



SPTH8836

Speech and Language Disorders in Children

Session 2, Weekday attendance, North Ryde 2021

Department of Linguistics

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

General Information

Unit convenor and teaching staff

Jae-Hyun Kim

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Credit points

10

Prerequisites

Admission to MSpchLngPath

Corequisites

Co-badged status

Unit description

In this unit, students will be introduced to advanced issues in the description, assessment, differential diagnosis, and treatment of developmental speech and language disorders in children. Disorders of articulation, phonology, the lexicon and semantics, and morphosyntax will be addressed, as well as their consequences for communication. Students will explore relevant speech pathology assessment and intervention, and critically evaluate the research evidence supporting their use.

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 accounts of the aetiology of speech and language disorders in children, focusing on their implications for diagnosis.

ULO2: Identify, analyse, and describe signs of speech and language disorders and their implications for children's communication, health, and social participation across the lifespan.

ULO3: Select and justify appropriate, evidence-based speech pathology assessment and intervention for speech and language disorders in younger children.

ULO4: Utilise a social, collaborative, client-centred model of assessment and intervention for younger children with disorders of speech and language.

ULO5: Critically appraise the research evidence supporting speech pathology assessment and intervention for younger children experiencing speech and language disorders, and employ it appropriately to promote client-centred care.

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>Case-based assessment: Speech disorders</u>	50%	Yes	Week 7

Name	Weighting	Hurdle	Due
Case-based assessment: Language disorders	50%	Yes	Week 14

Case-based assessment: Speech disorders

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 38 hours

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 younger children who have speech disorders. They will also be provided with clinical scenarios, and asked to develop plans relating to speech pathology assessment and intervention 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.
- Identify, analyse, and describe signs of speech and language disorders and their implications for children's communication, health, and social participation across the lifespan.
- Select and justify appropriate, evidence-based speech pathology assessment and intervention for speech and language disorders in younger children.
- Utilise a social, collaborative, client-centred model of assessment and intervention for younger children with disorders of speech and language.
- Critically appraise the research evidence supporting speech pathology assessment and intervention for younger children experiencing speech and language disorders, and employ it appropriately to promote client-centred care.

Case-based assessment: Language disorders

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 39 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 younger children who have language disorders. They will also be provided with clinical scenarios, and asked to develop plans relating to speech pathology assessment and intervention 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.
- Identify, analyse, and describe signs of speech and language disorders and their implications for children's communication, health, and social participation across the lifespan.
- Select and justify appropriate, evidence-based speech pathology assessment and intervention for speech and language disorders in younger children.
- Utilise a social, collaborative, client-centred model of assessment and intervention for younger children with disorders of speech and language.
- Critically appraise the research evidence supporting speech pathology assessment and intervention for younger children experiencing speech and language disorders, and employ it appropriately to promote client-centred care.

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

NOTE: *The standard delivery of this unit has been affected by the current Public Health Orders and associated restrictions implemented by the NSW Government, and the response of the University to these circumstances. As a consequence, the delivery of this unit may be altered during Session 2 should these circumstances change. If on-campus learning activities are*

undertaken during Session 2, they will be delivered in accordance with a COVID Safe plan.

Students will participate in 3 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 scheduled learning activities will occur over the standard 13 weeks of the session.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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.