Information Technology

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

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Various services are offered by the University Student Support Unit: http://www.newcastle.edu.au/study/studentsupport/index.html

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.


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

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End of CTS Entry --------------------------------------------------
Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**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/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any 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:

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.
| Essays / Written Assignments | Take home assignment - 1000 words  
Child speech analysis task 20%  
Week 8 |
|-------------------------------|---------------------------------------------------------|
| Essays / Written Assignments | Take home assignment – Stuttering - 1500 words - 25%  
Week 10 |
| Essays / Written Assignments | Take home assignment - 2,000 words Child case study - speech 30%  
Week 14 |

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

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

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

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

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,  
   a) whether there was a single marker, or  
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or  
2. an alternate internal marker; or  
3. an alternate external marker (usually as a consequence of a grievance procedure).
Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

Further detail on this University policy can be found at:

Return of Assignments
- Students can collect assignments from the Student Hub located at: Level 3, Shortland Union, Callaghan, during office hours.

Students will be informed during class the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
In this course, it is required that you use the use APA referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

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

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

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

#### Relationship of Course Objectives to Graduate Attributes, Professional & Occupational Competencies

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>University of Newcastle Graduate Attributes(^1)</th>
<th>Occupational Competencies(^2)</th>
<th>Generic Professional Competencies(^3) (COMPASS (^{TM}) Unit, Element)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Responsiveness</td>
<td>Professionalism</td>
<td>Scholarship</td>
</tr>
<tr>
<td>Clinical populations</td>
<td>CBOS Unit, Element</td>
<td>Reasoning</td>
<td>Lifelong Learning</td>
</tr>
<tr>
<td>1 Demonstrate awareness of etiological factors involved in impairments of speech and fluency.</td>
<td>Speech, Fluency</td>
<td>1.1, 1.2</td>
<td>GPC 1.1</td>
</tr>
<tr>
<td>2 Administer speech and fluency assessments</td>
<td>Fluency</td>
<td>1.3</td>
<td>GPC 4.2</td>
</tr>
<tr>
<td>3 Analyse and interpret findings with regard to knowledge of normal speech and fluency development</td>
<td>Speech, Fluency</td>
<td>2.1, 2.2, 2.3, 5.7</td>
<td>GPC 1.1</td>
</tr>
<tr>
<td>4 Identify further information and referral requirements</td>
<td>Speech, Fluency</td>
<td>2.2, 3.2</td>
<td>GPC 1.1</td>
</tr>
<tr>
<td>5 Develop plans for speech and fluency intervention</td>
<td>Speech, Fluency</td>
<td>3.1, 3.5, 3.6</td>
<td>GPC 1.1</td>
</tr>
<tr>
<td>6 Report &amp; recommendations</td>
<td>Speech, Fluency</td>
<td>2.4, 3.7</td>
<td>GPC 4.5</td>
</tr>
</tbody>
</table>

\(^1\) 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)  
\(^3\) COMPASS\(^{TM}\): Competency Assessment in Speech Pathology. Melbourne: Speech Pathology Australia (2006)
Advanced Speech Disorders
Lecture 10-12am Wednesday

Lecture Timetable (preliminary – pending guest speaker confirmation)

<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>Course Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differential Diagnostics: Detecting Phonological Disorder Joanne Walters</td>
</tr>
<tr>
<td>2</td>
<td>February 27</td>
<td>Childhood Apraxia of Speech (CAS): Assessment Joanne Walters</td>
</tr>
<tr>
<td>3</td>
<td>March 5</td>
<td>Childhood Apraxia of Speech (CAS): Treatment Joanne Walters</td>
</tr>
<tr>
<td>4</td>
<td>March 12</td>
<td>Cultural Diversity/Intelligibility enhancement Craniofacial Anomaly including CLP: Introduction &amp; Overview</td>
</tr>
<tr>
<td>5</td>
<td>March 19</td>
<td>Perceptual &amp; Instrumental Assessment/Treatment Guest Lecturer (tbc) David Fitzsimmons Westmead Children’s Hospital</td>
</tr>
<tr>
<td>6</td>
<td>March 26</td>
<td>Surgical management of CLP Guest Lecturer (tbc)</td>
</tr>
<tr>
<td>7</td>
<td>April 2</td>
<td>Genetics and Craniofacial Anomaly Guest Lecturer Associate Professor Matthew Edwards Director Hunter Genetics</td>
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<tr>
<td>8</td>
<td>April 9</td>
<td>Ear Disease: The SWISH test and Craniofacial Anomaly Guest Lecturer (tbc)</td>
</tr>
</tbody>
</table>

Take-home Assignment 1 Due Friday 11th April
Mid-Semester Recess: Monday 14 April to Friday 25 April 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Guest Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>April 30</td>
<td>Dental and Orthodontic Management of</td>
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<tr>
<td></td>
<td></td>
<td>Craniofacial Anomaly</td>
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<td></td>
<td></td>
<td>Guest Lecturer</td>
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<td></td>
<td></td>
<td>Dr Aziz Sahu-Khan</td>
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<td></td>
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<td>JHCH Cleft Palate Clinic</td>
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<tr>
<td>10</td>
<td>May 7</td>
<td>Velo Pharyngeal Incompetence (VPI)</td>
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<td>11</td>
<td>May 14</td>
<td>Tongue Tie and Oral Surgical</td>
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<td></td>
<td></td>
<td>Intervention</td>
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<tr>
<td>12</td>
<td>May 21</td>
<td>Emotional, Psychological and</td>
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<tr>
<td></td>
<td></td>
<td>Educational Issues</td>
</tr>
<tr>
<td>13</td>
<td>May 28</td>
<td>SPAA/NZ Conference</td>
</tr>
<tr>
<td>14</td>
<td>June 4</td>
<td>No lecture</td>
</tr>
</tbody>
</table>

Take-home Assignment 2 Due Friday 6th June

Examination period: Tuesday 10 June to Friday 27 June 2008

Recommended Texts


Clinical Management of Stuttering

Course description

The nature of stuttering and other disorders of fluency are discussed with reference to the competing theories in the field as to aetiology 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, and psychosocial aspects.

Lecture/Tutorial 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>February 20</td>
<td>Wednesday 2-4 Lecture</td>
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<tr>
<td></td>
<td></td>
<td>Wednesday 4-5 Tutorial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Overview</td>
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<tr>
<td></td>
<td></td>
<td>Definitions of Stuttering</td>
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<tr>
<td></td>
<td></td>
<td>Description of stuttering</td>
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<tr>
<td></td>
<td></td>
<td>Clinical Measurement A</td>
</tr>
<tr>
<td>2</td>
<td>February 27</td>
<td>Group 1 Practicum: Clinical Measurement</td>
</tr>
<tr>
<td>3</td>
<td>March 5</td>
<td>Group 2 Practicum: Clinical Measurement</td>
</tr>
<tr>
<td>4</td>
<td>March 12</td>
<td>Group 3 Practicum: Clinical Measurement</td>
</tr>
<tr>
<td>5</td>
<td>March 19</td>
<td>Group 1 The Lidcombe Program</td>
</tr>
<tr>
<td>6</td>
<td>March 26</td>
<td>Group 2 The Lidcombe Program</td>
</tr>
<tr>
<td>7</td>
<td>April 2</td>
<td>Group 3 The Lidcombe Program</td>
</tr>
<tr>
<td>8</td>
<td>April 23</td>
<td>Group 1 Practicum: Speech restructuring</td>
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<tr>
<td></td>
<td></td>
<td>Group 2 Practicum: Speech restructuring</td>
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<tr>
<td></td>
<td></td>
<td>Treatment of Preschool-age Children (2-6 years)</td>
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<tr>
<td></td>
<td></td>
<td>Epidemiology of stuttering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theories of cause and nature of stuttering</td>
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<td></td>
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<td>Treatment selection</td>
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<td></td>
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<td>Evidence based practice</td>
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<td>Treatment of Adults (18 years+)</td>
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<td></td>
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<td>Role of community education</td>
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<tr>
<td></td>
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<td>Self help groups</td>
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<td></td>
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<td>Treatment of School-age Children (6-12 years)</td>
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<td></td>
<td></td>
<td>Treatment of Adolescents (13-17 years)</td>
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<tr>
<td></td>
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<td>Related disorders of fluency</td>
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<td></td>
<td></td>
<td>Including Acquired neurological stuttering and Cluttering</td>
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<td></td>
<td></td>
<td>SPAA/NZ Conference</td>
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<tr>
<td></td>
<td></td>
<td>Mid-Semester Recess: Friday 6 April to Friday 20 April 2007</td>
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<tr>
<td></td>
<td></td>
<td>Take-home assignment due Friday 9th May</td>
</tr>
</tbody>
</table>

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

Take-home assignment due Friday 9th May
Viva Examinations: Date and times to be confirmed

Examination period: Tuesday 12 June to Friday 29 June 2007

Recommended Texts


Additional Reading


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

### Assessment Summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Weighting</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Take home assignment 1 - 1,000 words</td>
<td>Child speech analysis task</td>
<td>20%</td>
<td>S1, W8 * Submit to Turnitin</td>
</tr>
<tr>
<td>2. Examination - 1 hr (1,500 equiv.)</td>
<td>Stuttering – Take Home Assignment from recording of child case</td>
<td>25%</td>
<td>S1, W10 * Submit to Turnitin</td>
</tr>
<tr>
<td>3. Take home assignment 2 - 2,000 words</td>
<td>Child case study - intervention</td>
<td>30%</td>
<td>S1, W14 * Submit to Turnitin</td>
</tr>
<tr>
<td>4. Viva examination - 15 minutes</td>
<td>Stuttering - questions re management of adult stuttering</td>
<td>25%</td>
<td>S1, W14/W15</td>
</tr>
<tr>
<td>5. Ungraded requirement</td>
<td>Newcastle University Stuttering Clinic - 1 Day observation</td>
<td>n/a</td>
<td>Scheduled as clinic visits available during Sem 1 or Sem 2</td>
</tr>
</tbody>
</table>

### Description of Assessment Tasks

1. **Speech Disorders – Take Home Assignment 1**

   *SPTH2220 Speech Take-Home Assignment 1 (1000 words) -20%. Due Week 8 Friday 11th April at 5:00pm – Speech assessment (20% of SPTH2220)*

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

Details of the assignment and criteria for marking will be provided during the lecture in Week 3. The assignment may consist of (1) a videotape and/ or audio sample of a client with a complex speech disorder, (2) any relevant additional information regarding the client and (3)
specific questions related to the case study. The assignment will focus assessment issues related to the case study.

2. Stuttering – Take Home Assignment

**SPTH2220 Stuttering Take Home Assignment (1500 words) - 25%**
Due: 5pm, Friday 9th May 2007 – (wk10)

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

In week 4, students will be provided with a videotape and/ or audio recording of a child who has been referred for stuttering. Students will be asked to describe and measure the nature and severity of the child’s stuttering. Students will be asked to choose a therapy approach for this child. They will be asked to describe the treatment, provide a rationale for their choice and outline the evidence base for the approach.

**Criteria for marking:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy of description</td>
<td>5</td>
</tr>
<tr>
<td>Appropriate selection and use of measures</td>
<td>5</td>
</tr>
<tr>
<td>Theoretical soundness of information provided</td>
<td>5</td>
</tr>
<tr>
<td>Provision of support from available research</td>
<td>5</td>
</tr>
<tr>
<td>Clarity/coherence of discussion</td>
<td>5</td>
</tr>
</tbody>
</table>

Total 25

3. Speech Disorders – Take Home Assignment 2

**SPTH2220 Speech Disorders Take-home Assignment 2– (2,000 words) (30%) Due Week 14, June 6 at 5.00pm.** 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 case history or questions below, and do not include your reference list. However, these should be included in the hard copy paper submission.

Details of the assignment including the criteria for marking will be given during the lecture in Week 8. The assignment may include any aspect of speech disorders management in children, including instrumental evaluation in craniofacial anomaly.

4. Stuttering – Viva examination

**SPTH2220 Stuttering viva examination (25%):** Scheduled Wednesday Week 14 & 15 (individual times as allocated) – 4th June and 11th June 2008, in clinic rooms, ground floor GP building – 15 minutes. This is NOT an open-book examination.

In class students will view a 10-min video sample of an adolescent/adult who stutters. They will then be required to answer a series of questions regarding the management of stuttering which would commonly be asked by adolescents/adults who stutter. Students can expect to demonstrate their ability to model an altered speech pattern designed to control stuttering, and 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

5. Ungraded Additional Clinical Experience

<table>
<thead>
<tr>
<th>University of Newcastle Stuttering Clinic Observation – 1 Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates of visits will be provided during Lecture Week 1 and students are required to sign up for 1 day observation visit. Student must complete (and have signed by CE) the Record of Additional Experience form (attached) and submit to Dr Sally Hewat within one week of completing the visit.</td>
</tr>
</tbody>
</table>

Although the visit is not graded it will contribute to the students overall range of clinical experience and records of the visit should be retained by students until the completion of the degree.
THE UNIVERSITY OF NEWCASTLE

SPEECH PATHOLOGY

Clinical Procedures 3b - Record of Additional Experience

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

Student Name: (print) ________________________

Student Uni ID number: ______________________

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

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