

## AUDI90030 Language Disorders Across the Lifespan

<b>Credit Points:</b>	12.50																							
<b>Level:</b>	9 (Graduate/Postgraduate)																							
<b>Dates &amp; Locations:</b>	This subject is not offered in 2013.																							
<b>Time Commitment:</b>	Contact Hours: 48 hours Total Time Commitment: 120 hours																							
<b>Prerequisites:</b>	Completion of the following subjects:																							
	<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>Not offered 2013</td> <td>6.25</td> </tr> <tr> <td>ANAT90011 Anatomy and Physiology</td> <td>Not offered 2013</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>AUDI90027 Clinical Processes A</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>AUDI90026 Articulatory and Acoustic Phonetics</td> <td>Not offered 2013</td> <td>6.25</td> </tr> <tr> <td>AUDI90025 Communication Across the Lifespan</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	LING90027 Introduction to Linguistics	Not offered 2013	6.25	ANAT90011 Anatomy and Physiology	Not offered 2013	6.25	POPH90233 Determinants of Good Health	Semester 1	6.25	AUDI90027 Clinical Processes A	Not offered 2013	12.50	AUDI90026 Articulatory and Acoustic Phonetics	Not offered 2013	6.25	AUDI90025 Communication Across the Lifespan	Not offered 2013	12.50		
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<b>Recommended Background Knowledge:</b>	N/A																							
<b>Non Allowed Subjects:</b>	N/A																							
<b>Core Participation Requirements:</b>	<p>For the purposes of considering request 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 Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website : <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a></p>																							
<b>Contact:</b>	Dr Patricia Eadie <a href="mailto:peadie@unimelb.edu.au">peadie@unimelb.edu.au</a> ( <a href="mailto:peadie@unimelb.edu.au">mailto:peadie@unimelb.edu.au</a> )																							
<b>Subject Overview:</b>	<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 disorders within the context of academic achievement (literacy) and family, peer and work relationships.</p>																							

<b>Objectives:</b>	<p>On completion of this subject students should show they:</p> <ul style="list-style-type: none"> <li># understand and describe language disorders across lifespan</li> <li># understand and describe approaches to assessment and treatment for language disorders</li> <li># are aware of a range of language assessments available for different age groups</li> <li># can evaluate &amp; interpret language assessment data</li> <li># can diagnose language disorders across the lifespan</li> <li># understand the different contexts of intervention delivery – prevention versus tertiary service delivery</li> <li># are capable of selecting interventions appropriate to the age and context of the client</li> <li># can apply intervention strategies which link to the school curricula and/or adult literacy/ occupational context</li> <li># can establish intervention goals for individuals</li> <li># can document intervention progress and evaluate outcomes</li> </ul>
<b>Assessment:</b>	<p>Completion of a group assignment (1000 word) written document and a 5 minute oral presentation (500 words) to be submitted and presented to the group in week 8 - 30%  Completion of a written (1500 word) diagnostic report submitted in week 12 - 30%  A two hour written examination - 40%  Hurdle requirement: students must pass the written exam in order to pass the subject.</p>
<b>Prescribed Texts:</b>	<p>Paul, R. &amp; Norbury, C.F. (2011) Language Disorders from Infancy through Adolescence. Listening, Speaking, Reading, Writing and Communicating. 4th Edition Mosby.  Chapey, R. (5th Edition, 2008) Language intervention strategies in adult aphasia and related neurogenic communication disorders.</p>
<b>Recommended Texts:</b>	<p>Nil.</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>Links to further information:</b>	<p><a href="http://www.audspeech.unimelb.edu.au">http://www.audspeech.unimelb.edu.au</a></p>
<b>Related Course(s):</b>	<p>Master of Speech Pathology</p>