SPHL828

Speech Pathology Intervention 1

S1 Day 2018

Dept of Linguistics

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
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By appointment

Lecturer
Elisabeth Harrison
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12 Second Way, Room 564
By appointment

Credit points
4

Prerequisites
Admission to MSpchLngPath

Corequisites

Co-badged status

Unit description
In this unit students will gain advanced knowledge of a range of theoretically and empirically informed intervention principles, and their application across the range of speech pathology practice. Students will focus on applying these principles differentially to interventions for dysphagia, fluency disorders, and voice disorders in children and adults.

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 the implications of current knowledge about correlational learning, motor learning, and behaviour modification for speech pathology practice, particularly interventions targeting body functions and structures (RPP 1, CBOS 1.2, 2.1, 2.2, 2.3)

• Apply theoretically motivated and evidence based principles to planning speech pathology interventions for people with dysphagia, fluency disorders, and voice disorders. (RPL 1, 3.1, 3.4, 3.7)

• Align principles and practices informed by correlational learning, motor learning, and behaviour modification with client-centred care, focusing on the psychosocial implications of dysphagia, fluency disorders, and voice disorders. (CBOS 3.2, 3.5, 3.6)

• Identify and evaluate ethical speech pathology practice for people with dysphagia, fluency disorders, and voice disorders, focusing on client-centred care. (CBOS 4.5, 7.1)

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment Code SPHL828.1	50%	Yes	Week 10, Thursday 17 May
Assessment Code SPHL828.1	50%	Yes	Week 14, Thursday 14 June

Assessment Code SPHL828.1

Due: **Week 10, Thursday 17 May**
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 and, potentially, audio and video relating to people who have dysphagia and voice disorders. They will be also be provided with a clinical scenario, and asked to develop plans relating to speech pathology intervention for these people. The assessment task will require students to integrate and synthesise case information, case data, theory, research evidence, and routine speech pathology practices in order to formulate this plan.

On successful completion you will be able to:
- • Analyse and evaluate the implications of current knowledge about correlational learning, motor learning, and behaviour modification for speech pathology practice, particularly interventions targeting body functions and structures (RPP 1, CBOS 1.2, 2.1, 2.2, 2.3)
- • Apply theoretically motivated and evidence based principles to planning speech pathology interventions for people with dysphagia, fluency disorders, and voice disorders. (RPL 1, 3.1, 3.4, 3.7)
- • Align principles and practices informed by correlational learning, motor learning, and behaviour modification with client-centred care, focusing on the psychosocial

implications of dysphagia, fluency disorders, and voice disorders. (CBOS 3.2, 3.5, 3.6)

- • Identify and evaluate ethical speech pathology practice for people with dysphagia, fluency disorders, and voice disorders, focusing on client-centred care. (CBOS 4.5, 7.1)

Assessment Code SPHL828.1

Due: **Week 14, Thursday 14 June**
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 and, potentially, audio and video relating to people who stutter. They will be also be provided with clinical scenarios, and asked to develop plans relating to speech pathology intervention for these people. The assessment task will require students 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 the implications of current knowledge about correlational learning, motor learning, and behaviour modification for speech pathology practice, particularly interventions targeting body functions and structures (RPP 1, CBOS 1.2, 2.1, 2.2, 2.3)
- • Apply theoretically motivated and evidence based principles to planning speech pathology interventions for people with dysphagia, fluency disorders, and voice disorders. (RPL 1, 3.1, 3.4, 3.7)
- • Align principles and practices informed by correlational learning, motor learning, and behaviour modification with client-centred care, focusing on the psychosocial implications of dysphagia, fluency disorders, and voice disorders. (CBOS 3.2, 3.5, 3.6)
- • Identify and evaluate ethical speech pathology practice for people with dysphagia, fluency disorders, and voice disorders, focusing on client-centred care. (CBOS 4.5, 7.1)

Delivery and Resources

This unit will be taught in a blended learning format. Students will be expected to engage with learning materials before attending and participating in weekly classes and then completing learning activities following class.

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). 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). 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).

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.

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

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 the implications of current knowledge about correlational learning, motor learning, and behaviour modification for speech pathology practice, particularly interventions targeting body functions and structures (RPP 1, CBOS 1.2, 2.1, 2.2, 2.3)
- • Apply theoretically motivated and evidence based principles to planning speech pathology interventions for people with dysphagia, fluency disorders, and voice disorders. (RPL 1, 3.1, 3.4, 3.7)
- • Align principles and practices informed by correlational learning, motor learning, and behaviour modification with client-centred care, focusing on the psychosocial implications of dysphagia, fluency disorders, and voice disorders. (CBOS 3.2, 3.5, 3.6)
- • Identify and evaluate ethical speech pathology practice for people with dysphagia, fluency disorders, and voice disorders, focusing on client-centred care. (CBOS 4.5, 7.1)

Assessment tasks

- Assessment Code SPHL828.1
- Assessment Code SPHL828.1

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 the implications of current knowledge about correlational learning, motor learning, and behaviour modification for speech pathology practice, particularly interventions targeting body functions and structures (RPP 1, CBOS 1.2, 2.1, 2.2, 2.3)

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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 the implications of current knowledge about correlational learning, motor learning, and behaviour modification for speech pathology practice, particularly interventions targeting body functions and structures (RPP 1, CBOS 1.2, 2.1, 2.2, 2.3)

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Assessment tasks

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- Assessment Code SPHL828.1

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 the implications of current knowledge about correlational learning, motor learning, and behaviour modification for speech pathology practice, particularly interventions targeting body functions and structures (RPP 1, CBOS 1.2, 2.1, 2.2, 2.3)
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Assessment tasks

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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 the implications of current knowledge about correlational learning, motor learning, and behaviour modification for speech pathology practice, particularly interventions targeting body functions and structures (RPP 1, CBOS 1.2, 2.1, 2.2, 2.3)
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Assessment tasks

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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 the implications of current knowledge about correlational learning, motor learning, and behaviour modification for speech pathology practice, particularly interventions targeting body functions and structures (RPP 1, CBOS 1.2, 2.1, 2.2, 2.3)
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