**CURRICULUM VITAE**

Associate Professor Diane Jacobs

**EDUCATION**

**Graduate Certificate of University Teaching and Learning.** Charles Sturt University (2011).

**Doctor of Philosophy, Psychology.**

Thesis: ‘Language, literacy, and behaviour in children with high-functioning autism spectrum disorder, specific language impairment, or specific reading disorder compared to typically developing peers’

*Supervisor: Associate Professor Amanda Richdale*

**Graduate Diploma of Psychology (with Distinction).** RMIT University (2000). Thesis: ‘Language skills of children with Autism Spectrum Disorder or Specific Language Impairment’

*Supervisor: Associate Professor Amanda Richdale*

**Undergraduate Psychology Major.** Monash University (1995-1998)

**Bachelor of Applied Science (Speech Pathology).** LaTrobe University (1989-1992)

**EMPLOYMENT**

December 2015 – Present **Associate Professor** Australian Catholic University (1.0 EFT)

* + - * National Course Coordinator 2018-2022.

Tasks: Oversight of curriculum and curriculum changes for the national team. Attend Faculty and university-level meetings regarding unit changes.

* + - * Assistant Deputy Head of School (Melb) 2018-2023.

Tasks: School of Allied Health (SoAH) staff supervision, including workload allocation, annual performance review, and leave approval. Undertake student appeals from the SoAH.

* + - * Course Coordinator Melbourne 2012-2020, 2023. See below.
			* Chair, School of Allied Health Learning and Teaching Committee 2018-2023. Tasks: Provide effective leadership to the School of Allied Health in learning and teaching, monitor and report on the School’s learning and teaching performance against relevant indicators and recommend strategies for improving outcomes and celebrating success, chair the School’s Learning & Teaching Committee, represent the School on the Faculty Learning and Teaching Committee, oversee academic planning and development of courses and coordination of programs, participate in the development and ongoing review of course units offered by the School within the University’s academic programs, participate in School, Faculty and University committees and related activities as required by the position
			* Faculty Health Science, Faculty Board committee member 2021-2024

Tasks: Review submissions for program and unit changes for all courses within the Faculty, review new program proposals.

Implemented the Peer Observation and Review of Teaching (PORT) program for the Faculty of Health Sciences (2015-2019). Now a centralized university offering.

* + - * Undergraduate teaching:
* Lecturer in charge or national lecturer in charge for Language Disorders unit, Professional Practice units, and Year 4 capstone units. Wrote counselling material for Year 3 level unit.
* National Lecturer in Charge for unit ‘Psychology in Allied Health’. Wrote lecture and tutorial material, taught tutorials and supported 20+ staff each year. Taught to 700 students across four campuses and three states. Unit content: learning theory, memory, cognition, motivation, emotion, social cognition, health psychology plus interprofessional education. [ALHT106 - Psychology for Allied Health (acu.edu.au)](https://www.acu.edu.au/handbook/handbook-2023/unit/alht106)
	+ - * Student supervision; honours, PhD

2014 - ongoing **Independent contractor with Speech Pathology Australia**

* Participate in the review and development of accreditation standards
* Engage in professional development as a Speech Pathology Australia Accreditor (SPAA) and participate in Speech Pathology Australia accreditor training.
* Ensure continuous quality improvement of accreditation processes
* To work as part of an accreditation panel to review a university’s application for accreditation.
* To undertake site visits as part of the accreditation process
* In consultation with the accreditation panel develop accreditation assessment reports during the accreditation process
* To make recommendations to the Speech Pathology Australia Board of the outcome of the accreditation process together with the rationale for a recommended accreditation classification
* To monitor the maintenance of standards in accredited programs through review of annual reports

September 2012 – Dec 2015 **Senior Lecturer** Australian Catholic University (1.0 EFT)

* Course coordinator. Responsible for student support regarding admission, enrolment, credit management, academic progress (altered pathway, show-cause) and course completion. Undertake course timetabling and contracts and orientation for sessional staff.
* Provide leadership in learning and teaching, including initiatives to enhance the student experience and life
* Teach at undergraduate level
* Contribute to academic planning and development, rationalisation of courses and coordination of programs
* Provide academic leadership in speech pathology research and scholarship; Participate in Faculty and University committees and related activities as appropriate
* Administer the courses of the Faculty locally, including admission instruction and assessment of students, and the transmission of results to administration, student appeals and academic honesty
* Oversee the development and ongoing review of course units offered by the School towards the University’s academic programs
* Contribute to the provision of student support and successful learning, development, professional accreditation and employment of students

July 2011 – October 2012 **Psychologist** (0.2EFT) Scope (North-West Specialist Services)

* Helping Children with Autism team.
* Provision of assessment and Family Centred Practice management to children with autism, their carers and others who support them as part of a multi-disciplinary/ trans-disciplinary team.
* Working in partnership with families/carers, agencies, and community groups regarding training/education of behaviour management strategies, counselling and/or therapy to individuals.
* Specific tasks: cognitive and educational assessments, support for communication, social skills, anxiety, mood disorders, and parent-child relationship support.
* Agency consultation

November 2010 – July 2011 **Senior Speech Pathologist** (locum) (0.2EFT) Alfred CYMHS (Moorabbin)

* Undertake clinical assessment and treatment within a multidisciplinary team, actively contribute to management plans by providing expert specialist consultation and advice on the client’s communication profile and developmental levels, and impact on presenting concerns and diagnosis (eg: conduct disorder, ODD, ASD).
* Provide verbal and written feedback to facilitate the individual and family’s understanding of the links between the communication profile, presenting concerns and management plans.
* Support and actively ensure the engagement of children and families in assessment, treatment planning, review and discharge processes.
* Act as a resource and provide clinical expertise for other staff, demonstrating a strong current theoretical knowledge and evidence base for Speech Pathology practice in mental health.
* Provide primary, secondary and tertiary consultation within and external to CAMHS relevant to Speech Pathology.
* In partnership with the Chief Speech Pathologist and Team Leader, provide leadership to the discipline and team that fosters effective group cohesion, resource allocation, goal orientated coordination of effort and resolution of team issues.
* Co-ordinate speech pathology referrals and liaise with Team Leaders to ensure equitable distribution of work within the discipline and across the service.
* Contribute to Speech Pathology strategic planning and development of protocols within the discipline and teams. Participate in and contribute to coordinated discipline specific activities and professional development opportunities.
* Strengthen partnerships with other key community speech pathology providers. Participate in community forums to enhance the system of mental health care.
* Assist the Chief Speech Pathologist in undertaking an annual review and report to the CAMHS executive.
* Contribute to development of Speech Pathologists in mental health at relevant forums Lead and participate in quality improvement activities
* Provide weekly supervision to grade 2 Speech Pathologists that enhances their clinical and professional development and ensures compliance with all policy, documentation, and data collection requirements for service provision.
* Significant clinical paediatric experience in a team environment servicing families and children with social, emotional, learning and behavioural problems

August 2010 – October 2012 **Lecturer** (0.8EFT) LaTrobe University

* Contribute to curriculum development in paediatric language for the School's speech pathology programs.
* Initiate and develop course material
* Conduct tutorials, practical classes, demonstrations, and workshops, and facilitate enquiry/problem-based learning tutorials
* Prepare and deliver lectures and seminars
* Conduct and coordinate marking and assessment
* Undertake academic coordination roles
* Supervise honours, Pass Degree and/or postgraduate research projects
* Conduct research
* Make a contribution to the speech pathology profession in the area of paediatric practice
* Consult with students
* Attend to a broad arrange of administrative functions, the majority of which are related to the subjects in which the academic teaches
* Attend School and/or Faculty meetings and play a role in planning or committee work
* Faculty HREC ethics committee member

January 2009- October 2010 **Lecturer** (1.0EFT) Charles Sturt University

* Curriculum development and teaching. Taught typical communication across the lifespan, language disorders, professional practice and communication and disability. The latter unit covered DSM diagnoses for both paediatric and adult populations (neurodevelopmental disorders, anxiety and depressive disorders, schizophrenia spectrum and other psychotic disorders, bipolar and related disorders and personality disorders).
* HREC ethics committee member

August 2003 -Dec 2008 **Mental Health Clinician / Speech Pathologist** (0.4EFT to 1.0EFT)

Royal Children’s Hospital Integrated Mental Health Service (Midwest and Northwest teams)

* Purposefully and expertly engaged children, young people and their families in recovery-focused care.
* Effectively and competently managed a caseload by providing high-quality clinical care, including undertaking assessment, collaborative Individual Treatment Planning (ITP), providing high quality therapeutic care, and well-planned discharge.
* Provided care through outreach, visits to education settings, community settings, etc., as clinically necessary.
* Undertook discipline-specific functions (communication/language assessments) and worked collaboratively with other disciplines within the team to provide high quality inter-disciplinary care.
* Built and maintained relationships with key stakeholders to maximise service coordination and cooperation.
* Undertook crisis response, single session interventions, and fast track appointments (typically rostered 1-2 sessions per week).
* Provided secondary consultation to other health, education and community services/providers to enhance coordinated care and build mental health capacity in these services.
* Actively participates in all forms of supervision (operational, professional, and clinical). Fortnightly supervision from senior team psychologist plus a senior speech pathologist.
* Participated in continuous quality improvement activities.
* Undertook and/or supported research and evaluation activities.
* Member of Mid-West Team’s autism assessment team, undertaking formal autism testing, including ADOS and ADI-R assessments
* Typical caseload: parent-child relationship support, autism, anxiety (generalized, social and selective mutism) and mood disorder.
* Worked with the Austin Child inpatient team to support individuals and families attending the under-13 live-in unit.

1993-2007 **Speech Pathologist**

Private practice –preschool and school-age services (2000-2008) (part-time)

Department of Education and Early Childhood Development

Northern Metropolitan Region (1995-2000) (Full time)

LaTrobe Regional Hospital, Traralgon Victoria, 3844 (1993-1995) (F/T)

Gosford Community Health Centre, Gosford, NSW (Locum 1992-1993)

**RESEARCH INTERESTS**

General: Developmental Disorders

Specific: Developmental Language disorder, autism spectrum disorder, and specific learning disorder; child and adolescent mental health.

**STUDENTS**

Honours

Vavala, C. (2024). Health-related quality of life outcomes for autistic adolescents: A population-based study.

Fantenberg, L. (2024). Pragmatic language in children with Neurofibromatosis 1.

Hancock, S. (2023). The perspectives of professional placement educators on supporting Autistic allied health students on professional placement.

Faggiano, L. (2022). Graduate Speech Pathologists’ Knowledge and Confidence in Working with Autistic

Individuals.

Barraclough, R. (2021). Australian pre-service teachers’ knowledge and perceptions of developmental language disorder.

Lai, C. (2020). Australian pre-service teachers’ knowledge and perceptions of developmental language disorder.

Scott, E. (2018). The self-esteem and locus of control of children with reading impairment versus typically developing children.

Steele, L. (2017). Diagnosis and Terminology for Atypical Language Development: An Australian Perspective

Barnes, C. (2017). Activity and Participation of Primary School-Aged Children Diagnosed with Language Disorder

Pywell, C. (2017). Occupational stress in Australian speech pathologists.

Brennan, F. (2013). The Renfrew Language Scales – Applicability to Victorian Children Aged 5;6 – 5;11 Years.

Farley, L. (2013). What is the range of morpho-syntactical and semantic skills elicited by seven-year-old children

within Australia during conversation?

Caswell, J. (2012). Language Profiles of Children with Neurofibromatosis Type 1.

PhD:

Wilson, M. (2021). Parents’ intervention and therapy decisions for their children on the autism spectrum

AWARDS & GRANTS

ACU Faculty of Health Sciences Learning and Teaching grant. Embedding inter-professional education into the Year 1 allied health curriculum. (2019) ($5000)

ACU Citation for Outstanding Contributions to Student Learning for leadership in learning and teaching at the speech pathology discipline, interdisciplinary and faculty level. (2017) ($5000)

ACU Faculty of Health Sciences Citation for Outstanding Contribution to Student Learning (2017) ($1000)

ACU Faculty of Health Sciences Learning & Teaching Grant, From Simulation to the ‘real world’: Scaffolding Year 3 Professional Practice (November, 2016) ($5000)

ACU Faculty of Health Sciences Undergraduate Vacation scholarship (July, 2015) ($1500)

ACU Teaching Development Grant, Speech pathology students perceptions and experiences following a non-assessed residential care immersion (August 2014) ($10,241.92)

ACU Teaching Development Grant, Enhancing Speech Pathology students’ preparedness for the hospital setting: An interdisciplinary orientation and simulation package. (August 2014) ($4974.32).

ACU Faculty of Health Science Case Study Development Funding for SPHY204 (April 2014) ($4000)

Charles Sturt University Faculty Seed Grant, April 2010 ($5,000)

Charles Sturt University PhD Write-up Award, November 2009 ($5,000)

Charles Sturt University Teaching Award, Semester 2, 2009

International meeting for Autism Research (IMFAR) conference travel award 2008 ($500 US)

Australian postgraduate scholarship 2003-2006

**PUBLICATIONS**

Faggiano, L., Jacobs, D., & Brignell, SA. (submitted). Speech pathologists working with autistic

individuals.

Barrowclough, R., Jacobs, D., & Arnott, S. (submitted). Australian pre-service teachers’ knowledge

and perceptions of developmental language disorder.

Pearce, W., Jacobs, D., & Lai, C. (2024). School SLPs workloads, caseloads, and service

delivery practices. International Journal of Speech-Language Pathology.

Wilson, M., Whelan, T., Milne, L., Hamilton, D., Jacobs, D., & Pilkington, P. (2021). A thematic

analysis of influences on parents’ autism intervention decisions. Research in Developmental

Disabilities, 117, 104035. doi:10.1016/j.ridd.2021.104035

Thomas, T., Jacobs, D., Hurley, L., Martin, J., Maslyuk, S., Lyall, M., & Ryan, M. (2018). Students’

perspectives of early assessment tasks in their first-year at university. Assessment & Evaluation in Higher Education, 44(3), 398-414. <https://www.tandfonline.com/doi/full/10.1080/02602938.2018.1513992>

Jacobs, D and Richdale, R. (2014). Predictors of literacy for young children with a high-functioning

autism spectrum disorder. In: Arciuli, J. & Brock, J. (Eds.). *Communication in Autism.* Trends in Language Acquisition Research series (TiLAR). John Benjamins Publishing: Amsterdam.

Jacobs, D., & Richdale, A. (2013). Predicting literacy in children with a High-Functioning Autism Spectrum Disorder. *Research in Developmental Disabilities, 34*(8), 2379-2390. DOI: [10.1016/j.ridd.2013.04.007](https://doi.org/10.1016/j.ridd.2013.04.007)

McCormack, J., Jacobs, D., & Washington, K. (2012). Specific mental functions- Language (b167). In

A. Majnemer (Eds). *Measures for children with developmental disabilities: Framed by the ICF-CY*. London: Mac Keith Press.

**VOLUNTEER ROLES**

Joeys Scout Leader. Clifton Hills Scouts Group. 2024 - ongoing

President of Westgarth Kindergarten 2022-January 2024 (Achievements: strategic plan, renegotiation of kinder license with Minister DET)

Member Friends of Darebin Parklands (parkland planting)

Speech Pathology Australian National Conference Convenor, 2022, 2014.

Trinh Foundation Australia. Teaching for Vietnam Speech Pathology Programs:

* Nov 2013 and Nov 2015. Taught 2-week intensive unit in country for speech pathology course: Assessment and Treatment of Paediatric Language Disorders. Pham Ngoc Thach University of Medicine. Ho Chi Minh City.
* Jan, 2017. Taught 2-week intensive unit in country for Bachelor of Speech Pathology course: Language Disorders in Children and Adolescents. Pham Ngoc Thach University of Medicine. Ho Chi Minh City.
* Oct-Nov 2019: Taught 2-week intensive unit in country for Bachelor of Rehabilitation (Speech Pathology): Language and Literacy Disorders in Older Children. DaNang University of Medical Technology and Pharmacy. DaNang.
* December 2020, Taught 2-week intensive unit via Zoom for Masters of Speech Pathology program: Language and Literacy Disorders in School-Aged Children. Pham Ngoc Thach University of Medicine. Ho Chi Minh City.
* August 2022: Taught 2-week intensive unit via Zoom for Masters of Speech Pathology program: Language and Literacy Disorders in Older Children. DaNang University of Medical Technology and Pharmacy. DaNang.
* Online mentoring of Vietnamese academic at DaNang university 2021-2022

**PROFESSIONAL AFFILIATIONS:**

Practicing member of Speech Pathology Australia and Certified Practicing Speech Pathologist

Olga Tennison Autism Research Centre (OTARC). LaTrobe University.

Australasian Society for Autism Research Affiliate member

Senior Fellowship with Advance Higher Education (SFHEA)

**PROFESSIONAL DEVELOPMENT**

Autism Diagnostic Observation Schedule (ADOS) training (2008)

Emerging Leaders and Managers Program (eLAMP). Association for Tertiary Education Management (2016)

Last 5 years:

2024

Cognitive Orientation to Daily Occupations Performance Approach (CO-OP) (Zi Mei events)

Towards Functional Handwriting (Zi Mei Events)

International Meeting for Autism Research (IMFAR) May

Sounds Write Phonics Program (SPELD Vic)

2023

Indigenous Allied Health Australia (IAHA) Cultural Module 1 ‘Start with Cultural Awareness’ and Module 2 ‘Unpacking the IAHA Cultural Responsiveness Framework’ (June)

International Developmental Language Disorder Research Conference (IDLDRC) (September)

Coping with Uncertainty in Everyday Situations (CUES) (CliniKids, Telethon Kids Institute Perth, November)

Speech Pathology Australia Accreditor training (December)

2022:

Speech Pathology Australia National Conference (May)

Tuning into Kids (July)

Australasian Society for Autism Research 2022 Conference (November, Deakin University)

2021:

Speech Pathology Australia National Conference (June 2021)

International Developmental Language Disorder Research Conference (IDLDRC) (September 2021)