

## AUDI90031 Speech Disorders Across the Lifespan

<b>Credit Points:</b>	12.50																				
<b>Level:</b>	9 (Graduate/Postgraduate)																				
<b>Dates &amp; Locations:</b>	2011, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.																				
<b>Time Commitment:</b>	Contact Hours: 48 hours Total Time Commitment: 120 hours																				
<b>Prerequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <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:	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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<b>Recommended Background Knowledge:</b>	None																				
<b>Non Allowed Subjects:</b>	None																				
<b>Core Participation Requirements:</b>	<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: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a></p>																				
<b>Coordinator:</b>	Assoc Prof Bronwyn Davidson																				
<b>Contact:</b>	Email: <a href="mailto:bronwynd@unimelb.edu.au">bronwynd@unimelb.edu.au</a> (mailto:bronwynd@unimelb.edu.au)																				
<b>Subject Overview:</b>	<p>In this unit, speech production development and speech production disorders from infancy through childhood to adolescence and adulthood will be presented. In relation to disorder, Developmental, Syndromic/Genetic Neurodegenerative/Movement and Acquired speech production disorders will be the focus of study. Traditional and current approaches to the investigation of speech disorders across the lifespan will be included. The unit will focus on the description, assessment, differential diagnosis and treatment of speech disorders. The course will also cover the impact of speech disorders on impairment, activity and participation (using the WHO International Classification of Functioning, Disability and Health framework) within the context of school achievement, and peer, family, and work relationships.</p>																				

<b>Objectives:</b>	<p>On completion of this subject students should:</p> <ul style="list-style-type: none"> <li># be aware of a range of speech assessments available for different age groups</li> <li># describe speech disorders across lifespan</li> <li># describe approaches to assessment and treatment for speech disorders</li> <li># evaluate &amp; interpret speech assessment data</li> <li># diagnose speech disorders across the lifespan</li> <li># understand the different contexts of intervention delivery (eg prevention versus tertiary service delivery)</li> <li># select interventions appropriate to the age and context of the client</li> <li># apply intervention strategies which link to the school curricula and/or adult literacy/occupational context</li> <li># establish intervention goals for individuals</li> <li># document intervention progress &amp; evaluate outcomes</li> </ul>
<b>Assessment:</b>	<p>Completion of a group assignment (1,000 words) written document to be completed by each student and 5-min group oral presentation (500 words) to be presented to the class. Due in week 7 – 30% Completion of a written document (1,500 word) - Diagnostic and Intervention Report. Due in week 10 – 30% A two hour written examination - 40%. Students must pass the written examination in order to pass this subject.</p>
<b>Prescribed Texts:</b>	<p>Duffy J. R. (2005). Motor Speech Disorders: Substrates, Differential Diagnosis, and Management. Elsevier. Bowen, C. (2009). Children's speech sound disorders. Chichester, UK: Wiley Blackwell.</p>
<b>Breadth Options:</b>	<p>This subject is not available as a breadth subject.</p>
<b>Fees Information:</b>	<p>Subject EFTSL, Level, Discipline &amp; Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a></p>
<b>Generic Skills:</b>	<p>On completion of this subject students should show:</p> <ul style="list-style-type: none"> <li># an ability to evaluate and synthesise information in a flexible manner</li> <li># a capacity to articulate their knowledge in both oral and written formats</li> <li># able to understand the normal curve and be able to compare test results against tables of normal development</li> </ul>
<b>Related Course(s):</b>	<p>Master of Speech Pathology</p>