

SPTH2080 - Clinical Practice Course Outline

Course Coordinator

Semester 1

Nicole Byrne
Room GPG 28
Phone: 49215159, Fax: 49217386
Email: to be advised

Semester 2

Sally Hewat
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Semester Semester 1 & 2 - 2005

Unit Weighting 10

Teaching Methods Practical
Tutorial

Brief Course Description

Students undertake supervised face-to-face clinical experience with paediatric speech and language disordered caseloads. If available, caseload may include adults with fluency disorders, or with communication disorders relating to developmental disability. Clinical experience placements are usually in speech pathology student units either in community/hospital settings or in the Speech Pathology Service on-campus, and attendance for up to two days (8.30am - 5pm) each week may be required. One hour a week will be spent in tutorials on-campus to assist with the preparation for clinical placement experiences and the facilitation of links between academic/clinical knowledge. Tutorials will also provide experience in developing a community education project.

Contact Hours 16 hrs/week

Learning Materials/Texts

TBA

Course Objectives

Upon successful completion of this course, students will be able to:

1. Demonstrate progress from beginning levels of clinical competence toward intermediate levels of competence across all units of the Competency Based Occupational Standards for Speech Pathologists - Entry level ("CBOS") in terms of independence, caseload complexity, efficiency, and critical/creative thinking.
2. Experience (directly or indirectly) clinical management of a range of speech, language, voice, fluency or swallowing disorders in children.
3. Communicate their observations and clinical findings verbally and in writing in a professional and ethical manner.

Distributed to students week commencing: 21 st February, 2005 CTS Download January 2005
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4. Demonstrate professional and ethical behaviour appropriate to the policies and procedures of the clinical placement setting.

Course Content

This course provides clinical practice experience with primarily paediatric clinical populations. The student is supervised by a qualified speech pathologist. The student has the opportunity to observe and work directly with children with a range of impairments, activity limitations and participation restrictions related to speech, language, voice, fluency, and swallowing. Students will be involved with the planning and delivery of services for assessment and treatment of individual cases, have the opportunity to participate in a range of service delivery/case management models, as well as providing community education.

Assessment Items

Item	Description	Weighting	Timing
1. Progress Indicators	(Competency-based performance assessment)	Pass/Fail	Mid- and end of placement
2. Record of Range of Experience	(Record of supervised direct and indirect clinical hours across the range indicators)	Ungraded requirement	End of placement
3. Portfolio	(Recordings and written critical evaluation of clinical experience and learning)	75%	Wk 14
4. Viva examination	(Verbal examination following case observation)	25%	Wk 14

Assumed Knowledge

SPTH1110, SPTH1120 (Concurrent SPTH2210)

Callaghan Campus Timetable

SPTH2080

CLINICAL PRACTICE

Students must do up to 2 sessions in field. Enquiries: School of Language and Media
Semester 1 - 2005

Tutorial	Monday	12:00 - 13:00	[GP1-24]
or	Monday	12:00 - 13:00	[GP1-32]

Semester 2 - 2005

Tutorial	Monday	11:00 - 12:00	[GP1-24]
or	Monday	11:00 - 12:00	[GP1-30]

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 - http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.html

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_consider.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

For Trimester 3 courses: 23 September 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

Room MC127 McMullin Building

The University of Newcastle

Callaghan Campus 2308

NSW Australia

Phone: +61 2 4921 5175 or 5172 or 5155 or 5360

Fax: +61 2 4921 6933 or 61 2 4921 7170

Email: Language-Media@newcastle.edu.au

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

Dr Jennifer Archer
phone 492 16723;
fax: 492 16895;
Dean-of-Students@newcastle.edu.au
Jennifer.Archer@newcastle.edu.au

Various services are offered by the University Student Support Unit:

<http://www.newcastle.edu.au/intranet/student/support-services/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.

Web Address for Rules Governing Undergraduate Academic Awards

http://www.newcastle.edu.au/policy/academic/cw_ugrad/awards.htm

Web Address for Rules Governing Postgraduate Academic Awards

http://www.newcastle.edu.au/policy/academic/cw_pgrad/cppcrule.htm

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 between course objectives & CBOS

Subject Objectives	Clinical Skills	Clinical Skills	Empirical/Analysis Skills	Interpretive/Synthesis Skills	Critical Thinking Skills	Communication Skills
	<i>CBOS * Unit/Element</i>	<i>Range Indicator</i>				
<i>1Comp.</i>	All	Child	X	X	X	X
<i>2Exp.</i>	All	Child	X	X	X	
<i>3Comm.</i>	2.4, 2.5, 3.7, 4.4, 5.2, 5.3	Child				X
<i>4Prof.</i>	1.4, 4.5, 5.1, 5.7, 5.9, 7	Child			X	X

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

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

Item	Obj 1 Comp.	Obj 2 Exp.	Obj 3 Comm.	Obj 4 Prof.
1 Progress Indicators	X		X	X
2 Record of Experience		X		
3 Portfolio	X		X	X
4 Viva	X		X	X

Lecturer:

Semester 1

Nicole Bryne

Room GPG 28

Phone: 49215159, Fax: 49217386

Email: to be advised

Semester 2

Sally Hewat

Room GPG 28

Phone: 49215159, Fax: 49217386

Email: Sally.Hewat@newcastle.edu.au

Clinic Placements:

Up to 2 days per week, as allocated*

Semester 1 &/or 2: Tuesdays and/or Thursdays, and/or Fridays
Hours as required by individual clinics, e.g. between 8.00am and 5pm

**Note: Depending of availability, clinical placements may be scheduled for any time period between January and June (for Semester 1), or between July and December (for Semester 2).*

Tutorials Times:

Semester 1, Monday 12:00-1:00pm	Room: GP124/GP132
Semester 2, Monday 11:00–12:00pm	Room: GP124/GP130

Tutorial Topics:

Tutorials will commence in Week 2, of each semester.
Tutorial topics to be confirmed in Week 2. All relevant information and support material will be posted on the SPTH2080 Blackboard site.

Required Reading:

___ (2001). *Competency-based occupational standards for speech pathologists (entry level)* (Revised). Melbourne: Speech Pathology Australia.
<http://www.speechpathologyaustralia.org.au/welcome.html>

Recommended Texts:

Goldberg, S.A. (1997). *Clinical skills for speech-language pathologists*. San Diego, CA: Singular.

Leith, W. (1993). *Clinical methods in communication disorders*. Austin: Pro-Ed.

McAllister, L. & Lincoln. M. (2004). *Clinical education in speech-language pathology*. London: Whurr Publishers.

Peterson, H.A., & Marquardt, T.P. (1994). *Appraisal and diagnosis of speech and language disorders* (ch.11, 4th ed.). Englewood Cliffs, N.J: Prentice-Hall.

Tomblin, J.B, Morris, H.L., & Spriestersbach, D.C. (Eds.). (2000). *Diagnosis in speech-language pathology* (2nd ed.). San Diego, CA: Singular.

Assessment Summary:

(see following pages for details of requirements and criteria for marking)

Item	Description	Weighting	Timing
1. Progress Indicators	Competency-based performance assessment*	Pass/Fail	Mid- and end of placement To be submitted within 2 wks of placement completion.
2. Record of Range of Experience	Record of supervised direct and indirect clinical hours across the range indicators**	Ungraded requirement	End of placement To be submitted within 2 wks of placement completion
3. Portfolio	Recordings and written critical evaluation of clinical experience and learning	75%	To be submitted 2 weeks after completion of placement.
4. Viva examination	Verbal examination following case observation	25%	Week 14 – semester 1 or 2 Date to be advised.

* A copy of the Progress Indicator form is located within the Speech Pathology Passport to Clinical Practice.

** A copy of the Record of Range of Experience, and guidelines for calculating hours is located within the Speech Pathology Passport to Clinical Practice.

SPTH2080 Portfolio
Criteria/Weighting for Marking

The clinical portfolio is comprised of 5 sections: (1) Recorded assessment session and critique, (2) Recorded treatment session and critique, (3) Clinical reports, (4) Community service/project report, and (5) Self-evaluation and goals. All sections of the portfolio must be submitted.

Two audio or video-recordings* of one assessment session and one treatment session are be submitted, each with a brief 'running sheet' providing a summary of key events and times through the recording (CBOS Units 1 & 4). On the running sheets you need to advise that you obtained the consent from the client for recording and how this consent was obtained (e.g. verbally, or using the clinic's written consent form which was placed on the client's medical file). Consent forms identify the client, and so should *NOT* be placed in the Portfolio.

Note:

If either the audio/video-recordings and/or the running sheets are inadequate, you will be required to re-submit the portfolio.

Confidentiality must be observed for all work submitted. Students will fail the Portfolio if client confidentiality is breached. All data for the Portfolio must be collected while on placement for SPTH2080; no retrospective data collection is permitted.

All students are required to demonstrate a standard of English performance clearly adequate for professional needs. This MUST be fully attained by the final year clinical assessment (SPTH4080) to pass. If these criteria are not fully attained in SPTH2080, the student is required to consult with the Speech Pathology Clinical Co-ordinator regarding directions for assisting English performance.

**See note at the end of the Portfolio information regarding procedures for storage of recordings.*

1. Recorded Assessment Session and Critique

16 marks

In addition to the audio/video-recording, a written critique of the recorded Assessment session is to be submitted (CBOS Units 3.6, 3.7, 4.3, 5.7, 5.9, 7.2, 7.4).

Criteria for marking:

Recorded Assessment Session	Mark
1.1 Appropriate professional presentation	1
1.2 Demonstrated therapeutic rapport	1
1.3 Evidence of planned session structure	2
1.4 Evidence of flexibility and adaptability	1
1.5 Appropriateness of goals/activities/materials	1

Critique

1.6	Identifies successful aspects of the session for all relevant parties and explains decisions	1.5
1.7	Identifies unsuccessful aspects of the session for all relevant parties and explains decisions	1.5
1.8	Describes the outcomes of the session and reviews/re-considers original hypothesis regarding client performance	2
1.9	Proposes appropriate alternative strategies for subsequent sessions, consistent with the development of longer term goals	2
1.10	Preceding discussion integrates relevant theoretical background	3

2. Recorded Treatment Session and Critique

16 marks

In addition to the audio/video-recording, a written critique of the recorded treatment session is to be submitted (CBOS Units 3.6, 3.7, 4.3, 5.7, 5.9, 7.2, 7.4).

Criteria for marking:

Recorded Assessment Session		Mark
2.1	Appropriate professional presentation	1
2.2	Demonstrated therapeutic rapport	1
2.3	Evidence of planned session structure	2
2.4	Evidence of flexibility and adaptability	1
2.5	Appropriateness of goals/activities/materials	1
Critique		
2.6	Identifies successful aspects of the session for all relevant parties and explains decisions	1.5
2.7	Identifies unsuccessful aspects of the session for all relevant parties and explains decisions	1.5
2.8	Describes the outcomes of the session and reviews/re-considers original hypothesis regarding client performance	2
2.9	Proposes appropriate alternative strategies for subsequent sessions, consistent with the development of longer term goals	2
2.10	Preceding discussion integrates relevant theoretical background	3

3. Clinical Reports

10 marks

Two written reports relating to clinical cases are to be submitted, one describing assessment (5 marks), and one report or letter describing discharge, progress, goals or intervention strategies, to parents, teachers or referring agents (5 marks). Note: a standard report format or a letter format IS suitable, however, 'progress notes' are NOT sufficient, i.e. the report must be suitable for sending to a third party (CBOS 1.4, 2.4, 3.7, 4.4, 4.5, 7.1).

Criteria for marking:

	Assmt	Other
3.1 Appropriate content. Length/style for the person or institution Comment on any of the following which may apply: <ul style="list-style-type: none">. All purpose summary report. Specific audience (state which, e.g. parent, teacher...). Specific need/focus (e.g. diagnostic, therapy transfer, consultation, management recommendations.). Specific style requirements, (e.g. pre-set headings, point-form vs sentences, informal/formal...)	1	1
3.2 Correct spelling, grammar and acceptable level of proofreading	1	1
3.3 Provide appropriate summary and recommendations	1	1
3.4 Adequate description of test and assessment procedures (including referencing where appropriate)	1	1
3.5 Logical & coherent expression of information	1	1

4. Community Service/Project Report

8 marks

One written report of an aspect of service delivery other than direct clinical service provision, e.g. community education activity, quality assurance project, professional development activity (CBOS 5.1, 5.9, 6.1, 6.2, 6.3, 7.2, 7.3, 7.4). The student's role in the activity may consist of observation, or assistance, or as primary participant. Students may decide to work on projects in tutorials – but note that report needs to be the work of the individual student.

If the report reflects work that was done for a particular clinic, the report needs to be signed by the supervising clinician. If the report is on a project done for a hypothetical situation/clinic, then the nature of the situation/clinic should be outlined, but attribution to a particular clinic should *NOT* be made.

Criteria for marking:

	Mark
4.1 Describes purpose of activity, incl. specific objectives, in relation to overall service delivery	2
4.2 Provides detailed description of activity	2
4.3 Describes immediate outcomes or proposed evaluation procedure	2
4.4 Discusses own ideas regarding alternative strategies for undertaking a similar activity	2

5. Self Evaluation & Goals

15 marks

This section requires a written report on the student's reflections and evaluation of their clinical learning and performance over the past year (CBOS 6.4, 7.1, 7.2, 7.3, 7.4). Students will also provide a written statement of goals for the next year's clinical work. (CBOS 5.7, 6.4, 7.2, 7.3, 7.4)

Criteria for marking:

		Mark
6.1	Outlines previous specific learning goals, i.e. CBOS based	2
6.2	Identifies own areas of achievement in clinical work	3
6.3	Identifies areas requiring development in order to progress further	3
6.4	Identifies and explains areas of particular interest in clinical work	2
6.5	Identifies areas which present barriers to own clinical work and outlines potential solutions	2
6.6	Outlines specific learning goals for next year and relates goals to self evaluation and critiques	3

6. Overall Impression

10 marks

Examiner's determination based on consistency and quality of Portfolio as a whole.

Total Mark /75

(Contributes 75% to total grade for SPTH2080)

PROCEDURE FOR STORAGE OF RECORDINGS

Each year, each student will be issued a blank video tape which will be returned at the end of the year along with their Portfolio (whether used or unused), and this tape remains the property of the School of Language & Media, University of Newcastle. While on placement, students may use either the University video tape or a clinic owned video tape to record sessions. With the permission of their supervising clinician, students are able to borrow the clinic owned video tape for the purposes of reviewing sessions or copying sessions on to their University video tape. All video tapes owned by a clinic must be returned to the clinic promptly, and at the latest, prior to the completion of the placement. Students are not to use their own video tapes unless given special permission by their supervising clinician, and then must demonstrate to the clinician that their own tape has been erased, in its entirety, by the end of the clinic placement.

Students are required to supply their own audiotapes for recording in the clinic, and for the Portfolio. On collection of their Portfolio, students are required to use the University's audiotape eraser to erase these audiotapes. It is the student's responsibility to similarly erase any other audiotapes in their possession, which contain client sessions.

In order to ensure that client confidentiality is maintained, students need to take great care to ensure the security of video and audiotapes of clients while traveling between clinic, home and the University, and while temporarily storing tapes in their own homes.

Failure to comply with these requirements constitutes a breach of confidentiality, and will result in failure for the Portfolio.

SPTH2080 Viva Examination

After reading relevant case history notes students will view a 10-15 minute video recording of an assessment or treatment session, then answer relevant questions from an academic staff member for about 20 minutes. The level of questioning and response required will be in line with students' levels of experience. (CBOS 2.1, 2.2, 2.3, 2.4, 3.1, 5.6, 5.7, 6.4, 7.1, 7.4)

Each interview will consist of 5 areas of questioning,

- | | | |
|----|--------------|---|
| a. | Diagnosis | e.g. What appears to be the client's main problem area? |
| b. | Theory | e.g. What current research tells you about this disorder? |
| c. | Goal | e.g. What appeared to be the goal of the session? |
| d. | Outcome | e.g. What did the client get out of the session? |
| e. | Forward Plan | e.g. What would be your plan for the next session? |

In one area of questioning, the examiner will invite the student to defend their point of view and to consider alternative points of view.

All students are required to demonstrate a standard of English performance clearly adequate for professional needs. This MUST be fully attained by the final year clinical assessment (SPTH4080) to pass. If these criteria are not fully attained in SPTH2080, the student is required to consult with the Speech Pathology Clinical Co-ordinator regarding directions for assisting English performance.

Criteria for Marking:

	Mark
1 Clarity of verbal presentation eg. Succinct and informative	5
2 Professionalism and presentation eg. Eye contact, posture, professional appearance & manner of dealing with challenge	5
4 Communicates problem solving process explicitly/logically and provides rationales	5
5 Reports sound and detailed clinical observations	5
6 Exploration of theoretical complexities related to case	5

Total Mark /25

(Contributes 25% to total grade for SPTH2080)

Semester Dates

Semester 1

Semester 1 commences	Monday 21 February to Friday 8 April 2005
Semester 1 recess	Monday 11 April - Monday 25 April 2005
Semester 1 resumes	Tuesday 26 April 2005
Semester 1 concludes	Friday 10 June 2005
Mid Year Examinations	Tuesday 14 June - Friday 1 July 2005

Semester 2

Semester 2 commences	Monday 18 July to Friday 23 September 2005
Semester 2 recess	Monday 26 September - Friday 7 October 2005
Semester 2 resumes	Monday 10 October 2005
Semester 2 concludes	Friday 4 November 2005
End of Year Examinations	Monday 7 November - Friday 25 November 2005

Mailing Address

School of Language and Media
The University of Newcastle
Callaghan NSW 2308

Phone: 4921 5175

Email: Language-Media@newcastle.edu.au

Web site: www.newcastle.edu.au/school/lang-media

Contact Details

The Faculty Student Services Office:
GP1-22, General Purpose Building,
phone 02 4921 5314, fax 02 4921 6997, email education-arts@newcastle.edu.au

The Dean of Students is Dr Jennifer Archer.

Various services are offered by the University Student Support Unit:

<http://www.newcastle.edu.au/intranet/student/support-services/index.html>

Changing your Enrolment

HECS Census Dates (last dates to withdraw without financial or academic penalty): First Semester, 31 March; Second Semester, 31 August. Last Dates to withdraw without academic penalty: First Semester, 10 June; Second Semester, 4 November.

To change your enrolment online, please refer to

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

Frequently Asked Questions

PENALTIES FOR LATE ESSAYS

In courses offered by the School of Language and Media, penalties for late essays will be 2% of the maximum mark per working day, with the weekend to be counted as a single day. Applications for extensions should go to the Course Coordinator.

WHEN DO MY CLASSES START?

Seminars and Lecturers normally start in week one of semester. (Check timetable.) Tutorials commence week 2 of semester. Film screenings start week 2 of semester.

WHERE AND HOW DO I HAND IN ASSIGNMENTS?

All essays are to be placed **in the assignment box outside school office, and will be returned in class** by the lecturer. Remaining essays will be left in the office for collection.

Please attach a cover sheet with the correct colour for your discipline, available from the School Office. Plagiarism declaration must be signed at bottom of cover sheet. Fasten pages with a single staple in the upper left-hand corner.

Assignments may be sent by ordinary mail or express envelope, but are not to be faxed or emailed. Please address your assignments to **School of Language and Media, The University of Newcastle, Callaghan 2308**. We will accept the essay from the date it was mailed, so make sure that the envelope is clearly postmarked. If the postmark is illegible, we will assume it was sent the previous day.

WHAT SHOULD I DO IF I CAN'T SUBMIT AN ASSIGNMENT ON TIME?

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_consider.htm

WHAT HAPPENS TO ESSAYS FROM PAST SEMESTERS?

All essays not collected by twelve months will be destroyed.

HOW AND WHEN CAN I COLLECT THE END-OF-SEMESTER ESSAYS?

Final Semester one essays will be available from the office **AFTER 11 JULY 2005** (or can be mailed to you by leaving a stamped, self-addressed envelope at the School Office).

WHAT HAPPENS IF I CANNOT ATTEND A SEMINAR?

Information for students will be specified in individual Course Outlines.

WHAT HAPPENS IF I CAN'T MAKE IT TO A SEMINAR ON TIME OR HAVE TO LEAVE EARLY?

Information for students will be specified in individual Course Outlines.

HOW CAN I APPLY FOR SPECIAL CONSIDERATION?

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_consideration.htm

WHERE CAN I FIND THE “GUIDELINES ON ESSAY-WRITING” FOR ENGLISH?

The guidelines relate to the content, design and layout of essays and bibliographies in the discipline of English. They will be added to the course notes for each literature course in the discipline.

IS THERE AN ATTENDANCE REQUIREMENT FOR ENGLISH COURSES?

There is an attendance requirement because English courses are taught in seminar form, with an emphasis on student participation