School of Health Sciences

SPTH2001: Fluency Across the Lifespan
Callaghan
Semester 1 - 2024

OVERVIEW

Course Description	Focuses primarily on management of fluency disorders in preschool-age and school-age children, adolescents and adults. Key issues related to assessment and intervention practices are addressed. Clinical speech measures and specific intervention techniques are studied within the World Health Organisation's International Classification of Functioning, Disability and Health (WHO-ICF) conceptual framework, ethical and evidence-based practice (EBP).
Academic Progress Requirements	Nil
Requisites	This course is only available to students enrolled in the Bachelor of Speech Pathology (Honours) [12318].
Assumed Knowledge	Students are expected to have Assumed Knowledge: SPTH2101, SPTH2102, SPTH1080, SPTH2002, SPTH2003, SPTH2080, SPTH3101
Contact Hours	**Callaghan** **Lecture** Face to Face on Campus 2 hour(s) per fortnight for 6 fortnight(s) starting Week 1 **Self-Directed Learning** Self-Directed 6 hour(s) per term for 2 term starting Week 1 Students work their way through two self-directed learning modules across the semester (modules are assessable), each requiring around 3 hours of contact time per module to work through. **Tutorial** Face to Face on Campus 1 hour(s) per fortnight for 5 fortnight(s) starting Week 2
Unit Weighting	10
Workload	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
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Consultation: Please email me for a F2F or Zoom appointment at any time throughout semester.

School Office

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SYLLABUS

Course Content

Stuttering:
• Description and diagnosis
• Nature of Stuttering (early and advanced)
• Theoretical issues
• Assessment and intervention for young children who stutter
• Assessment and intervention for school-age children who stutter
• Assessment and intervention of advanced stuttering (adolescents and adults)

Additionally: Other fluency-related disorders including neurological stuttering and cluttering (via self-directed learning modules)

Course Learning Outcomes

On successful completion of this course, students will be able to:
1. Identify etiological factors involved in disorders of fluency.

2. Administer comprehensive fluency assessments.

3. Analyse and interpret findings with regard to knowledge of communication development.

4. Identify further information and referral requirements.

5. Develop comprehensive and detailed plans for fluency intervention.

6. Report on findings and make recommendations for future management.

Course Materials

Recommended Reading:

Onslow, M. (2024, January). *Stuttering and its treatment: Twelve lectures*. Retrieved from https://www.uts.edu.au/asrc/resources (freely available online).

Guitar, B. (2024). Stuttering: An integrated approach to its nature and treatment (6th ed.). Wolters Kluwer.

Onslow, M., Packman, A. & Harrison, E. (eds.). (2003). The Lidcombe Program of early stuttering: A clinician's guide. Pro Ed.

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Quiz	Students must have completed the online quiz no later than 5pm, Wednesday 8th May 2024 (Week 9). After that time, the quiz becomes unavailable.	Individual	30%	1, 3, 4
2	Written Assignment	Friday 7th June 2024, 5pm (Week 13).	Individual	30%	1, 2, 3, 4, 5, 6
3	Online contribution to self-directed learning modules	SDL1 (assessable component) – Friday 15th March 2024, 5pm (Week 3). SDL2 (assessable component) – Friday 12th April 2024, 5pm (Week 7)	Individual	30%	1, 2, 3, 4, 5, 6
4	Tutorial Exercises	Submit no later than one week after each tutorial.	Individual	10%	1, 2, 3, 4

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 - Quiz

Assessment Type Quiz
Description The quiz will be conducted online through the SPTH2001 Canvas site during Week 9 (available from 9am Monday 6th May 2024 till 5pm Wednesday 8th May 2024).
Time allocated – 1.5 hours in one sitting only.
All materials covered during all forms of learning activities (lectures, self-directed learning modules/activities, tutorials) up until the point of the quiz are assessable.
Note that use of generative AI is not allowable in this course
Weighting 30%
Due Date Students must have completed the quiz no later than 5pm Wednesday 8th May 2024.
Submission Method Online
Assessment Criteria n/a
Return Method Online
Feedback Provided Online
Opportunity to Reattempt Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 2 - Written Assignment

Assessment Type Written Assignment
Description Students will be provided with case data related to communication impairment, activity and social participation (including recordings) of people who stutter. The assignment consists of 2 questions. Question 1 will ask students to consider assessment procedures, describe and measure the nature and severity of stuttering for either a child or adult case. Question 2 will ask students to choose and describe an appropriate therapy approach for either a child or an adult case. Clear rationales for the therapy approach including a critique of least two sources of evidence must also be provided.
Note that use of generative AI is not allowable in this course. The assessment criteria and marking rubric can be found in the assessments folder on Canvas.
Weighting 30%
Due Date Friday 7th June, 5pm (Week 13).
Submission Method Online.
Assessment Criteria See Canvas rubric.
Return Method Online
Feedback Provided Online
Opportunity to Reattempt Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 3 - Online contribution to self-directed learning modules

Assessment Type Online Learning Activity
Description As part of the core learning for SPTH2001, students must engage with two self-directed learning tasks (e.g., online lectures, readings etc.). These modules will open up for student completion in Weeks 1 and Weeks 5 respectively. This assessment is based on the student's learning from the self-directed learning modules. The assessment requires you to complete the self-directed modules and the activities contained within these. The assessment component for each module is worth 15% of the total grade (2 modules, totalling 30% overall). More information on how to complete the SDL modules is available in Canvas.
Weighting 30%
Due Date SDL1 – Learning available across Weeks 1-3. Assessment submissions due by 15/3/2024, 5pm.
SDL2 – Learning available across Weeks 5-7. Assessment submissions due by 12/4/2024, 5pm.
Submission Method Online
Assessment Criteria See rubric in Canvas
Return Method Online
Feedback Provided Online
Opportunity to Reattempt Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 4 - Tutorial Exercises

Assessment Type Tutorial / Laboratory Exercises
Description Quiz based on tutorial discussions and worksheet content
Weighting 10%
Due Date One week following each tutorial across semester
Submission Method Online
Assessment Criteria Completion of online quiz questions
Return Method Online
Feedback Provided Online
Opportunity to Reattempt Students WILL NOT be given the opportunity to reattempt this assessment.

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:
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.
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/respect-at-uni/policies-and-procedures that support a safe and respectful environment at the University.

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.
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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
Identify etiological factors	Quiz Written assignment SDL modules Tutorial worksheets	Communication 1.1, 1.2 2.2 3.2 4.2, 4.5	1.1c, f 1.4a		3.1a 3.2a, d
Administer assessment	Written assignment	Communication 1.3 2.1, 2.2 3.2 4.2, 4.5			3.2a, c
Analyse, interpret findings	Quiz Written assignment	Communication 1.1 2.1, 2.2 2.3 3.2 4.5			3.3a, b
Identify further information	Quiz Written assignment SDL modules Tutorial worksheets	Communication 1.1 2.1, 2.2 3.1, 3.2 4.2, 4.5	1.1c 1.6b	2.5a	3.3c 3.4a, b
Intervention planning	Written assignment SDL modules Tutorial worksheets	Communication 1.1 2.2 3.1, 3.2 4.2, 4.5	1.1a, c, e, f 1.4a, b, c 1.5f 1.7a, c		3.1a 3.4b, c 3.5b 3.6a
Reporting and recommendations	Written assignment Tutorial worksheets	Communication 2.2 3.2 4.4, 4.5, 4.6	1.4b, c 1.5f 1.7a, c		3.1a 3.4d 3.5b, c 3.6a

1.   University of Newcastle's strategic plan 2020-2025: Looking Ahead (https://www.newcastle.edu.au/our-uni/strategic-plan/life-ready-graduates)
2.   Speech Pathology Australia (2020). Professional standards for speech pathologists in Australia (https://www.speechpathologyaustralia.org.au/SPAweb/Resources_For_Speech_Pathologists/Professional_Standards/Professional_Standards/SPAweb/Resources_for_Speech_Pathologists/CBOS/Professional_Standards.aspx?hkey=583a56af-74e0-4111-95fa-656502269967)