



SPHL836

Speech and Language Disorders in Children

S2 Day 2018

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Jae-Hyun Kim

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Scott Barnes

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Credit points

4

Prerequisites

SPHL828 and SPHL830

Corequisites

SPHL829

Co-badged status

Unit description

The focus of this unit will be on description, assessment, and differential diagnosis of developmental speech and language disorders in preschool-age and school-age children. Disorders of articulation, phonology, the lexicon and semantics, morphosyntax, discourse, and literacy will be studied, with emphasis on impairment level speech pathology assessment.

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:

Analyse and evaluate accounts of the aetiology of speech and language disorders in children, focusing on their implications for diagnosis (CBOS 1.1, 1.2, 2.1, 2.3).

Identify, analyse, and describe signs of speech and language disorders and their implications for children's communication, health, and social participation (CBOS 2.1, 2.2, 2.3, 2.4)

Select and apply appropriate, evidence-based speech pathology assessment for speech and language disorders in children (CBOS 1.2, 1.3)

Utilise a social, collaborative, client-centred model of assessment for children with

disorders of speech and language (CBOS 1.1, 1.2)

General Assessment Information

Word limits

Assessment submissions with excessive word counts will receive a penalty commensurate with the amount the submission has exceeded the word limit stated in the assessment description. Excessive word counts will result in the following penalties:

- From 11 to 20% over the word limit = reduction by one grading band.
- More than 20% over the word limit = reduction by **at least** two grading bands, with further penalties applied at the discretion of the unit convenor.

For example: Word limit = 2000 words; Submission word count = 2240, i.e., 12% over the limit, and therefore a penalty is applied as follows:

- Initial grade = D
- Penalty = reduction of one grading band
- Final grade = C

Penalty for late submission

Late submission of assessments will result in the following penalties:

- 1 day late = reduction by **no more than** one grading band, at the discretion of the unit convenor
- 2 days late = reduction by **no more than** two grading bands, at the discretion of the unit convenor
- 3 or more days late = reduction by **at least** two grading bands, with further reductions at the discretion of the unit convenor

For example: A submission is two days late, and therefore a penalty is applied as follows:

- Initial grade = HD
- Maximum penalty = reduction of two grading bands
- Final grade = C

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>SPHL836.1</u>	50%	Yes	Week 7
<u>SPHL836.2</u>	50%	Yes	Week 13

SPHL836.1

Due: **Week 7**

Weighting: **50%**

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

In this assessment task, students will be provided with case information relating to children who have speech disorders. They will be also be provided with clinical scenarios, and asked to develop plans relating to speech pathology assessment for these children. The assessment task will require them to integrate and synthesise case information, case data, theory, research evidence, and routine speech pathology practices in order to formulate plans.

On successful completion you will be able to:

- Analyse and evaluate accounts of the aetiology of speech and language disorders in children, focusing on their implications for diagnosis (CBOS 1.1, 1.2, 2.1, 2.3).
- Identify, analyse, and describe signs of speech and language disorders and their implications for children's communication, health, and social participation (CBOS 2.1, 2.2, 2.3, 2.4)
- Select and apply appropriate, evidence-based speech pathology assessment for speech and language disorders in children (CBOS 1.2, 1.3)
- Utilise a social, collaborative, client-centred model of assessment for children with disorders of speech and language (CBOS 1.1, 1.2)

SPHL836.2

Due: **Week 13**

Weighting: **50%**

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

In this assessment task, students will be provided with case information relating to children who have language disorders. They will be also be provided with clinical scenarios, and asked to develop plans relating to speech pathology assessment for these children. The assessment task will require them to integrate and synthesise case information, case data, theory, research evidence, and routine speech pathology practices in order to formulate plans.

On successful completion you will be able to:

- Analyse and evaluate accounts of the aetiology of speech and language disorders in children, focusing on their implications for diagnosis (CBOS 1.1, 1.2, 2.1, 2.3).
- Identify, analyse, and describe signs of speech and language disorders and their

implications for children's communication, health, and social participation (CBOS 2.1, 2.2, 2.3, 2.4)

- Select and apply appropriate, evidence-based speech pathology assessment for speech and language disorders in children (CBOS 1.2, 1.3)
- Utilise a social, collaborative, client-centred model of assessment for children with disorders of speech and language (CBOS 1.1, 1.2)

Delivery and Resources

Students will participate in 2 hour lectorial classes blending teacher-fronted delivery with small group activities. Students will be expected to engage with learning materials before attending and participating in weekly classes, and then to complete learning activities following class. All learning and teaching activities will occur over the standard 13 teaching weeks of the session.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- Analyse and evaluate accounts of the aetiology of speech and language disorders in children, focusing on their implications for diagnosis (CBOS 1.1, 1.2, 2.1, 2.3).
- Identify, analyse, and describe signs of speech and language disorders and their implications for children's communication, health, and social participation (CBOS 2.1, 2.2, 2.3, 2.4)
- Select and apply appropriate, evidence-based speech pathology assessment for speech and language disorders in children (CBOS 1.2, 1.3)
- Utilise a social, collaborative, client-centred model of assessment for children with disorders of speech and language (CBOS 1.1, 1.2)

Assessment tasks

- SPHL836.1
- SPHL836.2

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

- Analyse and evaluate accounts of the aetiology of speech and language disorders in children, focusing on their implications for diagnosis (CBOS 1.1, 1.2, 2.1, 2.3).
- Identify, analyse, and describe signs of speech and language disorders and their implications for children's communication, health, and social participation (CBOS 2.1, 2.2, 2.3, 2.4)
- Select and apply appropriate, evidence-based speech pathology assessment for speech and language disorders in children (CBOS 1.2, 1.3)
- Utilise a social, collaborative, client-centred model of assessment for children with disorders of speech and language (CBOS 1.1, 1.2)

Assessment tasks

- SPHL836.1
- SPHL836.2

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

- Analyse and evaluate accounts of the aetiology of speech and language disorders in children, focusing on their implications for diagnosis (CBOS 1.1, 1.2, 2.1, 2.3).
- Identify, analyse, and describe signs of speech and language disorders and their implications for children's communication, health, and social participation (CBOS 2.1, 2.2, 2.3, 2.4)
- Select and apply appropriate, evidence-based speech pathology assessment for speech and language disorders in children (CBOS 1.2, 1.3)
- Utilise a social, collaborative, client-centred model of assessment for children with disorders of speech and language (CBOS 1.1, 1.2)

Assessment tasks

- SPHL836.1
- SPHL836.2

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

- Analyse and evaluate accounts of the aetiology of speech and language disorders in children, focusing on their implications for diagnosis (CBOS 1.1, 1.2, 2.1, 2.3).
- Identify, analyse, and describe signs of speech and language disorders and their implications for children's communication, health, and social participation (CBOS 2.1, 2.2, 2.3, 2.4)
- Select and apply appropriate, evidence-based speech pathology assessment for speech and language disorders in children (CBOS 1.2, 1.3)
- Utilise a social, collaborative, client-centred model of assessment for children with disorders of speech and language (CBOS 1.1, 1.2)

Assessment tasks

- SPHL836.1
- SPHL836.2

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

- Analyse and evaluate accounts of the aetiology of speech and language disorders in children, focusing on their implications for diagnosis (CBOS 1.1, 1.2, 2.1, 2.3).
- Identify, analyse, and describe signs of speech and language disorders and their implications for children's communication, health, and social participation (CBOS 2.1, 2.2, 2.3, 2.4)
- Select and apply appropriate, evidence-based speech pathology assessment for speech and language disorders in children (CBOS 1.2, 1.3)
- Utilise a social, collaborative, client-centred model of assessment for children with disorders of speech and language (CBOS 1.1, 1.2)

Assessment tasks

- SPHL836.1
- SPHL836.2

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

- Analyse and evaluate accounts of the aetiology of speech and language disorders in children, focusing on their implications for diagnosis (CBOS 1.1, 1.2, 2.1, 2.3).
- Identify, analyse, and describe signs of speech and language disorders and their

implications for children's communication, health, and social participation (CBOS 2.1, 2.2, 2.3, 2.4)

- Select and apply appropriate, evidence-based speech pathology assessment for speech and language disorders in children (CBOS 1.2, 1.3)
- Utilise a social, collaborative, client-centred model of assessment for children with disorders of speech and language (CBOS 1.1, 1.2)

Assessment tasks

- SPHL836.1
- SPHL836.2