



# Course Outline (Higher Education)

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

## Description of the Course:

This course 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 course 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 course 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 units and practice as a Speech Pathologist.

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

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	✓	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

### Learning Outcomes:

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

#### Knowledge:

- K1.** Explore normal speech development and its implications for professional practice and achieving Professional Standards
- K2.** Develop assessment plans for speech sound disorders using principles of evidence based practice, person-centred practice and culturally responsive practice

#### Skills:

- S1.** Identify, analyse, and describe signs of speech disorders and their implications for children's communication, health, and social participation across the lifespan
- 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 children with communication disorders
- A2.** Identify and empathise 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

#### Course 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 (NQSF, 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 course.

#### 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

### Graduate Attributes

Federation graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, S1, S2	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A1, A2	AT2, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, S1, S2	AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	N/A	N/A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	N/A	N/A

### Learning Task and Assessment:

Professional Standards for Speech Pathologist in Australia (2020), Federation University Graduate Attributes and Course 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 course

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
1. K1, S2	Quizzes to test knowledge throughout semester	Online quizzes	10-20%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
2. K2, S1, A1, A2	Development of assessment plan and intervention for a case study, including impact of disorder on children and families. The assignment should also include a description of why assessments/interventions were chosen, how to interpret results and how to evaluate the intervention.	Written assignment	30-40%
3. K1, K2, S1, S2, A1, A2	Examination on course content	Exam	40-60%

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)