SPTH8829

Speech Pathology Intervention 2

Session 2, Special circumstance 2020

Department of Linguistics

Contents

Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff
Jae-Hyun Kim
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Credit points
10

Prerequisites
SPTH8828 or SPHL828

Corequisites
(SPTH8836 or SPHL836) and (SPTH8837 or SPHL837)

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 speech and language 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:

ULO1: Analyse and evaluate the implications of current knowledge about language, cognition, and learning for speech pathology practice; particularly interventions targeting body functions and structures. (RPP 1, CBOS 1 2, 2 1, 2 2, 2 3).

ULO2: Apply theoretically motivated and evidence-based principles to planning speech pathology interventions for people with speech and language disorders. (RPP 1, 3 1, 3 4, 3 7).

ULO3: Align principles and practices informed by current knowledge about language, cognition, and learning with client-centred care, focusing on the psychosocial

implications of speech and language disorders. (CBOS 3 2, 3 5, 3 6).

ULO4: Identify and evaluate ethical speech pathology practice for people with speech and language disorders, focusing on client-centred care. (CBOS 4 5, 7 1).

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
Case-based assessment: Child speech and language disorders	50%	Yes	Week 11
Case-based assessment: Adult speech and language disorders	50%	Yes	Week 14

Case-based assessment: Child speech and language disorders

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 39 hours
Due: **Week 11**
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 and language disorders. They will be also be provided with clinical scenarios, and asked to develop plans relating to speech pathology intervention for these children. The assessment task will require them to integrate and synthesise case background, 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 language, cognition, and learning 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 speech and language disorders. (RPP 1, 3 1, 3 4, 3 7).
- Align principles and practices informed by current knowledge about language, cognition, and learning with client-centred care, focusing on the psychosocial implications of speech and language disorders. (CBOS 3 2, 3 5, 3 6).
- Identify and evaluate ethical speech pathology practice for people with speech and language disorders, focusing on client-centred care. (CBOS 4 5, 7 1).

Case-based assessment: Adult speech and language disorders

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 38 hours
Due: **Week 14**
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 adults who have speech and language disorders. They will be also be provided with clinical scenarios, and asked to develop plans relating to speech pathology intervention for these adults. The assessment task will require them to integrate and synthesise case background, 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 language, cognition, and learning 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 speech and language disorders. (RPP 1, 3 1, 3 4, 3 7).
- Align principles and practices informed by current knowledge about language, cognition, and learning with client-centred care, focusing on the psychosocial implications of speech and language disorders. (CBOS 3 2, 3 5, 3 6).
- Identify and evaluate ethical speech pathology practice for people with speech and language disorders, focusing on client-centred care. (CBOS 4 5, 7 1).

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

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). 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.)*

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 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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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.

Changes since First Published

Date	Description
03/09/2020	Changed the SPTH8829.1 due date from Week 10 to Week 11.