



SPH 804

Disorders of Voice and Fluency

S2 Day 2016

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Part B Disorders of Fluency

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Part A Voice disorders & laryngectomy

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Credit points

4

Prerequisites

Admission to MSpchLngPath

Corequisites

Co-badged status

Unit description

This unit will be divided into firstly voice disorders and laryngectomy, and secondly disorders of fluency. The voice disorder component will focus on the characteristics, epidemiology and etiology of functional and organic voice disorders and laryngeal cancer. The fluency disorders component will cover theories of etiology and definition/description, models of intervention, and current best practice for management of stuttering and other fluency disorders.

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 linguistics, psychology, neuroanatomy, and psychology with current theories regarding the nature and cause of voice disorders, laryngectomy, and stuttering
- Accurately identify the features of the range of clinical voice and fluency disorders,

including their typical and less common characteristics as they occur across the lifespan

- Develop creative intervention plans that apply best evidence of treatment efficacy, taking account of individuals' personal characteristics, social situations, and personal preferences
- Determine and demonstrate appropriate methods for evaluating short and long term outcomes of intervention for disorders of voice and fluency
- Demonstrate mastery of standard therapy skills and techniques used with children, adolescents, and adults

Assessment Tasks

Name	Weighting	Due
B. Take home assessment	15%	Week 6
B. In class test	5%	Week 9
B. Case based assessment	30%	Week 13
A. Case based assessment	20%	Week 7
A. Case based assessment	30%	Week 13

B. Take home assessment

Due: **Week 6**

Weighting: **15%**

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On successful completion you will be able to:

- Integrate knowledge of linguistics, psychology, neuroanatomy, and psychology with current theories regarding the nature and cause of voice disorders, laryngectomy, and stuttering

B. In class test

Due: **Week 9**

Weighting: **5%**

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On successful completion you will be able to:

- Accurately identify the features of the range of clinical voice and fluency disorders,

including their typical and less common characteristics as they occur across the lifespan

- Determine and demonstrate appropriate methods for evaluating short and long term outcomes of intervention for disorders of voice and fluency
- Demonstrate mastery of standard therapy skills and techniques used with children, adolescents, and adults

B. Case based assessment

Due: **Week 13**

Weighting: **30%**

On successful completion you will be able to:

- Integrate knowledge of linguistics, psychology, neuroanatomy, and psychology with current theories regarding the nature and cause of voice disorders, laryngectomy, and stuttering
- Accurately identify the features of the range of clinical voice and fluency disorders, including their typical and less common characteristics as they occur across the lifespan
- Develop creative intervention plans that apply best evidence of treatment efficacy, taking account of individuals' personal characteristics, social situations, and personal preferences
- Determine and demonstrate appropriate methods for evaluating short and long term outcomes of intervention for disorders of voice and fluency
- Demonstrate mastery of standard therapy skills and techniques used with children, adolescents, and adults

A. Case based assessment

Due: **Week 7**

Weighting: **20%**

On successful completion you will be able to:

- Integrate knowledge of linguistics, psychology, neuroanatomy, and psychology with current theories regarding the nature and cause of voice disorders, laryngectomy, and stuttering
- Accurately identify the features of the range of clinical voice and fluency disorders, including their typical and less common characteristics as they occur across the lifespan

- • Develop creative intervention plans that apply best evidence of treatment efficacy, taking account of individuals' personal characteristics, social situations, and personal preferences
- • Determine and demonstrate appropriate methods for evaluating short and long term outcomes of intervention for disorders of voice and fluency
- • Demonstrate mastery of standard therapy skills and techniques used with children, adolescents, and adults

A. Case based assessment

Due: **Week 13**

Weighting: **30%**

On successful completion you will be able to:

- • Integrate knowledge of linguistics, psychology, neuroanatomy, and psychology with current theories regarding the nature and cause of voice disorders, laryngectomy, and stuttering
- • Accurately identify the features of the range of clinical voice and fluency disorders, including their typical and less common characteristics as they occur across the lifespan
- • Develop creative intervention plans that apply best evidence of treatment efficacy, taking account of individuals' personal characteristics, social situations, and personal preferences
- • Determine and demonstrate appropriate methods for evaluating short and long term outcomes of intervention for disorders of voice and fluency
- • Demonstrate mastery of standard therapy skills and techniques used with children, adolescents, and adults

Delivery and Resources

Classes for SPH804 will be delivered over the regular 13 week session. Lectures will include 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>

[w 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 linguistics, psychology, neuroanatomy, and psychology with current theories regarding the nature and cause of voice disorders, laryngectomy, and stuttering
- Accurately identify the features of the range of clinical voice and fluency disorders, including their typical and less common characteristics as they occur across the lifespan
- Develop creative intervention plans that apply best evidence of treatment efficacy, taking account of individuals' personal characteristics, social situations, and personal preferences
- Determine and demonstrate appropriate methods for evaluating short and long term outcomes of intervention for disorders of voice and fluency
- Demonstrate mastery of standard therapy skills and techniques used with children, adolescents, and adults

Assessment tasks

- B. Take home assessment
- B. In class test
- B. Case based assessment
- A. Case based assessment
- A. Case based assessment

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 linguistics, psychology, neuroanatomy, and psychology with current theories regarding the nature and cause of voice disorders, laryngectomy, and stuttering
- • Accurately identify the features of the range of clinical voice and fluency disorders, including their typical and less common characteristics as they occur across the lifespan
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- • Demonstrate mastery of standard therapy skills and techniques used with children, adolescents, and adults

Assessment tasks

- B. Take home assessment
- B. In class test
- B. Case based assessment
- A. Case based assessment
- A. Case based assessment

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 linguistics, psychology, neuroanatomy, and psychology with current theories regarding the nature and cause of voice disorders, laryngectomy, and stuttering
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Assessment tasks

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- A. Case based assessment
- A. Case based assessment

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 linguistics, psychology, neuroanatomy, and psychology with current theories regarding the nature and cause of voice disorders, laryngectomy, and stuttering
- • Accurately identify the features of the range of clinical voice and fluency disorders, including their typical and less common characteristics as they occur across the lifespan
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Assessment tasks

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- A. Case based assessment
- A. Case based assessment

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

- • Accurately identify the features of the range of clinical voice and fluency disorders, including their typical and less common characteristics as they occur across the lifespan
- • Develop creative intervention plans that apply best evidence of treatment efficacy, taking account of individuals' personal characteristics, social situations, and personal preferences
- • Determine and demonstrate appropriate methods for evaluating short and long term outcomes of intervention for disorders of voice and fluency
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Assessment tasks

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- A. Case based assessment
- A. Case based assessment

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

- Integrate knowledge of linguistics, psychology, neuroanatomy, and psychology with current theories regarding the nature and cause of voice disorders, laryngectomy, and stuttering
- Accurately identify the features of the range of clinical voice and fluency disorders, including their typical and less common characteristics as they occur across the lifespan
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