School of Health Sciences

SPTH2102: Paediatric Language
Callaghan
Semester 2 - 2023

OVERVIEW

Course Description	This course will focus on paediatric language disorders including typical language development, assessment, analysis, diagnosis and intervention of children with language disorders within the World Health Organization's International Classification of Functioning, Disability and Health (ICF) conceptual framework and evidence based practice (EBP).
Requisites	This course is only available to students who are active in the Bachelor of Speech Pathology (Hons) [12318] and have successfully completed SPTH1080.
Assumed Knowledge Contact Hours	SPTH1080 Introduction to Speech Pathology **Callaghan** **Lecture** Face to Face On Campus 3 hour(s) per Week for 12 Weeks **Tutorial** Face to Face On Campus 1 hour(s) per Week for 5 Weeks
Unit Weighting Workload	10 Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator	**Callaghan** Dr Liz Spencer Liz.Spencer@newcastle.edu.au (02) 4921 5161 Consultation: Monday, Tuesday, Thursday by appointment
Teaching Staff	Dr Liz Spencer & Dr Ben Bailey
School Office	**School of Health Sciences** Room 302, ICT Building Callaghan SchoolHealthSciences@newcastle.edu.au +61 2 4921 7053

SYLLABUS

Course Content

This course will include the following topics:
- language development (including morphology, syntax, semantics, pragmatics)
- theories of language acquisition
- assessment of a child with a language disorder (including case history, standardised and non-standardised assessment methods and instruments)
- language analysis
- introduction to culturally appropriate assessments
- diagnosis of language disorders
- intervention for early language and developing language disorders

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Identify and discuss language development from birth to school age.

2. Apply the theory, aetiology and classification of child language disorders.

3. Conduct, analyse and interpret assessment procedures suitable for a child with a language disorder.

4. Identify and implement management decisions in children with language disorders.

5. Apply general and case specific interventions for children with language disorders, with particular emphasis on evidence based practice (EBP) and service delivery.

6. Apply the World Health Organization's International Classification of Functioning, Disability and Health (ICF) conceptual framework to facilitate a holistic understanding of child language disorders.

Course Materials

Required Text:

Paul, R., Norbury, C.F. & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing & communicating*. (5th edition). Elsevier.

McLeod, S. & McCormack, J. (2015). *Introduction to Speech, Language and Literacy*. Oxford. ISBN:9780195527926

Lecture Materials: available on Canvas

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Tutorial exercises (10%)	On Friday of the tutorial week i.e. weeks 2,4,6,8,10	Individual	10%	1, 2, 3, 4, 5, 6
2	Assignments (50%)	Assignment Part 1: week 6 (Friday). See Canvas for details of case information, assessment details & submission information. Assignment Part 2: week 10. See Canvas for details of case information, assessment details & submission information.	Individual	50%	1, 2, 3, 4, 5, 6
3	Formal examination - closed book examination (40%)	University examination period	Individual	40%	1, 2, 3, 4, 5, 6

Late Submissions   The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Tutorial exercises (10%)

Assessment Type   Tutorial / Laboratory Exercises
Purpose   To develop students' understanding of key processes and concepts in child language relating to assessment and intervention.
Description   Worksheets to be completed in class and short online quizzes as homework activity after each tutorial
Weighting   10%
Due Date   On Friday of the tutorial week i.e. weeks 2,4,6,8,10
Submission Method   Online
Assessment Criteria   See Canvas site
Return Method   Online
Feedback Provided   Online - Prior to next tutorial. Mark

Assessment 2 - Assignments (50%)

Assessment Type   Written Assignment
Purpose   To assess students' knowledge and application of knowledge in two key areas:
Description   Assignment Part 1: Analysis and interpretation of assessment data (25%) Due week 6 Friday 25/08/23
Assignment Part 2: Interpretation and intervention planning (25%). Due week 10 Friday 22/10/23
Weighting   50%
Length   Part 1: 1,000 words; Part 2: 1,200 words
Due Date   Assignment Part 1: week 6 (Friday). See Canvas for details of case information, assessment details & submission information.
Assignment Part 2: week 10. See Canvas for details of case information, assessment details & submission information.
Submission Method   Online

Assessment Criteria	See Canvas sites for rubrics for each assignment
Return Method	Online
Feedback Provided	Online .

Assessment 3 - Formal examination - closed book examination (40%)

Assessment Type	Formal Examination
Purpose	To assess students' knowledge of typical paediatric language development, assessment and intervention.
Description	Formal examination - written responses
Weighting	40%
Due Date	University examination period
Submission Method	Formal Exam
Assessment Criteria	
Return Method	Not Returned
Feedback Provided	

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods	Communication methods used in this course include:
	- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
	- Face to Face: Communication will be provided via face to face meetings or supervision.
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement. In 2022 CES had high ratings of 4.38 with 87.5% ratings of 4 or 5. Comments were positive indicating content was practical, relevant and interesting. Students indicated that assessments were relevant and practical & required readings (texts) were useful.

Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.
Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: 1. the assessment item is a major assessment item; or 2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system; 3. you are requesting a change of placement; or 4. the course has a compulsory attendance requirement. Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

RELATIONSHIP OF COURSE OBJECTIVES TO: COURSE ASSESSMENT ITEMS, UON GRADUATE ATTRIBUTES AND LEARNING OUTCOMES[1], AND SPEECH PATHOLOGY AUSTRALIA'S PROFESSIONAL STANDARDS[2]

Course Learning Outcomes		University of Newcastle Graduate Attributes and Learning Outcomes			
	Attributes	Life Ready Graduates: 'Work Ready' ~ 'Healthy and Well' ~ Community Minded'			
	Learning Outcomes	SPA Professional Standards: Domains (standards, elements)			
	Assessments	Practice area (Communication /swallowing)	Domain 1: Professional Conduct	Domain 2: Reflective Practice & Life-long Learning	Domain 3: Speech Pathology Practice
1. Identify and discuss	Tutorial Exercises Written Assessment Formal Exam	Communication	1.1a, b, c, d, e, f, g 1.2 a, b, c 1.3 a, b, c, f 1.4 a, b, c 1.5 a 1.6 a, b	2.5 a 2.6 a	3.1 a 3.2 a, c, d 3.3 a, b, c 3.4 a, b 3.5a 3.6a
2. Apply knowledge	Tutorial Exercises Written Assessment Formal Exam	Communication	1.1a, b, c, d, e, f, g 1.2 a, b, c 1.3 a, b, c, f 1.4 a, b, c 1.5 a 1.6 a, b	2.5 a 2.6 a	3.1 a 3.2 a, c, d 3.3 a, b, c 3.4 a, b 3.5a 3.6a
3. Assess and interpret	Tutorial Exercises Written Assessment Formal Exam	Communication	1.1 a, b, c, d, e, f, g 1.2 a, b, c 1.3 a, b, c, f 1.4 a, b, c 1.5 a 1.6 a, b	2.5 a 2.6 a	3.1 a 3.2 a, c, d 3.3 a, b, c 3.4 a, b 3.6a
4. Management	Tutorial Exercises Written Assessment Formal Exam	Communication	1.1 a, b, c, d, e, f, g 1.2 a, b, c 1.3 a, b, c, f 1.4 a, b, c 1.5 a 1.6 a,b	2.5 a 2.6 a	3.1 a 3.3 a, b, c 3.4 a, b, c, d 3.5 a, b, c 3.6 a
5. Evidence based intervention	Tutorial Exercises Written Assessment Formal Exam	Communication	1.1 a, b, c, d, e, f, g 1.2 a, b, c 1.3 a, b, c, f 1.4 c	2.5 a 2.6 a	3.1 a 3.4 a, b, c, d 3.5 a, b, c 3.6 a

		Formal Exam		1.5 a 1.6 a,b		
6.	Holistic application n of ICF	Tutorial Exercises Written Assessment Formal Exam	Communication	1.1 a, b, c, d, e, f, g 1.2 a, b, c 1.3 a, b, c, f 1.4 a, b, c 1.5 a 1.6 a,b	2.5 a 2.6 a	3.1 a 3.4 a, b, c, d 3.5 a, b, c 3.6 a

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.