



SPED936

Sensory Disability: Child Development and Family Perceptions

S1 Online 2019

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	7
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Convenor and lecturer

Dr Robyn Cantle Moore

robyn.moore@mq.edu.au

Contact via Contact by email

Susan Silveira

susan.silveira@mq.edu.au

Lena Karam

[lena.karam@mq.edu.au](mailto:lana.karam@mq.edu.au)

Credit points

4

Prerequisites

Admission to MDisabilityStud

Corequisites

Co-badged status

Unit description

This unit examines the influence sensory disability (hearing and/or vision impairment) can have on child development and family perceptions of child progress and competency. The rationale for early intervention through family-centred practice is discussed and characteristics of effective parent-professional partnership and collaboration explored. Students will consider family systems, cultural diversity, and the role of parent education and guidance as a basis for promoting optimal outcomes for children with a sensory disability.

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:

On successful completion of this unit students will be able to: demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.

Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).

Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

Units with Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Series of Topic Quizzes</u>	20%	No	Weekly / Topics 1-12
<u>Parent Interview / PBL study</u>	40%	No	3 May, 2019 (week 8)
<u>Higher Order Thinking (HOT)</u>	40%	No	31 May, 2019 (week 12)

Series of Topic Quizzes

Due: **Weekly / Topics 1-12**

Weighting: **20%**

Students will demonstrate their understanding of the impact sensory disability can have on early learning and development across the physical, psycho-social, and educational domains of childhood; the changing strengths, challenges and support mechanisms of families who have a child-member with sensory disability.

On successful completion you will be able to:

- On successful completion of this unit students will be able to: demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).

Parent Interview / PBL study

Due: **3 May, 2019 (week 8)**

Weighting: **40%**

Students will carry out, report and reflect on, a unique interview with the parent/familiar caregiver of a young child (0-7yrs) with a sensory disability. The interview conversation will be guided by eight (8) probe-questions formulated by the student in response to multiple set readings from the research/scholarly literature exploring the (a) developmental impacts of sensory disability, (b) parent-professional partnerships in childhood sensory disability, and (c) family resilience and childhood disability.

On successful completion you will be able to:

- On successful completion of this unit students will be able to: demonstrate a working

knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.

- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

Higher Order Thinking (HOT)

Due: **31 May, 2019 (week 12)**

Weighting: **40%**

Students will demonstrate critical analysis of four (4) set research studies; identify implications for children with sensory disability and their parents/families.

On successful completion you will be able to:

- On successful completion of this unit students will be able to: demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

Delivery and Resources

All elements of this unit are presented online. Lectures and tutorial activities are delivered in captioned audio-Powerpoint and video streaming formats.

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- On successful completion of this unit students will be able to: demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

Assessment tasks

- Series of Topic Quizzes
- Parent Interview / PBL study
- Higher Order Thinking (HOT)

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

- On successful completion of this unit students will be able to: demonstrate a working

knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.

- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).

Assessment tasks

- Series of Topic Quizzes
- Parent Interview / PBL study
- Higher Order Thinking (HOT)

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

- On successful completion of this unit students will be able to: demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

Assessment tasks

- Series of Topic Quizzes
- Parent Interview / PBL study
- Higher Order Thinking (HOT)

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

- On successful completion of this unit students will be able to: demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

Assessment tasks

- Series of Topic Quizzes
- Parent Interview / PBL study
- Higher Order Thinking (HOT)

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

- On successful completion of this unit students will be able to: demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

Assessment tasks

- Series of Topic Quizzes
- Parent Interview / PBL study
- Higher Order Thinking (HOT)

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

- On successful completion of this unit students will be able to: demonstrate a working knowledge of the influence sensory disability can have on the social, emotional and cognitive continua of child development.
- Identify and apply a range of strategies to support and guide parents / families in promoting the optimal development of their child with sensory disability (hearing and/or vision loss).
- Reflect on, and develop as necessary, the personal skills required to work collaboratively with parents and interdisciplinary teams supporting a child with sensory disability.

Assessment tasks

- Parent Interview / PBL study
- Higher Order Thinking (HOT)