

AUDI90030 Language Disorders Across the Lifespan

Credit Points:	12.50																							
Level:	9 (Graduate/Postgraduate)																							
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.																							
Time Commitment:	Contact Hours: 48 hours Total Time Commitment: 120 hours																							
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>LING90027 Introduction to Linguistics</td> <td>Semester 1</td> <td>6.25</td> </tr> <tr> <td>ANAT90011 Anatomy and Physiology</td> <td>Semester 1</td> <td>6.25</td> </tr> <tr> <td>POPH90233 Determinants of Good Health</td> <td>Semester 1</td> <td>6.25</td> </tr> <tr> <td>AUDI90025 Communication Across the Lifespan</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>AUDI90026 Auditory and Acoustic Phonetics</td> <td>Not offered 2011</td> <td>6.25</td> </tr> <tr> <td>AUDI90027 Clinical Processes A</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	LING90027 Introduction to Linguistics	Semester 1	6.25	ANAT90011 Anatomy and Physiology	Semester 1	6.25	POPH90233 Determinants of Good Health	Semester 1	6.25	AUDI90025 Communication Across the Lifespan	Semester 1	12.50	AUDI90026 Auditory and Acoustic Phonetics	Not offered 2011	6.25	AUDI90027 Clinical Processes A	Semester 1	12.50
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Recommended Background Knowledge:	None																							
Non Allowed Subjects:	None																							
Core Participation Requirements:	<p>For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/</p>																							
Coordinator:	Dr Patricia Eadie, Prof Sheena Reilly																							
Contact:	Annie Cruse acruse@unimelb.edu.au (mailto:acruse@unimelb.edu.au)																							
Subject Overview:	<p>In this unit, language disorders from infancy through childhood to adolescence and adulthood will be presented. Both developmental and acquired disorders will be the focus of study. Traditional and current approaches to the investigation of language disorders across the lifespan will be included, as well as the importance of multicultural factors. The focus will be on the description, assessment, differential diagnosis and treatment of developmental and acquired language disorders. The course will also discuss the characteristics of different language</p>																							

	disorders within the context of academic achievement (literacy) and family, peer and work relationships.
Objectives:	<p>On completion of this subject students should show they:</p> <ul style="list-style-type: none"> # understand and describe language disorders across lifespan # understand and describe approaches to assessment and treatment for language disorders # are aware of a range of language assessments available for different age groups # can evaluate & interpret language assessment data # can diagnose language disorders across the lifespan # understand the different contexts of intervention delivery – prevention versus tertiary service delivery # are capable of selecting interventions appropriate to the age and context of the client # can apply intervention strategies which link to the school curricula and/or adult literacy/ occupational context # can establish intervention goals for individuals # can document intervention progress and evaluate outcomes
Assessment:	Completion of a group assignment (1,000 words) written document and 5-min oral presentation (500 words) to be submitted and presented to the group. Submitted in week 9 – 30% Completion of a written (1,500 word) diagnostic report. Submitted in week 12 – 30% A two hour written examination. 40% Students must pass the written examination in order to pass this subject.
Prescribed Texts:	Paul, R. (3rd Edition, 2006) Language disorders from infancy through adolescence: assessment and intervention. Chapey, R. (5th Edition, 2008) Language intervention strategies in adult aphasia and related neurogenic communication disorders.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject students should show:</p> <ul style="list-style-type: none"> # an ability to evaluate and synthesise information in a flexible manner # a capacity to articulate their knowledge in both oral and written formats # able to understand the normal curve and be able to compare test results against tables of normal development
Related Course(s):	Master of Speech Pathology