Semester 2 - Course Coordinator
David Wigney
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- Also lecturing
  Dr Bernice Mathisen
  Email: Bernice.Mathisen@newcastle.edu.au

Semester
Semester 2 - 2005

Unit Weighting
10

Teaching Methods
Case Study
Problem Based Learning

Brief Course Description
Provides students with an opportunity to integrate and consolidate their theoretical and applied learning at an advanced level over the range of populations with speech-language and swallowing pathology. Problem based learning techniques will be used to examine a series of complex speech pathology case studies (of individuals, and of service delivery for clinical populations) at an advanced level of theoretical knowledge and clinical skill.

Contact Hours
2 hours per week

Learning Materials/Texts
See attached.

Course Objectives
Upon successful completion of this subject, students will be able to:
1. Analyse, integrate and interpret speech pathology and other relevant data to determine diagnosis, prognosis.
2. Demonstrate ability to use principles of evidence-based practice to determine appropriate methods of intervention and outcome measurement.
3. Demonstrate adherence to scientific principles in clinical practice.
4. Recognise and respond professionally to complex ethical/legal situations.
5. Demonstrate self-directed learning to keep knowledge base current.

Course Content
1. Review of principles of problem based learning & group processes
2. Group process to identify knowledge, skill, and attitudinal areas for subject focus
3. Cases: (Group Work)
4. Weighing up significance of information to hand
5. Identifying what we don't know
6. Weighing up significance to additional information (provided and obtained)
7. Professional, legal and ethical issues in verbal and written communication
8. Identifying the possibilities for further intervention: theoretical rationales
10. Evaluating and modifying intervention
11. Professional accountability through public and professional critical scrutiny

**Assessment Items**

Written report
(1,500 words)
Report on case or project written to medico-legal standards: group work
30%
Week 8

Take-home assignment
(2,000 words)
Critical comparison of approaches to intervention involved in case or project: group work
40%
Week 12

Viva examination
(10-15 minutes)
Verbal defence and peer critique of professional and clinical decision making: group work
30%
Week 14

**Assumed Knowledge**
All prior speech pathology subjects in prescribed sequence.

**Callaghan Campus Timetable**

**SPTH4050**
**SPEECH PATHOLOGY V**
Enquiries: School of Language and Media

Semester 2 - 2005
Tutorial Thursday 15:00 - 17:00 [GP1-24]
or Thursday 15:00 - 17:00 [GP1-32]

**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:

http://www.newcastle.edu.au/policy/academic/adm_prog/special_consid.htm

**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 2005
- For semester 2 courses: 31 August 2005
- For Trimester 1 courses: 18 February 2005
- For Trimester 2 courses: 10 June 2005

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

School of Language & Media
Office, 1st floor McMullin building
Phone: 0249 2172

Faculty Student Service Offices

Faculty of Science and Information Technology
Room V19 (Mathematics Building)
Phone: 0249 215 562

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

The Faculty of Engineering and Built Environment
Room: EF101 (EF Building)
Phone: 0249 216 065

Architecture and Built Environment
Room: A106 (Architecture Building)
Phone: 0249 215 782

The Faculty of Health
Level 1 (Bowman Building)
Phone: 0249 215 682

The Faculty of Business and Law
Room: SRS130 (Social Sciences Building)
Phone: 0249 215 983

The Dean of Students
Professor Anne Graham;
phone 492 15806;
fax: 492 17151;
Dean-of-Students@newcastle.edu.au

Deputy Dean of Students
phone 492 16723;
fax: 492 16895;
Jennifer.Archer@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.
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

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/Synthetic Skills</th>
<th>Critical Thinking Skills</th>
<th>Communication Skills</th>
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<tr>
<td>CBOS * Range/Unit/Element Indicator</td>
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SPTH4050 (2005 S2)  
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<tbody>
<tr>
<td>1</td>
<td>Diagnosis</td>
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<td>2</td>
<td>Evidence-based practice</td>
<td>Full range</td>
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<td>X</td>
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<td>3</td>
<td>Scientific principles</td>
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<td>4</td>
<td>Ethical, legal</td>
<td>Full range</td>
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<td>X</td>
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<td>5</td>
<td>Self-directed learning</td>
<td>Full range</td>
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* 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>Assessment Item</th>
<th>Obj1</th>
<th>Obj2</th>
<th>Obj3</th>
<th>Obj4</th>
<th>Obj5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written report</td>
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<td>2. Essay</td>
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<td>3. Seminar</td>
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Topics

Semester 2

Weeks

1. Principles of group processes
2. **Blackboard** - see course documents, discussion board, and external links
   Introduction to case information
3. Weighing up significance of information
4. Identifying & finding out what we don't know
5. Weighing up significance to additional information (provided and obtained)/Marking criteria decided
6. Introduction to EBP in verbal and written communication / discussion of marking criteria
7. Mid-point reflection on group & learning process
8. Marking criteria decided
   (Report due)
9. Evidence based practice review
10. Critical comparison of interventions: empirical evidence

Recess

11. Empirical evidence continued/ Introduction to system review
12. Evaluating and modifying intervention / marking criteria finalised
   (Take-home assignment due)
Required text


Recommended Reading

Students will be identifying resources relevant to the particular case study. The following resources provide theoretical background to the processes of learning and clinical practice which are the main focus of this subject.


Assessment

Description of Assessment Tasks

All assessment tasks are GROUP work. As will be discussed in the first week of the semester (and throughout the semester), the development of group skills is as much a part of this subject as the theoretical content covered. The group will be working out ways to distribute workload, and ways to value and enhance the diverse contributions of different group members. In view of this focus in the subject, there will be no negotiation of differential allocation of marks to individual within the group. Hence the group will be working out ways to deal with problems that occur in group situations.

The subject also has a special focus on the development of self-directed learning skills. Self-evaluation is seen as a crucial element in the development of these skills, and so this subject devotes time to the process of identifying criteria for evaluation.
1. **SPTH4050 - Written report** - (1,500 words) - 30%. Due Friday of Week 8, 5pm. 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 Speech Pathology Assignment Box, 1st floor McMullin Building. As this is a group assignment, just ONE member of the group needs to put the assignment through the turnitin process.

Students as a group prepare a report on the case study that would meet medico-legal standards. The standard of the report required is that expected of an expert witness in a court case.

As part of the class activity in Week 6, students develop a list of criteria required of a report of the required standard, and determine a set of weightings to be used in the marking of the report.

2. **SPTH4050 - Take-home assignment** - (equivalent to 2,000 words) - 40%. Due Friday of Week 12, at 5pm, in Speech Pathology Assignment Box, Assignment Box, School of Language & Media Office, McMullin Building. Cover sheet to indicate lecturer's name.

Students as a group prepare a project which provides a critical comparison of approaches to intervention which are relevant to the case study.

As part of the class activity in Week 12, students determine the criteria for a high standard critical analysis, and determine a set of weightings to be used in the marking of the report.

3. **SPTH4050 - Seminar presentation** - (10-15 minutes) - 30%. To take place in class time of W14.

Students as a group prepare a presentation of their design for system review and change (although individual members of the group may take different roles in the actual viva, i.e. not all group members will be required to present verbal information). The audience will include other members of the speech pathology academic staff, and where possible, other students. The student group will be expected to be able to provide on-the-spot verbal defense in response to critique and challenge, as well as to provide critique and challenge to the views of others.

As part of the class activity, students determine the criteria for a high professional standard of verbal defence and challenge, and determine a set of weightings to be used in the marking of the viva.

**Summary**
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Weighting</th>
<th>Timing</th>
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<tbody>
<tr>
<td>1. Written report (1,500 words) Problem 1: case info</td>
<td>Report on case or project written to medico-legal standards: group work</td>
<td>30%</td>
<td>W8</td>
</tr>
<tr>
<td>2. Take-home assignment (2,000 words) EBP</td>
<td>Critical comparison of approaches to intervention involved in case or project: group work</td>
<td>40%</td>
<td>W12</td>
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<tr>
<td>3. Seminar presentation-Problem 2 (10-15 minutes)</td>
<td>Design a process for system review and change</td>
<td>30%</td>
<td>W14</td>
</tr>
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</table>

**Turnitin**

Submit Assignment 1 (written report) to the turnitin site for this course. For further information:  

- Go to www.turnitin.com  
- Register as a user for turnitin  
- Log on into the course *(identified by the Class ID (TO BE ADVISED), the Class Name, SPTH4050, with password SPTH4050)*  
- Submit your assignment directly to this site. (If you want to check the originality of your work prior to final submission, submit it to the section marked ‘revision’, then check the originality report. Once you are happy with the assignment, submit it to the final assignment section.  
- Make sure your file is named so that both you and the assignment is clearly identifiable, e.g. Bloggsassignment 1.doc