

Pre – Hons. Projects 2006 (i.e. HCS32RDC students)

Supervisor's Name: PROF. ALISON PERRY

Co-supervisors: LOUISE DOBBIE: SENIOR SPEECH PATHOLOGIST,
PETER MACCALLUM CANCER CENTRE

DR JUNE CORRY. CONSULTANT RADIATION
ONCOLOGIST, PMCC

Contact Details: PROF. PERRY: HS1, ROOM 330, PH: 9479 1937
A.Perry@latrobe.edu.au

Title of Project: THE EFFECT OF RADIOTHERAPY ON VOICE IN PEOPLE
TREATED CURATIVELY FOR EARLY GLOTTIC CANCER

Brief summary (one to 2 paragraphs) of project:

Research Problem:

Differing options exist for treating early cancer of the glottis; radiotherapy and surgery (usually using an endoscopic laser). No RCTs exist so the question remains 'which is the *best* treatment in terms of functional outcome(s) of voice?'

Background:

Over three years, consecutive Hons students at LTU have produced theses from baseline (pre-treatment) data, six months and twelve months' post-treatment data, with 30 participants' data being finally collected and analysed. There is a cohort of 50 subjects from whom data have been gathered and stored. This will be the final examination and analysis of these subjects at 12 months post-treatment.

No. of students required: ONE (1)

Any special skills/requirements from students:

Students will need to be prepared to use the CSL and be comfortable with computerised analysis of voice. This is a quantitative study, needing good grasp of statistics, and it would suit one Year 4 student with an interest in Voice.

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Supervisor's Name: PROF. ALISON PERRY

Contact Details: HS1, ROOM 330, PH: 9479 1937
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Title of Project: MOTOR SPEECH AND/OR SWALLOWING STUDY ON ADULTS

Brief summary (one to 2 paragraphs) of project:

This could be entirely a student's proposal.

No. of students required: ONE (1)

Any special skills/requirements from students:

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Note: While I have offered two topic areas, I am only able to take one student

Supervisor's Name: DR. CHYRISSE HEINE

Contact Details: HS1, ROOM: 341, PH: 9479-1822
c.heine@latrobe.edu.au

Title of Project: AN INVESTIGATION OF THE SPEECH, LANGUAGE AND LITERACY PROFILES OF CHILDREN WITH (C)APD.

Brief summary (one to 2 paragraphs) of project:

This study will involve the administration of a battery of speech, language and literacy tests to school-aged children diagnosed with (C)APD. The aim of this study will be to investigate the correlation between language, literacy and (C)APD and predict typical profiles by examining data trends. (Subject numbers are not a problem!)

No. of students required: ONE (1)

Any special skills/requirements from students:

A good knowledge of audiology, language and literacy test batteries is required.

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Note: While I have offered two topic areas, I am only able to take one student

Supervisors' Names: DR. CHYRISSE HEINE, School of Human Communication Sciences, La Trobe University and DR. SHANI DETTMAN, Cochlear Implant Clinic, Royal Victorian Eye & Ear Hospital

Contact Details: CHYRISSE HEINE: HS1, ROOM: 341, PH: 9479 1822
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SHANI DETTMAN: Cochlear Implant Clinic, Royal Victorian Eye & Ear Hospital.

Title of Project: PAEDIATRIC IMPLANTATION: URGENT OR NOT?

Brief summary (one to 2 paragraphs) of project:

The aim of this study would be to examine the clinical decision-making process required to determine the urgency of paediatric cochlear implantation.

In this study, 2 groups could be examined in relation to expectations and outcomes, barriers and facilitators. Both qualitative and/or quantitative methodologies are possible.

No. of students required: ONE (1)

Any special skills/requirements from students:

In addition to the LTU ethics approval, the student will need to apply for RVEEH ethics approval (assisted by Shani Dettman).

Pre – Hons. Projects 2006 **(i.e. HCS32RDC students)**

Supervisor's Name: PROF. SHEENA REILLY

Contact Details: Faculty Health Sciences, La Trobe University &
Royal Children's Hospital, Melbourne
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s.reilly@latrobe.edu.au; or sheena.reilly@mcri.edu.au.

Title of Project: **BREASTFEEDING GUIDELINES FOR INFANTS WITH
CLEFT LIP AND/OR PALATE: A SYSTEMATIC
REVIEW OF THE LITERATURE AND CLINICAL
PRACTICE IN AUSTRALIAN CLEFT UNITS.**

Brief summary (one to 2 paragraphs) of project:

Infants must achieve both suction and compression in order to breastfeed successfully. Cleft lip and/or palate results in a structural anomaly in the oral cavity which can impact on the infants' ability to breastfeed successfully. This project will have three parts:

1. A systematic review of the literature (published in the English language) on breastfeeding infants with cleft conditions (to be registered with the Cochrane and conducted according to their criteria)
2. A telephone survey of the current feeding guidelines used / published in cleft units in Australia (there are 9 units)
3. Comparison of the feeding guidelines against best evidence

No. of students required: ONE (1)

Any special skills/requirements from students:

Pre – Hons. Projects 2005

(i.e. HCS32RDC students)

Supervisors' Names: DR. MICHELLE O'BRIEN: Senior Lecturer, La Trobe University and Ballarat Health Services, ANDREA WINTERS: Senior Speech Pathologist, Ballarat Health Services, and PROF. ALISON PERRY: La Trobe University.

Contact Details: MICHELLE O'BRIEN, HS1, ROOM 420, PH: 9479 1799
Email: m.obrien@latrobe.edu.au
ANDREA WINTERS, PH: 5320 4000
ALISON PERRY, HS1, ROOM 330, Ph: 9479 1937
Email: A.Perry@latrobe.edu.au

Title of Project: THE USE OF SPEAKING VALVES FOR ADULT PATIENTS IN ICU WHO HAVE A SHORT TERM TRACHEOSTOMY

Brief summary (one to 2 paragraphs) of project:

Research Problem:

At Ballarat Health Services, speaking valves are not commonly used with ICU patients who have a tracheostomy despite evidence of the benefits.

Background:

Ballarat Health Services (BHS) has an Intensive Care Unit (ICU) of 8 beds. Most patients stay only short term but can present with a range of difficulties. A percentage of patients require insertion of a tracheostomy tube, primarily due to respiratory failure from such diseases as chronic obstructive airway disease, and progressive neurological conditions i.e. Guillian Barre. At BHS, currently intensive care patients are not routinely referred to the speech pathology department to determine if the patient may benefit from a speaking valve trial, and so the total number of patients within this population is not known.

Proposed research area:

The staff at BHS would like a study conducted that would determine the benefits and limitations of using a speaking valve with tracheostomised patients early in their management, including medical, communication, swallowing and quality of life factors, which may come from the medical, allied health, patient and patient's family perspectives.

No. of students required: ONE (1)

Any special skills/requirements from students:

Students will need to travel to Ballarat for this project. It can be combined with a 4th year clinical placement at BHS.

Pre – Hons. Projects 2006 **(i.e. HCS32RDC students)**

Supervisors' Names: DR. MICHELLE O'BRIEN: Senior Lecturer, La Trobe University and Ballarat Health Services, and KATE McKEAN: Senior Speech Pathologist, Ballarat Health Services

Contact Details: MICHELLE O'BRIEN, HS1, ROOM 420, PH: 9479 1799
Email: m.obrien@latrobe.edu.au
KATE McKEAN, PH: 5320 4000

Title of Project: **GROUP VERSUS INDIVIDUAL TREATMENT FOR CHILDREN WITH ARTICULATION / PHONOLOGICAL DISORDERS**

Brief summary (one to 2 paragraphs) of project:

Background:

Many organisations, including Ballarat Health Services (BHS), treat children for articulation and language disorders using a combination of individual and group service delivery models. Traditionally Speech Pathologists have been trained in, and are anecdotally more comfortable with running individual treatments. Due to the high service demands, Speech Pathologists are interested in developing or using identifying new service delivery models to assist in effectively managing growing case loads and waiting lists. One type of service delivery model that is often used to achieve this goal is providing treatment to clients using group service delivery models. One rationale of group treatment is that the waiting lists are reduced and more clients are serviced compared with the number who can be serviced using the individual therapy model.

Research Problem:

The problem is that there is little evidence to support the effectiveness of group service delivery models versus individual models in relation to improved speech and language outcomes, resource utilisation (including therapy time), client and their family's satisfaction with service and additional less tangible benefits such as incidental family support.

Proposed research area:

The staff at BHS would like a study conducted that compares children participating in articulation therapy using the models of individual therapy versus group therapy treatment models, to provide some insight to assist management decision-making about whether to further develop group programs or work primarily at an individual treatment level. Outcomes of this study may point to factors that would make either one of these service delivery models more effective than the other, and populations of clients who may be more suitable for one service delivery model than another.

No. of students required: ONE (1)

Any special skills/requirements from students:

Students will need to travel to Ballarat for this project. It can be combined with a 4th year clinical placement at BHS.

Students are welcome to propose their own projects within the paediatric field.

Pre – Hons. Projects 2006 **(i.e. HCS32RDC students)**

Supervisor's Name: GEORGIA DACAKIS

Contact Details: HS 1, ROOM 305, PH: 9479 1793
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Title of Project: TRANSSEXUALS: DISCHARGED FROM THERAPY – TWENTY YEARS LATER! (Possible topic)

Note: Other possible transsexual topics to be discussed at presentation.

Brief summary (one to 2 paragraphs) of project:

This topic involves a long-term follow up. It would require development of questionnaire, and would most likely have qualitative and quantitative components.

It would involve data collection from 10 clients and acoustic analysis of voice.

(Further details to be discussed at presentation)

No. of students required: ONE (1) OR TWO (2)

Any special skills/requirements from students:

Pre – Hons. Projects 2006 **(i.e. HCS32RDC students)**

Note: While I have offered three topic areas, I am only able to take two students overall.

Supervisor's Name: DR. MIRANDA ROSE

Contact Details: HS1, ROOM 306, PH: 9479 2088
Email: m.rose@latrobe.edu.au

Title of Project: THE FACILITATION OF NOUN AND VERB PRODUCTION BY ARM AND HAND GESTURES IN APHASIC CONVERSATION.

Brief summary (one to 2 paragraphs) of project:

Previous work has identified that the production of a lexical gesture by individuals with aphasic, phonologic level word production impairment was associated with greater success in naming (Rose & Douglas, 2001).

What remains unclear is whether the physical gesture production was crucial for the enhanced naming abilities or whether some other aspect of processing that occurs during the formulation of gestures was responsible for the enhanced naming ability.

This project will examine the relationship between the production of lexical gestures and the production of nouns and verbs in aphasic conversation. Using an existing corpus of videotaped aphasic noun and verb picture naming samples, the research will examine the incidence of successful word productions and the incidence, timing, and type of associated lexical gesture production.

The analysis will also extend into a careful examination of the incidence of naming success and gesture production in conversation samples.

No. of students required: ONE (1)

Any special skills/requirements from students:

Additional skills to be developed during the project: Transcription of language samples including gesture components. Careful analysis of language, gesture, and time data.

I am willing to discuss the feasibility of other projects in aphasia assessment and management that students may wish to explore.

Pre – Hons. Projects 2006 **(i.e. HCS32RDC students)**

Note: While I have offered three topic areas, I am only able to take two students overall.

Supervisor's Name: DR. MIRANDA ROSE

Contact Details: HS1, ROOM 306, PH: 9479 2088
Email: m.rose@latrobe.edu.au

Title of Project: THE FACILITATION OF VERB PRODUCTION BY ARM AND HAND GESTURES IN APHASIA

Brief summary (one to 2 paragraphs) of project:

Previous work has identified that the production of a lexical gesture by individuals with aphasic, phonologic level word production impairment was associated with greater success in naming (Rose & Douglas, 2001).

Little work has been done exploring possible facilitation effects on verb production.

This project will examine the effects of production of iconic gestures on the production of verbs during a verb picture naming task in a small group design.

No. of students required: ONE (1)

Any special skills/requirements from students:

Additional skills to be developed during the project: Transcription of language samples including gesture components. Careful analysis of language, gesture, and time data.

I am willing to discuss the feasibility of other projects in aphasia assessment and management that students may wish to explore.

Pre – Hons. Projects 2006 **(i.e. HCS32RDC students)**

Note: While I have offered three topic areas, I am only able to take two students overall.

Supervisor's Name: DR. MIRANDA ROSE

Contact Details: HS1, ROOM 306, PH: 9479 2088
Email: m.rose@latrobe.edu.au

Title of Project: THE EFFICACY OF GESTURE AND SPOKEN TREATMENTS FOR VERB IMPAIRMENTS IN BROCA'S APHASIA.

Brief summary (one to 2 paragraphs) of project:

Previous work has identified several promising treatments for verb production impairments in Broca's aphasia (Marshall, 1998; Schneider & Thompson, 2003).

Our recent study of a single participant (Sussmilch & Rose, submitted) demonstrated large treatment effects for three types of treatment: gesture alone, verbal alone, and combined verbal plus gesture. What remains unclear from that study is the relative effects of the repetition component versus the effects of the semantic and gesture components of the treatments.

Replication data is required to add strength to the findings and to examine the effects of treatment with and without a repetition step in the treatment protocols.

This study will utilise a multiple-baseline single case experimental design to examine the efficacy of repetition, semantic and gesture treatments for an individual with Broca's aphasia and verb production impairment.

No. of students required: ONE (1)

Any special skills/requirements from students:

Skills required for the project: Willingness to engage in assessment and data collection in participant's home for approximately 36 sessions, 3 times per week, over a 12-week time period. Car and driver's licence required.

I am willing to discuss the feasibility of other projects in aphasia assessment and management that students may wish to explore.

Pre – Hons. Projects 2006 **(i.e. HCS32RDC students)**

NOTE: There are TWO PARTS to this project: TWO STUDENTS ARE REQUIRED

Supervisor's Name: Dr Elizabeth Doell

Contact Details: HS1, ROOM 309, PH: 9479 1798
Email: E.Doell@latrobe.edu.au

Title of Project: **1A. TEACHERS' BACKGROUND KNOWLEDGE IN COMMUNICATION DISORDERS AND NEEDS FOR PROFESSIONAL DEVELOPMENT.**
1B. FACTORS THAT IMPACT ON THE EFFICACY OF COLLABORATIVE AND CLASSROOM-BASED SERVICE DELIVERY.

Brief summary (one to 2 paragraphs) of project:

At a 2005 meeting of the SPA member network *Community of Practice in Education (COPE)* the barriers and opportunities for developing speech pathology practice in schools were discussed. As it was apparent that there is national variability in the implementation and perceived efficacy of school-based service delivery, a decision was made to investigate factors that contribute to the establishment of successful collaborative partnerships.

A review of the literature reveals that both teachers and speech pathologists have reservations about the effectiveness of collaborative and classroom-based models. Studies of teachers' perceptions reveal difficulties related to sufficient time or adequate background knowledge to engage in successful communication with speech pathologists (see Law et al. 2002). Other barriers are the perceived relevancy and feasibility of speech pathologists' recommendations, and differences in pedagogical philosophies and practices. This research will mainly focus on teacher- specific factors that influence the efficacy of school-based speech pathology practice.

Expected Outcomes:

1. Recommendations for teachers' pre-service and in-service education
2. Recommendations for university speech pathology training programmes.

No. of students required: TWO (2)

NB: Some of the literature reviewed will be relevant to both parts of the project but at the methodology and data analyses stages there will be two separate studies.

Any special skills/requirements from students:

This project will be suitable for students who are interested in developing classroom-based approaches for school-age children with communication disorders. Data collection will be in the form of surveys and interviews so students should feel confident interacting with teachers, speech pathologists and university staff from diverse backgrounds.

Introductory readings:

Beck, A. R. & Dennis, M. (1997). Speech-language pathologists' and teachers' perceptions of classroom based interventions. *Language, Speech and Hearing Services in Schools*, 28 146-152.

Law, J., Lindsay, G., Peacey, N., Gascoigne, M., Soloff, N., Radford, J., et al. (2002). Consultation as a model for providing speech and language therapy in schools. A panacea or one step too far? *Child Language Teaching and Therapy*, 18 (2). 145-163.

Pre – Hons. Projects 2006 **(i.e. HCS32RDC students)**

Note: While I have offered three topic areas, I am only able to take one student overall

Supervisor's Name: DR. JACINTA DOUGLAS

Contact Details: HS1, ROOM 308, PH: 9479 1797
j.douglas@latrobe.edu.au

Title of Project: CLINICIAN AND CLIENT PERCEPTIONS OF GROUP THERAPY FOLLOWING TRAUMATIC BRAIN INJURY (TBI)

Brief summary (one to 2 paragraphs) of project:

It is generally accepted by clinicians that group therapy is an important aspect of rehabilitation of cognitive-communication deficits after TBI. Unfortunately, we know little about the perceptions of the clients themselves. There have been some reports that clients do not perceive the relevance of group sessions and subsequently fail to attend.

This project aims to evaluate the perceptions of adults with TBI who are engaged in conversational group therapy and to compare their experiences of the group with the experiences anticipated by clinicians. The project seeks to explore the client's experience from the 'insider's' perspective and thus will use a combined quantitative – qualitative methodology. Data will be collected using rating scales, a semi-structured interview format and observation.

No. of students required: ONE (1)

Any special skills/requirements from students:

Pre – Hons. Projects 2006 **(i.e. HCS32RDC students)**

Note: While I have offered three topic areas, I am only able to take one student overall

Supervisor's Name: DR. JACINTA DOUGLAS

Contact Details: HS1, ROOM 308, PH: 9479 1797
j.douglas@latrobe.edu.au

Title of Project: COMMUNICATION AND COMMUNITY INTEGRATION FOLLOWING SEVERE TRAUMATIC BRAIN INJURY (TBI)

Brief summary (one to 2 paragraphs) of project:

The relationship between communication impairment and community integration after TBI has to date received relatively little research attention.

However, clearly impaired communication may have a significant impact upon return to work, pursuit of leisure activities and development of relationships post injury.

The aim of this project is to evaluate the relationship between communication impairment and social integration in a group of adults with severe TBI who are living in the community more than 1 year post injury.

No. of students required: ONE (1)

Any special skills/requirements from students:

Pre – Hons. Projects 2006
(i.e. HCS32RDC students)

Note: While I have offered three topic areas, I am only able to take one student overall

Supervisor's Name: DR. JACINTA DOUGLAS

Contact Details: HS1, ROOM 308, PH: 9479 1797
j.douglas@latrobe.edu.au

Title of Project: FREE TOPIC DEALING WITH NEUROGENIC LANGUAGE AND COGNITIVE-COMMUNICATION DEFICITS

No. of students required: ONE (1)

Any special skills/requirements from students:

Pre – Hons. Projects 2006

(i.e. HCS32RDC students)

Note: While we have offered two topic areas, we are only able to take one student overall

Supervisors' Names: KAREN BLOOMBERG & HILARY JOHNSON

Contact Details: HS1, ROOM 342, PH: 9479 1802
k.bloomberg@latrobe.edu.au
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Title of Project: DETERMINING THE NEED FOR A NON ELECTRONIC COMMUNICATION AID SCHEME FOR PRE-SCHOOL CHILDREN WITH COMPLEX COMMUNICATION NEEDS IN VICTORIA.

Brief summary (one to 2 paragraphs) of project:

Preschool children with complex communication needs have no speech or have speech that is very difficult to understand. They and their partners may benefit from using augmentative and alternative communication (AAC) methods either temporarily or permanently. Communication aids fall into two major categories. Electronic communication devices require power and have either digitised (human recorded voice) or synthesised speech output. Non-electronic communication devices do not require batteries or power input and do not have voice output, but can be highly detailed and sophisticated, often requiring a high degree of skills and expertise to design and produce, using specialised software and expensive equipment.

Aims of the Study - To explore the use and barriers to use of non-electronic communication aids for preschool children (aged 0 – 6 years) with complex communication needs. The current resources and services available will be mapped in one rural and two metropolitan regions as defined by DHS (Department of Human Services). The gaps and issues that exist in the provision of quality communication aids will also be identified. Service delivery models to address the provision of non-electronic communication aids to preschool children will be proposed.

Method - Information will be collected in these regions and identify the need and demand for non-electronic communication aids for preschool children with complex communication needs.

1. A survey will be developed to explore the need and demand for non-electronic communication aids for preschool children. This will be sent to speech pathologists that provide services for preschool in two or more regions in Victoria. Questions will include how many children receiving speech pathology would benefit from a non-electronic communication aid and what resources (such as speech therapy aides, specialised equipment and software) do speech pathologists have available to them.
2. Needs analysis will be conducted using this written survey to calculate the current resources that are being used to develop these communication aids, the amount of therapy hours and the costs involved. Gaps and issues in the provision of non-electronic communication aids to preschool children will also be identified.
3. Families, therapy aides and special educators providing services to preschool children will be consulted during focus groups to identify the issues with implementing non-electronic communication aids across all environments in the child's life, training, resources and equipment needs will also be discussed.

This project will provide baseline information about the supply and demand of non-electronic communication aids to preschool children with complex communication needs. This information will form part of a submission to be presented to Government funding bodies responsible for services to preschool children in Victoria.

No. of students required: ONE (1)

Any special skills/requirements from students:

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Note: While we have offered two topic areas, we are only able to take one student overall

Supervisors' Names: KAREN BLOOMBERG & HILARY JOHNSON

Contact Details: HS1, ROOM 342, PH: 9479 1802
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Title of Project: DO ADULTS WITH INTELLECTUAL DISABILITIES READILY COMPREHEND TEXT WITH PICTURES? WHICH FORMAT WORKS BEST?

Brief summary (one to 2 paragraphs) of project:

The use of Plain English is now a common writing skill. Plain English is good, clear writing which communicates as simply and effectively as possible. However many people have difficulties with literacy and rely heavily on pictures to make sense of the text. This is particularly important for people with intellectual disabilities who may have little or no literacy skills. Simple text and pictures constitute "Easy English".

There has been a recent movement worldwide to provide "Easy English" for people with intellectual disabilities and there are a number of websites and material explaining how to make text comprehensible see (http://www.scopevic.org.au/therapy_crc_r&p.html)

The text and pictures are used in many different ways including employee handbooks, health advice from the doctor, minutes of meeting. There is little or no research to back up any of the strategies used in this area.

The project would involve 15+ adults with intellectual disabilities and literacy difficulties. Each participant would be assessed for intelligence/ vocabulary levels (PPVT) and reading level (APAR) in order to form 3 different groups according to skill.

Each participant would receive a number of reading tasks of either:

- a) words only
- b) words and key pictures
- c) words-by-word accompanied by pictures.
- d) the comprehension of the task would then be tested.

The result of this study would indicate the differences in scores obtained on the reading comprehension task across 3 presentation formats. This would provide a guide to people on how best to format written text to assist comprehension.

No. of students required: ONE (1)

Any special skills/requirements from students: An interest in AAC and /or literacy.

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Note: While I have offered three topic areas, I am only able to take **two** students overall

Supervisor's Name: DR. PETER KIPKA

Contact Details: HS1, ROOM 341, PH: 9479 1822
Email: P.Kipka@latrobe.edu.au

Title of Project: MODERN PHONOLOGY

Brief summary (one to 2 paragraphs) of project:

Around 1980, speech pathology was hit by the "phonological revolution" - diagnosis and therapy techniques changed significantly as the concept of "phonological process" began to be applied by practitioners.

Since that time, linguists have continued to develop more sophisticated phonological notions, yet their clinical implications have not been systematically examined. In fact, there are currently a number of competing theories of phonology, and it is hard to decide among them using normal data alone.

Data from disorders is likely to play a crucial role here.

No. of students required: ONE (1)

Any special skills/requirements from students:

This project is for a student who would like to work on disordered speech using the models of the future. It will likely involve a couple of detailed case studies (see 2nd reference below). Note - reading up on at least some recent phonology (e.g. first reference below) will be vital.

Ball M. & Kent R. (1997) *The new phonologies* Singular : San Diego

Harris J, Watson J & Bates S (1999) Prosody and melody in vowel disorder *Journal of Linguistics* 39: 489-525

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Note: While I have offered three topic areas, I am only able to take **two** students overall

Supervisor's Name: DR. PETER KIPKA

Contact Details: PETER KIPKA, HS1, ROOM 341, PH: 9479 1822
Email: P.Kipka@latrobe.edu.au

Title of Project: **MODIFYING LARSP FOR CLINIC**

Brief summary (one to 2 paragraphs) of project:

A full LARSP analysis provides invaluable information for diagnosis and therapy planning, yet many clinicians would use it more if it could be modified so as to be less time-consuming.

This project addresses the question of what modifications to LARSP are clinically justifiable.

For instance, the issue of language sample size can be addressed by “LARSPing” a number of different sized portions of a language sample and checking which sample sizes best strike a balance between analysis time on the one hand and clinically useful information on the other.

No. of students required: ONE (1)

Any special skills/requirements from students:

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Note: While I have offered three topic areas, I am only able to take **two** students overall

Supervisors' Names: DR. PETER KIPKA & DR. BEV JOFFE

Contact Details: PETER KIPKA, HS1, ROOM 341, PH: 9479 1822
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BEV JOFFE, HS1, ROOM 310, PH: 9479 1814
Email: B.Joffe@latrobe.edu.au

Title of Project: **INSTRUMENTAL PHONETICS IN SPEECH
PATHOLOGY**

Brief summary (one to 2 paragraphs) of project:

Instrumental phonetics has grown rapidly since the middle of the twentieth century, when spectrographic analysis of speech first became possible.

What were once cumbersome and expensive machines are now available as software packages that any clinic with decent computer facilities can use. Using such software opens the door to checking the validity of the impressionistic phonetic judgments that clinicians routinely make. It also raises the issue of when instrumentation should supplement the clinician's ears in responsible practice, and when it should not.

The aim of this project is to explore this question of supplementation by analysing disordered child speech both traditionally/impressionistically as well as instrumentally.

No. of students required: ONE (1)

Any special skills/requirements from students:

This is a project for a student with a special interest in applying phonetics to clinical practice.