

AUDI90030 Language Disorders Across the Lifespan

Credit Points:	12.5																		
Level:	9 (Graduate/Postgraduate)																		
Dates & Locations:	2016, 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: 170 hours																		
Prerequisites:	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>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>AUDI90027 Clinical Processes A</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>AUDI90025 Communication Across the Lifespan</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>LING90033 Linguistics and Phonetics</td> <td>Semester 1</td> <td>12.5</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	AUDI90027 Clinical Processes A	Semester 1	12.50	AUDI90025 Communication Across the Lifespan	Semester 1	12.50	LING90033 Linguistics and Phonetics	Semester 1	12.5
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Recommended Background Knowledge:	N/A																		
Non Allowed Subjects:	N/A																		
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>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 Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>																		
Coordinator:	Mr Matthew Poole																		
Contact:	matthew.poole@unimelb.edu.au (mailto:matthew.poole@unimelb.edu.au)																		
Subject Overview:	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.
Learning Outcomes:	<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:	<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>
Prescribed Texts:	<p>Paul, R. & Norbury, C.F. (2011) Language Disorders from Infancy through Adolescence. Listening, Speaking, Reading, Writing and Communicating. 4th Edition Mosby. Papathanasiou, I., Coppens, P., & Potagas, C. (2013) Aphasia and related neurogenic communication disorders. Sudbury, MA: Jones & Bartlett Pub.</p>
Recommended Texts:	Nil.
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