



SPH 802

Developmental and Acquired Language Disorders II

S1 Day 2017

Dept of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7

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General Information

Unit convenor and teaching staff

Scott Barnes

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Margaret Wood

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Credit points

4

Prerequisites

Admission to MSpchLngPath

Corequisites

Co-badged status

Unit description

This unit focuses on developmental and acquired language disorders. In the first part of this unit the focus will be on developmental language disorders in school-age children, and adolescents. In the second part of this unit, students will focus on complex issues in aphasia assessment and treatment, communication disorders caused by right hemisphere brain damage, traumatic brain injury, and dementia.

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:

recognise and analyse language and communication problems resulting from damage to areas of the brain outside the classical language areas, including the frontal lobes and the right hemisphere

apply and synthesise knowledge of normal language development (normative research and theoretical perspectives) to language impairments in school-aged children

recognise and analyse the manifestations of specific language impairment in school-aged children and adolescents, with particular emphasis on pragmatic impairment

recognise and analyse the relationship between language, communication, culture, and

cognition

select, analyse, and interpret a variety of clinical assessment procedures relevant for

acquired, school-aged, and adolescent language and communication disorders

apply theoretically-motivated, evidenced-based management principles to acquired,

school-aged, and adolescent language and communication disorders

apply a social, collaborative, client-centred model of assessment and treatment to

acquired, school-aged, and adolescent language and communication disorders

recognise and evaluate other professionals' roles in assessment and treatment for

acquired, school-aged, and adolescent language and communication disorders

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Assessment 1(a)</u>	20%	No	Week 6
<u>Assessment 1(b)</u>	20%	No	Week 6
<u>Assessment 2(a)</u>	30%	Yes	Week 14
<u>Assessment 2(b)</u>	30%	Yes	Week 13

Assessment 1(a)

Due: **Week 6**

Weighting: **20%**

Students will be required to critically appraise 2 recently published research papers on treatment for language disorders in (1) early school-age children and (2) adolescents. Each critically appraised paper (CAP; 500 words) will be followed by a commentary (250 words) on the clinical significance of the paper related to the student's clinical experience. A template will be provided for the CAP and for the reflective statement.

On successful completion you will be able to:

- apply and synthesise knowledge of normal language development (normative research and theoretical perspectives) to language impairments in school-aged children
- recognise and analyse the manifestations of specific language impairment in school-aged children and adolescents, with particular emphasis on pragmatic impairment
- select, analyse, and interpret a variety of clinical assessment procedures relevant for acquired, school-aged, and adolescent language and communication disorders
- apply theoretically-motivated, evidenced-based management principles to acquired, school-aged, and adolescent language and communication disorders

- apply a social, collaborative, client-centred model of assessment and treatment to acquired, school-aged, and adolescent language and communication disorders
- recognise and evaluate other professionals' roles in assessment and treatment for acquired, school-aged, and adolescent language and communication disorders

Assessment 1(b)

Due: **Week 6**

Weighting: **20%**

Students will be provided with a case description of a person with aphasia who speaks more than one language. Students will critically discuss the impact of bi- and multilingualism on clinical assessment practices for acquired language and communication disorders, and develop an assessment plan suitable for the case provided.

On successful completion you will be able to:

- recognise and analyse language and communication problems resulting from damage to areas of the brain outside the classical language areas, including the frontal lobes and the right hemisphere
- recognise and analyse the relationship between language, communication, culture, and cognition
- select, analyse, and interpret a variety of clinical assessment procedures relevant for acquired, school-aged, and adolescent language and communication disorders
- apply theoretically-motivated, evidenced-based management principles to acquired, school-aged, and adolescent language and communication disorders
- apply a social, collaborative, client-centred model of assessment and treatment to acquired, school-aged, and adolescent language and communication disorders
- recognise and evaluate other professionals' roles in assessment and treatment for acquired, school-aged, and adolescent language and communication disorders

Assessment 2(a)

Due: **Week 14**

Weighting: **30%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Three case studies of language-impaired school-aged children will be provided. Students will be required to answer questions on each case that relate to assessment and intervention, including explanation of clinical reasoning.

On successful completion you will be able to:

- apply and synthesise knowledge of normal language development (normative research and theoretical perspectives) to language impairments in school-aged children
- recognise and analyse the manifestations of specific language impairment in school-aged children and adolescents, with particular emphasis on pragmatic impairment
- select, analyse, and interpret a variety of clinical assessment procedures relevant for acquired, school-aged, and adolescent language and communication disorders
- apply theoretically-motivated, evidenced-based management principles to acquired, school-aged, and adolescent language and communication disorders
- apply a social, collaborative, client-centred model of assessment and treatment to acquired, school-aged, and adolescent language and communication disorders
- recognise and evaluate other professionals' roles in assessment and treatment for acquired, school-aged, and adolescent language and communication disorders

Assessment 2(b)

Due: **Week 13**

Weighting: **30%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Students will be provided with a case description of a person with traumatic brain injury. The case description will include information concerning the client's brain injury, the nature of their communication disorder, and social history. Students will critically evaluate the case information, and develop an intervention plan suitable for the case provided. The intervention plan will involve development of intervention goals, selection of intervention procedures, and selection of outcome measures.

On successful completion you will be able to:

- recognise and analyse language and communication problems resulting from damage to areas of the brain outside the classical language areas, including the frontal lobes and the right hemisphere
- recognise and analyse the relationship between language, communication, culture, and cognition
- select, analyse, and interpret a variety of clinical assessment procedures relevant for acquired, school-aged, and adolescent language and communication disorders
- apply theoretically-motivated, evidenced-based management principles to acquired, school-aged, and adolescent language and communication disorders
- apply a social, collaborative, client-centred model of assessment and treatment to acquired, school-aged, and adolescent language and communication disorders

- recognise and evaluate other professionals' roles in assessment and treatment for acquired, school-aged, and adolescent language and communication disorders

Delivery and Resources

Classes for SPH802 will be delivered over the regular 13 week semester. 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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

- recognise and analyse language and communication problems resulting from damage to areas of the brain outside the classical language areas, including the frontal lobes and the right hemisphere
- apply and synthesise knowledge of normal language development (normative research and theoretical perspectives) to language impairments in school-aged children
- recognise and analyse the manifestations of specific language impairment in school-aged children and adolescents, with particular emphasis on pragmatic impairment
- recognise and analyse the relationship between language, communication, culture, and cognition
- select, analyse, and interpret a variety of clinical assessment procedures relevant for acquired, school-aged, and adolescent language and communication disorders
- apply theoretically-motivated, evidenced-based management principles to acquired,

school-aged, and adolescent language and communication disorders

- apply a social, collaborative, client-centred model of assessment and treatment to acquired, school-aged, and adolescent language and communication disorders
- recognise and evaluate other professionals' roles in assessment and treatment for acquired, school-aged, and adolescent language and communication disorders

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

- recognise and analyse language and communication problems resulting from damage to areas of the brain outside the classical language areas, including the frontal lobes and the right hemisphere
- apply and synthesise knowledge of normal language development (normative research and theoretical perspectives) to language impairments in school-aged children
- recognise and analyse the manifestations of specific language impairment in school-aged children and adolescents, with particular emphasis on pragmatic impairment
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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

- recognise and analyse language and communication problems resulting from damage to areas of the brain outside the classical language areas, including the frontal lobes and the right hemisphere
- apply and synthesise knowledge of normal language development (normative research and theoretical perspectives) to language impairments in school-aged children
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- apply a social, collaborative, client-centred model of assessment and treatment to acquired, school-aged, and adolescent language and communication disorders
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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

- select, analyse, and interpret a variety of clinical assessment procedures relevant for acquired, school-aged, and adolescent language and communication disorders
- apply theoretically-motivated, evidenced-based management principles to acquired, school-aged, and adolescent language and communication disorders
- apply a social, collaborative, client-centred model of assessment and treatment to acquired, school-aged, and adolescent language and communication disorders
- recognise and evaluate other professionals' roles in assessment and treatment for acquired, school-aged, and adolescent language and communication disorders

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

- select, analyse, and interpret a variety of clinical assessment procedures relevant for acquired, school-aged, and adolescent language and communication disorders
- apply theoretically-motivated, evidenced-based management principles to acquired, school-aged, and adolescent language and communication disorders
- apply a social, collaborative, client-centred model of assessment and treatment to acquired, school-aged, and adolescent language and communication disorders

- recognise and evaluate other professionals' roles in assessment and treatment for acquired, school-aged, and adolescent language and communication disorders

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

- recognise and analyse language and communication problems resulting from damage to areas of the brain outside the classical language areas, including the frontal lobes and the right hemisphere
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- recognise and evaluate other professionals' roles in assessment and treatment for acquired, school-aged, and adolescent language and communication disorders

Assessment tasks

- Assessment 1(a)

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