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

Course Co-ordinator: Dr Bernice Mathisen
Room: GPG.18
Ph: 4921 7352
Fax: 4921 7386
Email: Bernice.Mathisen@newcastle.edu.au
Consultation hours: By appointment

Semester 1 - 2009
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
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)

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

CTS Download Date: 5 February, 2009
Learning Materials/Texts


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 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

SPTH2220
SPEECH IN EDUCATION & COMMUNITY SET II
Enquiries: School of Humanities and Social Science
Semester 1 - 2009

<table>
<thead>
<tr>
<th>Event</th>
<th>Day</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Wednesday</td>
<td>10:00 - 12:00</td>
<td>[V07]</td>
</tr>
<tr>
<td>and Lecture</td>
<td>Wednesday</td>
<td>14:00 - 16:00</td>
<td>[V07]</td>
</tr>
<tr>
<td>and Tutorial</td>
<td>Wednesday</td>
<td>13:00 - 14:00</td>
<td>[V109]</td>
</tr>
</tbody>
</table>

WEEKS TO BE ADVISED

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 Student Academic Integrity 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 uses an electronic text matching 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

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

Marks and Grades Released During Term

All marks and grades released during the term, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.
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 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. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

Changing your Enrolment

If students are enrolled after the census dates listed below they are liable for the full cost of their student contribution or fees for that term.

For semester 1 courses: 31 March 2009
For semester 2 courses: 31 August 2009
For Trimester 1 courses: 18 February 2009
For Trimester 2 courses: 9 June 2009
For Trimester 3 courses: 22 September 2009

Singapore Census Dates

School of Humanities & Social Science
For Trimester 1 Singapore courses: 27 January 2009
For Trimester 2 Singapore courses: 26 May 2009
For Trimester 3 Singapore courses: 22 September 2009.

Block Census Dates
Block 1: 16 January 2009
Block 2: 13 March 2009
Block 3: 15 May 2009
Block 4: 10 July 2009
Block 5: 11 September 2009
Block 6: 16 November 2009

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

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

To check or change your enrolment online, 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 studying in Australia.

The four Student Hubs are located at:

Callaghan Campus
• Shortland Hub: Level 3, Shortland Building
• Hunter Hub: Level 2, Student Services Centre

City Precinct
• City Hub and Information Common: Ground Floor, University House

Central Coast Campus (Ourimbah)
• Student Hub: Opposite the Main Cafeteria

For Port Macquarie students, contact your program officer or EnquiryCentre@newcastle.edu.au, phone 4921 5000

For Singapore students, your first point of contact is your PSB Program Executive

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

Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: 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

----------------------------------------------- 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.
<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Take home assignment - 1000 words Child speech analysis task 20% Week 8</th>
</tr>
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<tr>
<td>Essays / Written Assignments</td>
<td>Take home assignment – Stuttering - 1500 words - 25% Week 10</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>Take home assignment - 2,000 words Child case study - speech 30% Week 14</td>
</tr>
</tbody>
</table>

**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 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>University of Newcastle Graduate Attributes¹</th>
<th>Community Responsiveness</th>
<th>Professionalism</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Competencies²</td>
<td>CBOS Unit, Element</td>
<td>Reasoning</td>
<td>Lifelong Learning</td>
</tr>
<tr>
<td>Generic Professional Competencies³</td>
<td>(COMPASS™ Unit, Element)</td>
<td></td>
<td>Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Clinical populations</th>
<th>CBOS Unit, Element</th>
<th>Professionalism</th>
<th>Reasoning</th>
<th>Lifelong Learning</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrate awareness of etiological factors involved in impairments of speech and fluency.</td>
<td>Speech, Fluency</td>
<td>1.1, 1.2</td>
<td></td>
<td>GPC 1.1</td>
<td>GPC 3.2</td>
<td></td>
</tr>
<tr>
<td>2 Administer speech and fluency assessments</td>
<td>Fluency</td>
<td></td>
<td>1.3</td>
<td>GPC 4.2</td>
<td></td>
<td>GPC 2.1</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></td>
<td>2.1, 2.2, 2.3, 5.7</td>
<td></td>
<td>GPC 1.1</td>
<td></td>
</tr>
<tr>
<td>4 Identify further information and referral requirements</td>
<td>Speech, Fluency</td>
<td></td>
<td>2.2, 3.2</td>
<td></td>
<td>GPC 1.1</td>
<td></td>
</tr>
<tr>
<td>5 Develop plans for speech and fluency intervention</td>
<td>Speech, Fluency</td>
<td></td>
<td>3.1, 3.5, 3.6</td>
<td></td>
<td>GPC 1.1</td>
<td></td>
</tr>
<tr>
<td>6 Report &amp; recommendations</td>
<td>Speech, Fluency</td>
<td></td>
<td>2.4, 3.7</td>
<td>GPC 4.5</td>
<td></td>
<td>GPC 2.2</td>
</tr>
</tbody>
</table>

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¹ The University of Newcastle Graduate Attribute Policy (under development May 2007)

² Competency Based Occupational Standards for Speech Pathologists - Entry Level (Revised 2001, Speech Pathology Australia)

³ COMPASS™: Competency Assessment in Speech Pathology, Melbourne: Speech Pathology Australia (2006)
Relationship of course objectives and assessment tasks

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Written Assign 1 Speech (20%)</th>
<th>Written Assign. Stuttering (25%)</th>
<th>Written Assign. 2 Speech (30%)</th>
<th>Viva Exam Stuttering (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrate awareness of etiological factors</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2 Administer comprehensive assessments</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Analyse and interpret findings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4 Identify further information and referral requirements</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5 Develop comprehensive and detailed plans for intervention</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6 Report on findings and recommendations</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Advanced Speech Disorders
Lecture 2.00-4.00pm 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>March 2</td>
<td>Course Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differential Diagnostics: Detecting Phonological Disorder</td>
</tr>
<tr>
<td>2</td>
<td>March 9</td>
<td>Childhood Apraxia of Speech (CAS): Assessment</td>
</tr>
<tr>
<td>3</td>
<td>March 18</td>
<td>Childhood Apraxia of Speech (CAS): Treatment</td>
</tr>
<tr>
<td>4</td>
<td>March 23</td>
<td>Cultural Diversity/Intelligibility enhancement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Craniofacial Anomaly including CLP: Introduction &amp; Overview</td>
</tr>
<tr>
<td>5</td>
<td>March 30</td>
<td>Speech Pathology Perceptual &amp; Instrumental Assessment/Treatment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Lecturer: Jana Carr</td>
</tr>
<tr>
<td>6</td>
<td>April 6</td>
<td>Surgical management of CLP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Lecturer: Dr Catherine Boorer</td>
</tr>
<tr>
<td>7</td>
<td>April 20</td>
<td>Genetics and Craniofacial Anomaly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Lecturer: Fiona McKenzie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hunter Genetics</td>
</tr>
<tr>
<td>8</td>
<td>April 29</td>
<td>Ear disease: assessment &amp; management in CLP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr Rob Eisenberg</td>
</tr>
</tbody>
</table>

School of Humanities & Social Science
9 May 4 Dental and Orthodontic Management of Craniofacial Anomaly
Guest Lecturer
Dr Aziz Sahu-Khan
JHCH Cleft Palate Clinic

10 May 11 Velo-Pharyngeal Incompetence (VPI)

11 May 18 NO LECTURE
SPEECH PATHOLOGY AUSTRALIA CONFERENCE

12 May 25 Tongue Tie and Oral Surgical Intervention

13 June 1 Emotional, Psychological and Educational Issues

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>2 March</td>
<td>Wednesday 10-12 Lecture Sally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday 1-2 Tutorial Sally (V109) Liz (W202)</td>
</tr>
<tr>
<td>2</td>
<td>9 March</td>
<td>Course Overview Definitions of Stuttering Description of stuttering Clinical Measurement A</td>
</tr>
<tr>
<td>3</td>
<td>16 March</td>
<td>Clinical Measurement B Assessment of Stuttering</td>
</tr>
<tr>
<td>4</td>
<td>23 March</td>
<td>Epidemiology of stuttering Theories of cause and nature of stuttering</td>
</tr>
<tr>
<td>5</td>
<td>30 March</td>
<td>Evidence based practice Treatment selection</td>
</tr>
<tr>
<td>6</td>
<td>6 April</td>
<td>Treatment of Preschool-age Children (2-6 years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group 1 Practicum: Clinical Measurement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group 2 Practicum: Clinical Measurement</td>
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<tr>
<td></td>
<td></td>
<td>Group 3 Practicum: Clinical Measurement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group 1 The Lidcombe Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group 2 The Lidcombe Program</td>
</tr>
<tr>
<td>7</td>
<td>20 April</td>
<td>Treatment of School-age Children (6-12 years)</td>
</tr>
<tr>
<td>8</td>
<td>27 April</td>
<td>Treatment of Adults (18 years+)</td>
</tr>
<tr>
<td>9</td>
<td>4 May</td>
<td>Treatment of Adults (18 years+)</td>
</tr>
<tr>
<td>10</td>
<td>11 May</td>
<td>Treatment of Adolescents (13-17 years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group 3 Practicum: Speech restructuring</td>
</tr>
<tr>
<td></td>
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<td>Group 2 Practicum: Speech restructuring</td>
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<td>Group 1 Practicum: Speech restructuring</td>
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<td>Group 1 PBL activities: Application of evidence based practice</td>
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<td>Group 2 PBL activities: Application of evidence based practice</td>
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<td>Mid-Semester Recess: 13 April – 17 April</td>
</tr>
<tr>
<td></td>
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<td>ONE WEEK ONLY</td>
</tr>
<tr>
<td>11</td>
<td>18 May</td>
<td>Community education Self help groups</td>
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<td>Group 1 PBL activities: Application of evidence based practice</td>
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<tr>
<td>12</td>
<td>25 May</td>
<td>Related disorders of fluency Including Acquired neurological stuttering and Cluttering</td>
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<td>Group 2 PBL activities: Application of evidence based practice</td>
</tr>
</tbody>
</table>
Revision of course content

Group 3
PBL activities Application of evidence based practice

Viva Examination – date and times to be confirmed

Examination Period: Tuesday 9th June to Friday 26th June 2009

Recommended Texts


Additional Reading


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

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School of Humanities & Social Science
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</td>
</tr>
<tr>
<td></td>
<td>* Submit to Turnitin</td>
<td></td>
<td></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</td>
</tr>
<tr>
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<td>* Submit to Turnitin</td>
<td></td>
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</tr>
<tr>
<td>3. Take home assignment 2 - 2,000 words</td>
<td>Child case study - intervention</td>
<td>30%</td>
<td>S1, W14</td>
</tr>
<tr>
<td></td>
<td>* Submit to Turnitin</td>
<td></td>
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<tr>
<td>4. Viva examination - 15 minutes</td>
<td>Stuttering – role play of assessment session for adolescent or adult client</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 May 1 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 May 15 – (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 5, 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:

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<tr>
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<th>Mark</th>
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<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>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

3. Speech Disorders – Take Home Assignment 2

**SPTH2220 Speech Disorders Take-home Assignment 2—(2,000 words) (30%) Due Week 14, June 12 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 (Role play assessment session and written session plan) (25%)**: Scheduled during examination period (viva times to be confirmed) – in clinic rooms, ground floor GP building – 20 minutes. This is **NOT** an open-book examination.

**Role-play**
Students will be allocated to pairs and required to demonstrate a brief initial assessment of an adolescent and/or adult client; one student will assume the role of the clinician and the other student the role of the client for the assessment. The demonstration will need to include a brief case history, summary of speech assessment, a discussion of some theoretical aspect of stuttering. Both students are also expected to demonstrate their ability to model an altered speech pattern designed to control stuttering, and discuss how such treatment approaches may be implemented.

**Session plan**
Each student pair will be required to submit an assessment session plan at the time of the viva. The session plan should include goals, procedures, rationales and contingencies. Further information about the viva examination will be provided by the lecturer in class time.

**Students will be marked in pairs, so each member of the pair will receive the same mark. Both the viva and written session plan will be considered in the marking.**
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. Additional Clinical Experience (Ungraded requirement)

**University of Newcastle Stuttering Clinic Observation – 1 Day**

Dates of visits will be provided during Lecture Week 2 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.

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 Clinical Education Coordinator. Remember: A copy must be retained by you with your Records of Range of Experience.

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

…………………..  Date submitted