



# SPCH11001 *Introduction to Communication and Swallowing Disorders*

## Term 1 - 2020

Profile information current as at 04/05/2024 11:25 pm

All details in this unit profile for SPCH11001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### Corrections

#### Unit Profile Correction added on 06-04-20

The end of term examination has now been changed to an alternate form of assessment. Please see your Moodle site for details of the assessment.

### General Information

#### Overview

In this unit you will be introduced to developmental and acquired communication and swallowing disorders across the lifespan. You will study the types of disorders that speech pathologists assess and manage across the lifespan and be familiarised with the range of intervention settings in which speech pathologists are employed. You will be oriented to the standards required, and terminology used in, contemporary speech pathology practice in Australia. The International Classification of Functioning, Disability and Health framework and the principles of evidence based, interprofessional and reflective practice are embedded throughout this unit.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2020

- Rockhampton

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 15%

#### 2. **Portfolio**

Weighting: Pass/Fail

#### 3. **Reflective Practice Assignment**

Weighting: 45%

#### 4. **Examination**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have Your Say

##### **Feedback**

The students responded positively to the inclusion of the guest speakers from the community.

##### **Recommendation**

It is recommended that guest speakers from various community organisations continue to be included in SPCH11001 in future iterations of the unit.

#### Feedback from Have Your Say

##### **Feedback**

Students provided positive feedback regarding the timeliness and purposefulness of the feedback on assessment and in-class tasks.

##### **Recommendation**

It is recommended that feedback on assessment and in-class tasks continued to be provided in a timely, thorough and relevant manner.

#### Feedback from Have Your Say

##### **Feedback**

Students enjoyed the interactive nature of classes to support learning and motivation to continue in the Speech Pathology Course.

##### **Recommendation**

It is recommended that interactive learning opportunities continue to be embedded in the pedagogy utilised in SPCH11001.

## Unit Learning Outcomes

### **On successful completion of this unit, you will be able to:**



































1. Describe the different types of communication and swallowing disorders
2. Identify the scope of practice for speech pathologists in accordance with Speech Pathology Australia's guidelines
3. Successfully complete all pre-clinical requirements
4. Discuss the principles of evidence-based and interprofessional practice in the speech pathology context
5. Apply the International Classification of Functioning, Disability and Health framework to simple cases involving communication and swallowing disorders
6. Demonstrate the principles of reflective practice at an introductory level.

The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia.






















## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1		2		3	4 5 6
1 - Communication						
2 - Problem Solving						
3 - Critical Thinking						
4 - Information Literacy						
5 - Team Work						
6 - Information Technology Competence						
7 - Cross Cultural Competence						
8 - Ethical practice						
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 15%										
2 - Reflective Practice Assignment - 45%										
3 - Examination - 40%										
4 - Portfolio - 0%										

## Textbooks and Resources

### Textbooks

SPCH11001

#### Prescribed

**Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.)**

Edition: 3rd (2014)

Authors: Justice, L. & Redle, E.

Pearson

Boston , USA

ISBN: 9780133123715

Binding: Paperback

#### Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Tina Janes** Unit Coordinator

[t.janes@cqu.edu.au](mailto:t.janes@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## WEEK 1

### SESSION 1

- Introduction to the unit and course
- Assessments
- Class requirements
- Broad overview of the profession - What is Speech Pathology?
- Speech Pathology Australia (SPA) resources
- Speech pathology quiz
- What is communication?
- Visit to third years and fourth years (to be confirmed)

### SESSION 2

- Pre-clinical requirements – WIL staff member – Laura Thomas
- Clinical observation information - organise visit schedule
- NDIS - National Disability Insurance Scheme
- Take a moment to reflect

Justice, L. & Redle, E. (2014). *Communication Sciences and Disorders. A Clinical Evidence Based Approach* (3rd ed.). Boston; USA: Pearson.

- Chapter 1 - Fundamentals of Communication Sciences and Disorders
  - Chapter 2 - An Overview of Communication Development
- Additional readings will be provided in class and/or uploaded to Moodle

## Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>WEEK 2</b> <b>SESSION 1</b> <ul style="list-style-type: none"><li>• Range of Practice Areas (ROPAs)</li><li>• Scope of practice</li><li>• Speech Pathology Australia (SPA) standards</li><li>• EBP (evidence-based practice) and speech pathology</li><li>• International Classification of Functioning, Disability and Health (ICF) and speech pathology</li></ul>	Justice, L. & Redle, E. (2014). <i>Communication Sciences and Disorders. A Clinical Evidence Based Approach</i> (3rd ed.). Boston; USA: Pearson.	
<b>SESSION 2</b> <ul style="list-style-type: none"><li>• Communication - what is it, development, disorders and assessment</li><li>• Anatomical bases of communication disorders</li><li>• Reflective Practice</li><li>• Conventions – including referencing, grammar, syntax etc.</li><li>• Visit to second years</li></ul>	<ul style="list-style-type: none"><li>• Chapter 3 - Anatomical and Physiological Bases of Communication and Communication Disorders</li><li>• Chapter 6 - Communication Assessment and Intervention: Evidence-Based Practices</li></ul> <p>Additional readings will be provided in class and/or uploaded to Moodle</p>	

## Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>WEEK 3</b> <b>SESSION 1</b> <ul style="list-style-type: none"><li>• <b>Hearing and communication</b><ul style="list-style-type: none"><li>◦ Special guest - Kate Huntly - Audiologist - Hearing Australia</li><li>◦ Hearing disorders</li><li>◦ Anatomy of the ear</li><li>◦ Revision questions</li></ul></li></ul>	Justice, L. & Redle, E. (2014). <i>Communication Sciences and Disorders. A Clinical Evidence Based Approach</i> (3rd ed.). Boston; USA: Pearson.	
<b>SESSION 2</b> <ul style="list-style-type: none"><li>• <b>Hearing and communication</b><ul style="list-style-type: none"><li>◦ Continue hearing disorders</li><li>◦ ICF task - hearing</li></ul></li><li>• Start Speech sound disorders (SSDs)</li><li>• Take a moment to reflect – what have I learnt so far – what, so what, now what</li></ul>	<ul style="list-style-type: none"><li>• Chapter 13- Paediatric Hearing Loss</li><li>• Chapter 14 - Hearing Loss in Adults</li></ul> <p>Additional readings will be provided in class and/or uploaded to Moodle</p>	

## Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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#### WEEK 4

**Please note that clinical observations may occur in this week, but it will be confirmed with you in class. This will be either a Monday or a Thursday visit.**

##### **SESSIONS 1 and 2 - Speech Range of Practice Area (ROPA)**

###### **• Paediatrics**

- Speech sound delay and disorders in children
- Speech pathology in paediatrics
- Potential guest speaker from Queensland Health (QH)
- Reflection on clinical observations
- Integration of ICF

Justice, L. & Redle, E. (2014). *Communication Sciences and Disorders. A Clinical Evidence Based Approach* (3rd ed.). Boston; USA: Pearson.

- Chapter 9 - Speech Sound Disorders in Children
- Chapter 12 - Motor Speech Disorders

Additional readings will be provided in class and/or uploaded to Moodle

#### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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#### WEEK 5

**Please note that clinical observations may occur in this week, but it will be confirmed with you in class. This will be either a Monday or a Thursday visit.**

##### **SESSIONS 1 and 2 - Speech ROPA**

###### **• Adults**

- Introduction to speech disorders in adults
- Potential guest speaker from QH
- Take a moment to reflect
- Revision of content to date
- Integration of ICF

Justice, L. & Redle, E. (2014). *Communication Sciences and Disorders. A Clinical Evidence Based Approach* (3rd ed.). Boston; USA: Pearson.

- Chapter 12 - Motor Speech Disorders

Additional readings will be provided in class and/or uploaded to Moodle

#### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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NO CLASSES SCHEDULED

#### Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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#### WEEK 6

**Please note that clinical observations may occur in this week, but it will be confirmed with you in class. This will be either a Monday or a Thursday visit.**

##### **SESSIONS 1 and 2 - Language ROPA**

###### **• Paediatric**

- Introduction to language disorders in children
- Guest speaker Amy Herley SLP with Department of Education (DoE) and CQU graduate
- Take a moment to reflect
- Revision of content to date
- Integration of ICF

Justice, L. & Redle, E. (2014). *Communication Sciences and Disorders. A Clinical Evidence Based Approach* (3rd ed.). Boston; USA: Pearson.

- Chapter 7 - Language Disorders in Early and Later Childhood

Additional readings will be provided in class and/or uploaded to Moodle

**15% - Written Assessment - Reflective Practice - What it is and what it means to me** Due: Week 6 Monday (20 Apr 2020) 9:00 am AEST

#### Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## WEEK 7

Please note that clinical observations may occur in this week, but it will be confirmed with you in class. This will be either a Monday or a Thursday visit.

### SESSIONS 1 and 2 -

#### Language ROPA

- **Adults** - language and cognition
  - Acquired language and cognitive disorders in adults
  - Potential guest speaker
- Take a moment to reflect
- Revision of content
- Integration of ICF

Justice, L. & Redle, E. (2014). *Communication Sciences and Disorders. A Clinical Evidence Based Approach* (3rd ed.). Boston; USA: Pearson.

- Chapter 8 - Adult Language Disorders and Cognitive Based Dysfunction

Additional readings will be provided in class and/or uploaded to Moodle

## Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>WEEK 8</b> <b>SESSION 1</b> <b>Voice ROPA - paediatric and adult</b> <ul style="list-style-type: none"><li>◦ Introduction to the voice range of practice in both paediatrics and adults</li></ul>	Justice, L. & Redle, E. (2014). <i>Communication Sciences and Disorders. A Clinical Evidence Based Approach</i> (3rd ed.). Boston; USA: Pearson.	
<b>SESSION 2</b> <b>Fluency ROPA - paediatric and adult</b> <ul style="list-style-type: none"><li>◦ Introduction to stuttering disorders in paediatrics and adults</li></ul>	<ul style="list-style-type: none"><li>• Chapter 11 - Voice Disorders</li><li>• Chapter 10 - Fluency Disorders</li></ul> Additional readings will be provided in class and/or uploaded to Moodle	

## Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>WEEK 9</b> <b>SESSION 1</b> <ul style="list-style-type: none"><li>• Complete content from Voice and Fluency ROPAs</li><li>• Integration of ICF</li></ul>	Justice, L. & Redle, E. (2014). <i>Communication Sciences and Disorders. A Clinical Evidence Based Approach</i> (3rd ed.). Boston; USA: Pearson.	
<b>SESSION 2</b> <b>Multimodal Communication ROPA</b> <ul style="list-style-type: none"><li>• Introduction to multimodal communication</li><li>• Integration of ICF</li><li>• Guest speaker - Hannah Thompson - speech pathologist now in private practice - past CQU graduate</li></ul>	<ul style="list-style-type: none"><li>• Chapter 10 - Fluency Disorders</li><li>• Chapter 4 - Augmentative and Alternative Communication</li></ul> Additional readings will be provided in class and/or uploaded to Moodle	<b>Pass/Fail - Work Integrated Learning (WIL) requirements</b> Due: Week 9 Friday (15 May 2020) 5:00 pm AEST

## Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>WEEK 10</b> <b>SESSION 1</b> <ul style="list-style-type: none"><li>• Oral presentations</li></ul>		
<b>SESSION 2</b> <ul style="list-style-type: none"><li>• If oral presentations are completed in session 1, a review or completion of content to date will occur in this session</li></ul>		<b>45% - Reflective Practice Assignment - Oral Presentation and Written Submission</b> Due: Week 10 Wednesday (20 May 2020) 8:00 am AEST

## Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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**WEEK 11****SESSIONS 1 and 2****• Swallowing (Dysphagia) ROPA - paediatric and adult**

- Introduction to swallowing disorders (dysphagia) in the paediatric and adult population
- Potential guest speaker from QH
- Integration of ICF and EBP

Justice, L. & Redle, E. (2014). *Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.)*. Boston; USA: Pearson.

- Chapter 15 - Feeding and Swallowing Disorders

Additional readings will be provided in class and/or uploaded to Moodle

**Week 12 - 01 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>WEEK 12</b> <b>Consolidation, revision and completion of any content</b>		

**Review/Exam Week - 08 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
You will have a centrally scheduled three-hour exam either this week or next week		

**Exam Week - 15 Jun 2020**

Module/Topic	Chapter	Events and Submissions/Topic
You may have a centrally scheduled three-hour exam this week		

## Term Specific Information

Welcome to SPCH11001- Introduction to Communication and Swallowing Disorders. Tina Janes is your unit coordinator and primary educator, however you are provided with guest speakers throughout the unit - both from the university, external professionals and community members. There will also be occasions where you will visit the CQU Health Clinic to conduct observations that will require additional time to the scheduled classes. This will all be discussed with you in week one to ensure everyone is familiar with the unit's commitments. Please have your textbook - Justice, L. & Redle, E. (2014). *Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd Ed.)*. Boston; USA: Pearson, as readings from your text commence in week one of term. It is an excellent text that you will be using throughout all your years of study in speech pathology and most likely as a graduate speech pathologist. This unit has a history of positive feedback from students, so I hope this continues in 2020. I look forward to meeting you and learning with you over the term.

## Assessment Tasks

### 1 15% - Written Assessment - Reflective Practice – What it is and what it means to me

**Assessment Type**

Written Assessment

**Task Description****Reflective Practice - What it is and what it means to me****Due Monday Week 6 (20th April) at 9am - uploaded to Moodle**

Your assessment needs to address the following areas:

- What is reflective practice?
- The history / development of reflective practice in the health profession
- What is the relevance of reflective practice to you personally and as a student?
- What is the value of reflective practice to the health profession?

WORD LIMIT: 1500 words (+/- 10%)

Full description of this assessment task is provided on your assessment outline document that is on Moodle and discussed in class in Week one.

**Assessment Due Date**

Week 6 Monday (20 Apr 2020) 9:00 am AEST

Uploaded to Moodle

**Return Date to Students**

Week 8 Monday (4 May 2020)

Feedback provided via Moodle

**Weighting**

15%

**Assessment Criteria**

Your assessment booklet which is located on Moodle and explained in class in Week one contains detailed information of the assessment criteria for this task. However in summary you are marked on the following criteria:

1. Content - you must address each of the areas stated above concisely but comprehensively (20 marks)
2. Conventions - including clarity, spelling, grammar, research and referencing (20 marks)

Your total out of 40 marks is converted to a mark out of 15% of the overall unit grade. This first assessment task is NOT a must pass item, but the remaining assessments are.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

To be uploaded to Moodle

**Learning Outcomes Assessed**

- Identify the scope of practice for speech pathologists in accordance with Speech Pathology Australia's guidelines
- Demonstrate the principles of reflective practice at an introductory level.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy

## 2 Pass/Fail - Work Integrated Learning (WIL) requirements

**Assessment Type**

Portfolio

**Task Description**

This assessment is a MUST PASS hurdle task that relates directly to Learning Outcome (LO) 3 - Successful completion of all pre-clinical requirements. These are mandatory and you will not be permitted to attend clinical placements unless you have completed ALL items. Pre-clinical requirements are managed by our WIL team who will provide you with specific instructions and the support to complete these requirements.

**Assessment Due Date**

Week 9 Friday (15 May 2020) 5:00 pm AEST

All documents submitted according to the WIL processes

**Return Date to Students**

Week 11 Monday (25 May 2020)

The WIL officer will advise whether or not you have met the requirements of the WIL process

**Weighting**

Pass/Fail

**Minimum mark or grade**

This is a must pass item. If you fail you will not pass the unit.

## Assessment Criteria

This is a hurdle task that you must complete in order to pass the unit.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

Documents uploaded according to the WIL processes

## Learning Outcomes Assessed

- Successfully complete all pre-clinical requirements

## Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 3 45% - Reflective Practice Assignment - Oral Presentation and Written Submission

### Assessment Type

Reflective Practice Assignment

### Task Description

#### 45% - Reflective Practice Assignment - Oral Presentation and Written Submission

Your reflective practice assignment is a MUST PASS assessment item and comprises two sections:

1. Oral presentation in class on Wednesday of Week 10
2. Written submission due to be uploaded to Moodle by 8am Wednesday Week 10

### ORAL PRESENTATION requirements (20%):

Format:

- 15 minute (inclusive of questions/activities/discussions) presentation
- Use of PowerPoint or Prezi visual slides (to be emailed to lecturer by 8am Wednesday morning Week 10)

Content:

Your presentation is to address specified general professional competencies (GPCs) that relate to this assessment task. You are required to reflect upon how your observations from the clinic relates to these competencies and your lifelong learning.

Choose **TWO** General Professional Competencies (GPCs) from the below four:

1. REASONING
2. COMMUNICATION
3. LEARNING
4. PROFESSIONALISM

Consult the Competency Based Occupational Standards (CBOS) document for a thorough explanation of these GPCs. You will use the descriptions of the elements within each competency as a basis to reflect upon what you have observed in the clinic. Your oral and written reflection must NOT use student or client names, or any other identifying information.

### WRITTEN SUBMISSION requirements (25%):

#### Communication and swallowing disorders: A reflection.

This written submission is a reflection of what you have learnt throughout the term, including your clinical observations and your integration of the competencies stipulated by Speech Pathology Australia (SPA). This is an individual style of written task and as it is a reflection you may write in first person, however you must reference as appropriate. There are certain areas you need to address which include your reflection on:

- What is communication?

- The nature of communication and swallowing disorders
- The impact of communication and swallowing disorders on the individual, family and community
- What you have learnt about working with communication and swallowing disorders
- How you will use what you have learnt
- Any personal impact/impressions that the content in this unit has had

The word limit for this task is no more than 2500 and no less than 2000

### **Assessment Due Date**

Week 10 Wednesday (20 May 2020) 8:00 am AEST

Oral presentation will occur in the scheduled class times. The powerpoint presentation must be emailed to the lecturer and the written submission uploaded to Moodle by 8am Wednesday morning 20th May.

### **Return Date to Students**

Week 11 Friday (29 May 2020)

Feedback will be uploaded to Moodle

### **Weighting**

45%

### **Minimum mark or grade**

An overall minimum of 50% (i.e. 22.5/45) must be achieved to pass the unit.

### **Assessment Criteria**

Your assessment booklet which is located on Moodle and explained in class in Week one contains detailed information of the assessment criteria for this task. However in summary you are marked on the following criteria:

ORAL PRESENTATION (20%):

- Presentation skills
- Clarity of visual supports
- Referencing (APA) on slides
- Depth of reflection
- Integration of clinical observations and GPCs
- Audience engagement

WRITTEN SUBMISSION (25%):

- Content - all components are addressed
- Conventions - including clarity of expression, grammar, punctuation, research quality and referencing
- Quality of reflective practice skills

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

You must email your powerpoint presentation to the lecturer and upload your written section to Moodle.

### **Learning Outcomes Assessed**

- Describe the different types of communication and swallowing disorders
- Discuss the principles of evidence-based and interprofessional practice in the speech pathology context
- Apply the International Classification of Functioning, Disability and Health framework to simple cases involving communication and swallowing disorders
- Demonstrate the principles of reflective practice at an introductory level.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Examination

### Outline

Complete an invigilated examination.

### Date

During the examination period at a CQUniversity examination centre.

### Weighting

40%

### Length

180 minutes

### Minimum mark or grade

This is a must pass item. You must achieve a minimum of 50% (i.e. 20/40) on the examination in order to pass this unit.

### Exam Conditions

Closed Book.

### Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem