



# SPTH8836

## Speech and Language Disorders in Children

Session 2, In person-scheduled-weekday, North Ryde 2024

*Department of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Admission to MSpchLngPath or MClinAudiology

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

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet a

Further details for each assessment task will be available on iLearn.

## Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARKS) will be applied for late submissions.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

## Word limits

Assessment submissions with excessive word counts will receive a penalty commensurate with the amount of excess.

- 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 as

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

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Case-based assessment: Speech disorders</a>	50%	Yes	Week 7
<a href="#">Case-based assessment: Language disorders</a>	50%	Yes	Week 14

### Case-based assessment: Speech disorders

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 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 <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 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.

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<sup>1</sup> 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.

<sup>2</sup> 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 3 hour lectorial classes blending teacher fronted delivery with small group activities. Students will be expected to engage with learning materials before

### Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a table

## 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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](https://ask.mq.edu.au) or if you are a Global MBA

student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.

## Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher

## Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all

As part of developing professionalism, students are [expected to attend all small group interactive sessions](#) in integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the v

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn related activities, you are asked to close down all other applications to avoid distraction to you and others. Pl

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Unit information based on version 2024.02 of the [Handbook](#)