



SPH 801

Developmental and Acquired Language Disorders I

S2 Day 2016

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Scott Barnes

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Credit points

4

Prerequisites

Admission to MSpchLngPath

Corequisites

Co-badged status

Unit description

In this unit, disorders of language that occur developmentally or through acquired brain injury will be presented. The focus will be on description, assessment, differential diagnosis and treatment of developmental language disorders in preschool-age children, and aphasia.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

integrate knowledge of typical communication development during the preschool years with current research findings regarding the nature of early language impairment (CBOS 3.1, 5.5, 5.8)

select, administer, analyse, and interpret appropriate language assessment procedures for preschool-age children with language impairments (CBOS 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3; RPP 1)

identify and plan appropriate, theoretically driven and evidence-based speech pathology practices for preschool-age children with language impairments (CBOS 3.1, 3.4, 3.5, 3.6, 5.6; RPP 1, 4)

describe, compare, and integrate different theories of aphasia (CBOS 2.1, 2.3, 5.6)

analyse how communication is affected by aphasia (CBOS 1.1, 1.2, 1.3)

select appropriate, theoretically-driven, evidence-based assessment procedures for aphasia, and analyse and interpret assessment data (CBOS 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5; RPP 1)

select appropriate, theoretically-driven, evidence-based treatment approaches for aphasia, and develop goals based on assessment results (CBOS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; RPP 1)

utilise a social, collaborative, client-centred model for aphasia assessment and treatment (CBOS 1.1, 1.2, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 6.1; RPP 1, 4)

Assessment Tasks

| Name | Weighting | Due |
|---------------------------------|-----------|---------|
| Assessment 1(a) | 20% | Week 7 |
| Assessment 1(b) | 20% | Week 8 |
| Assessment 2(a) | 30% | Week 13 |
| Assessment 2(b) | 30% | Week 14 |

Assessment 1(a)

Due: **Week 7**

Weighting: **20%**

Students will be given case history information about a child with language impairment and the transcript of a language sample collected from the same child. Students will analyse the child's language sample using nominated procedures, and write a report on these analyses with reference to the case information and relevant theories and/or research findings.

On successful completion you will be able to:

- integrate knowledge of typical communication development during the preschool years with current research findings regarding the nature of early language impairment (CBOS 3.1, 5.5, 5.8)
- select, administer, analyse, and interpret appropriate language assessment procedures for preschool-age children with language impairments (CBOS 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3; RPP 1)

Assessment 1(b)

Due: **Week 8**

Weighting: **20%**

Students will be given case information and scenarios focused on people with aphasia. Students will identify gaps in the case information, and develop a plan for further assessment. Students will discuss—using theory, research findings, and/or clinical reasoning—rationales for the assessment protocols they select.

On successful completion you will be able to:

- describe, compare, and integrate different theories of aphasia (CBOS 2.1, 2.3, 5.6)
- analyse how communication is affected by aphasia (CBOS 1.1, 1.2, 1.3)
- select appropriate, theoretically-driven, evidence-based assessment procedures for aphasia, and analyse and interpret assessment data (CBOS 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5; RPP 1)
- utilise a social, collaborative, client-centred model for aphasia assessment and treatment (CBOS 1.1, 1.2, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 6.1; RPP 1, 4)

Assessment 2(a)

Due: **Week 13**

Weighting: **30%**

Students will be given case information for a preschool-age child with language impairments and questions pertaining to planning and implementing evidence-based speech pathology intervention. **Students must pass this assessment to complete the requirements for SPH801.**

On successful completion you will be able to:

- integrate knowledge of typical communication development during the preschool years with current research findings regarding the nature of early language impairment (CBOS 3.1, 5.5, 5.8)
- select, administer, analyse, and interpret appropriate language assessment procedures for preschool-age children with language impairments (CBOS 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3; RPP 1)
- identify and plan appropriate, theoretically driven and evidence-based speech pathology practices for preschool-age children with language impairments (CBOS 3.1, 3.4, 3.5, 3.6, 5.6; RPP 1, 4)

Assessment 2(b)

Due: **Week 14**

Weighting: **30%**

Students will be given detailed case information relating to a person with aphasia, and a clinical

scenario. Students will use the case information, theory, and research findings to provide a summary of presenting strengths and weaknesses. Students will then plan an intervention program for this person, discussing goals, intervention method(s), intervention structure, and appropriate outcome measures. **Students must pass this assessment to complete the requirements for SPH801.**

On successful completion you will be able to:

- describe, compare, and integrate different theories of aphasia (CBOS 2.1, 2.3, 5.6)
- analyse how communication is affected by aphasia (CBOS 1.1, 1.2, 1.3)
- select appropriate, theoretically-driven, evidence-based treatment approaches for aphasia, and develop goals based on assessment results (CBOS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; RPP 1)
- utilise a social, collaborative, client-centred model for aphasia assessment and treatment (CBOS 1.1, 1.2, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 6.1; RPP 1, 4)

Delivery and Resources

Classes for SPH801 will be delivered over the regular 13 week session. Lecturers will include a variety of expert researchers and clinicians working across the populations under study.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and

decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- integrate knowledge of typical communication development during the preschool years with current research findings regarding the nature of early language impairment (CBOS 3.1, 5.5, 5.8)
- select, administer, analyse, and interpret appropriate language assessment procedures for preschool-age children with language impairments (CBOS 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3; RPP 1)
- identify and plan appropriate, theoretically driven and evidence-based speech pathology practices for preschool-age children with language impairments (CBOS 3.1, 3.4, 3.5, 3.6, 5.6; RPP 1, 4)
- describe, compare, and integrate different theories of aphasia (CBOS 2.1, 2.3, 5.6)
- analyse how communication is affected by aphasia (CBOS 1.1, 1.2, 1.3)
- select appropriate, theoretically-driven, evidence-based assessment procedures for aphasia, and analyse and interpret assessment data (CBOS 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5; RPP 1)
- select appropriate, theoretically-driven, evidence-based treatment approaches for aphasia, and develop goals based on assessment results (CBOS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; RPP 1)
- utilise a social, collaborative, client-centred model for aphasia assessment and treatment (CBOS 1.1, 1.2, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 6.1; RPP 1, 4)

Assessment tasks

- Assessment 1(a)
- Assessment 1(b)
- Assessment 2(a)
- Assessment 2(b)

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- integrate knowledge of typical communication development during the preschool years

with current research findings regarding the nature of early language impairment (CBOS 3.1, 5.5, 5.8)

- select, administer, analyse, and interpret appropriate language assessment procedures for preschool-age children with language impairments (CBOS 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3; RPP 1)
- identify and plan appropriate, theoretically driven and evidence-based speech pathology practices for preschool-age children with language impairments (CBOS 3.1, 3.4, 3.5, 3.6, 5.6; RPP 1, 4)
- describe, compare, and integrate different theories of aphasia (CBOS 2.1, 2.3, 5.6)
- analyse how communication is affected by aphasia (CBOS 1.1, 1.2, 1.3)
- select appropriate, theoretically-driven, evidence-based assessment procedures for aphasia, and analyse and interpret assessment data (CBOS 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5; RPP 1)
- select appropriate, theoretically-driven, evidence-based treatment approaches for aphasia, and develop goals based on assessment results (CBOS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; RPP 1)
- utilise a social, collaborative, client-centred model for aphasia assessment and treatment (CBOS 1.1, 1.2, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 6.1; RPP 1, 4)

Assessment tasks

- Assessment 1(a)
- Assessment 1(b)
- Assessment 2(a)
- Assessment 2(b)

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- integrate knowledge of typical communication development during the preschool years with current research findings regarding the nature of early language impairment (CBOS 3.1, 5.5, 5.8)
- select, administer, analyse, and interpret appropriate language assessment procedures

for preschool-age children with language impairments (CBOS 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3; RPP 1)

- identify and plan appropriate, theoretically driven and evidence-based speech pathology practices for preschool-age children with language impairments (CBOS 3.1, 3.4, 3.5, 3.6, 5.6; RPP 1, 4)
- describe, compare, and integrate different theories of aphasia (CBOS 2.1, 2.3, 5.6)
- analyse how communication is affected by aphasia (CBOS 1.1, 1.2, 1.3)
- select appropriate, theoretically-driven, evidence-based assessment procedures for aphasia, and analyse and interpret assessment data (CBOS 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5; RPP 1)
- select appropriate, theoretically-driven, evidence-based treatment approaches for aphasia, and develop goals based on assessment results (CBOS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; RPP 1)
- utilise a social, collaborative, client-centred model for aphasia assessment and treatment (CBOS 1.1, 1.2, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 6.1; RPP 1, 4)

Assessment tasks

- Assessment 1(a)
- Assessment 1(b)
- Assessment 2(a)
- Assessment 2(b)

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- integrate knowledge of typical communication development during the preschool years with current research findings regarding the nature of early language impairment (CBOS 3.1, 5.5, 5.8)
- select, administer, analyse, and interpret appropriate language assessment procedures for preschool-age children with language impairments (CBOS 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3; RPP 1)
- identify and plan appropriate, theoretically driven and evidence-based speech pathology

practices for preschool-age children with language impairments (CBOS 3.1, 3.4, 3.5, 3.6, 5.6; RPP 1, 4)

- describe, compare, and integrate different theories of aphasia (CBOS 2.1, 2.3, 5.6)
- analyse how communication is affected by aphasia (CBOS 1.1, 1.2, 1.3)
- select appropriate, theoretically-driven, evidence-based assessment procedures for aphasia, and analyse and interpret assessment data (CBOS 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5; RPP 1)
- select appropriate, theoretically-driven, evidence-based treatment approaches for aphasia, and develop goals based on assessment results (CBOS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; RPP 1)
- utilise a social, collaborative, client-centred model for aphasia assessment and treatment (CBOS 1.1, 1.2, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 6.1; RPP 1, 4)

Assessment tasks

- Assessment 1(a)
- Assessment 1(b)
- Assessment 2(a)
- Assessment 2(b)

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- integrate knowledge of typical communication development during the preschool years with current research findings regarding the nature of early language impairment (CBOS 3.1, 5.5, 5.8)
- select, administer, analyse, and interpret appropriate language assessment procedures for preschool-age children with language impairments (CBOS 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3; RPP 1)
- identify and plan appropriate, theoretically driven and evidence-based speech pathology practices for preschool-age children with language impairments (CBOS 3.1, 3.4, 3.5, 3.6, 5.6; RPP 1, 4)
- describe, compare, and integrate different theories of aphasia (CBOS 2.1, 2.3, 5.6)

- analyse how communication is affected by aphasia (CBOS 1.1, 1.2, 1.3)
- select appropriate, theoretically-driven, evidence-based assessment procedures for aphasia, and analyse and interpret assessment data (CBOS 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5; RPP 1)
- select appropriate, theoretically-driven, evidence-based treatment approaches for aphasia, and develop goals based on assessment results (CBOS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; RPP 1)
- utilise a social, collaborative, client-centred model for aphasia assessment and treatment (CBOS 1.1, 1.2, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 6.1; RPP 1, 4)

Assessment tasks

- Assessment 1(a)
- Assessment 1(b)
- Assessment 2(a)
- Assessment 2(b)

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- select, administer, analyse, and interpret appropriate language assessment procedures for preschool-age children with language impairments (CBOS 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3; RPP 1)
- identify and plan appropriate, theoretically driven and evidence-based speech pathology practices for preschool-age children with language impairments (CBOS 3.1, 3.4, 3.5, 3.6, 5.6; RPP 1, 4)
- select appropriate, theoretically-driven, evidence-based assessment procedures for aphasia, and analyse and interpret assessment data (CBOS 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5; RPP 1)
- select appropriate, theoretically-driven, evidence-based treatment approaches for aphasia, and develop goals based on assessment results (CBOS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; RPP 1)
- utilise a social, collaborative, client-centred model for aphasia assessment and treatment

(CBOS 1.1, 1.2, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 6.1; RPP 1, 4)

Assessment tasks

- Assessment 1(a)
- Assessment 1(b)
- Assessment 2(a)
- Assessment 2(b)