

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	SPEECH PATHOLOGY DEVELOPMENT AND IMPAIRMENT
<b>Unit ID:</b>	HEASP2012
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(HEASP6012)
<b>ASCED:</b>	061707

## Description of the Unit:

This unit provides students with the theoretical knowledge to understand paediatric speech development and associated impairments; such as phonological disorders, articulation disorders, motor speech disorders, and structural disorders. This unit will emphasise the client as an individual and the effect that the speech sound disorder can have on an individual's participation in their family, social settings and community. The unit includes normal speech development, assessment, analysis, diagnosis and intervention of children with speech sound disorders within the World Health Organisation's International Classification of Functioning, Disability and Health (ICF) conceptual framework and evidence based practice (EBP). Evidence-based speech pathology research and practice are reviewed as to how to identify children at risk of delayed or disordered communication and implementation of appropriate management. This unit provides students with essential knowledge and skills for Speech Pathology clinical unit and practice as a Speech Pathologist.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	✓	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**

On successful completion of the unit the students are expected to be able to:

**Knowledge:**

- K1.** Identify and discuss normal speech development
- K2.** Identify, analyse, and describe signs of speech disorders and their implications for children's communication, health, and social participation across the lifespan.

**Skills:**

- S1.** Develop assessment plans for speech sound disorders using principles of evidence based practice, person-centred practice and culturally responsive practice.
- S2.** Apply the theory, aetiology and classification of child speech sound disorders.

**Application of knowledge and skills:**

- A1.** Select and justify appropriate, evidence-based speech pathology assessment and intervention for speech disorders in children.
- A2.** Identify the impact of speech sound disorders on children and families, especially in relation to issues of community diversity and the International Classification of Functioning (ICF) framework.

**Unit Content:**

Professional Standards for Speech Pathologist in Australia (2020), Speech Pathology Guidelines for Reporting of Aboriginal and Torres Strait Islander Curriculum Development and Inclusions (2018), National Quality and Safeguarding Framework (NQS, 2018), National Safety and Quality Health Service (NSQHS) Standards (2017-2019) and National Aged Care Quality Standards (2019) have substantially informed the syllabus/content of this unit.

Topics may include:

- Typical speech development
- Epidemiology of speech disorders
- Identifying children at risk of delayed or disordered speech
- Working with culturally diverse and vulnerable population groups
- Classification systems of speech disorders
- Assessment of developmental speech sound disorder
  - Taking a case history
  - Oromotor assessment

- screening and assessment tools
- Adapting for specific population groups, including multilingual children
- Intervention
- Childhood apraxia of speech
- Cleft lip and palate

### Learning Task and Assessment:

Professional Standards for Speech Pathologist in Australia (2020), Federation University Graduate Attributes and unit Intended Learning Outcomes are assessed in the assessment task.

Students must complete all assessment tasks and achieve a minimum overall grade of 50% to pass this unit.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
1. K1, S2	Content covered in class and online learning throughout semester	Online quizzes	10-20%
2. K2, S1, A1, A2	Development of assessment plan and intervention for a case study, including impact of disorder on children and families.	Written assignment	30-40%
3. K1, K2, S1, S2, A1, A2	Examination on unit content	Written Examination	40-60%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)