SPCH11001 *Introduction to Communication and Swallowing Disorders*
Term 1 - 2021

Profile information current as at 20/05/2024 12:03 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.

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 - 2021

- 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. **Online Quiz(zes)**
Weighting: 50%
2. **Oral Examination**
Weighting: 50%
3. **Electronic Focused Interactive Learning (eFIL)**
Weighting: Pass/Fail

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

Students provided positive feedback on the content of the unit.

Recommendation

It is recommended that SPCH11001 content continues to provide students with a broad overview of communication and swallowing disorders and the role of speech pathologists in this domain.

Feedback from Have Your Say

Feedback

Despite the required move to the Zoom model of teaching / presenting, 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

One student indicated that criteria on one assessment rubric be more prescriptive as opposed to descriptive.

Recommendation

It is recommended that the assessment rubrics be reviewed prior to 2021 and any adjustments be made accordingly.

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. Discuss the International Classification of Functioning, Disability and Health framework and the principles of evidence-based and interprofessional practice in the speech pathology context
4. 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's Professional standards.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| | — | N/A Level | ○ | Introductory Level | ○ | Intermediate Level | ● | Graduate Level | ○ | Professional Level | ○ | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1		**2**	**3**	**4**
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 - Online Quiz(zes) - 50%	○		○	○		○				
2 - Oral Examination - 50%	○	○	○	○		○		○		
3 - Electronic Focused Interactive Learning (eFIL) - 0%	○	○		○		○				

Textbooks and Resources

Textbooks

SPCH11001

Prescribed

Communication Sciences and Disorders. A Clinical Evidence Based Approach
Edition: 3rd ed. (2014)
Authors: Justice, L. & Redle, E.
Pearson
Boston , Massachusetts , USA
ISBN: 978-0133123715
Binding: Paperback

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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Tina Janes Unit Coordinator
t.janes@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic

WEEK 1
FACE-TO-FACE CONTENT
• Introduction to the unit and course
• Assessments - in brief
• What is communication?
• Justice & Redle, chapter 1
• Broad overview of the profession - What is speech pathology?
• Speech Pathology Australia (SPA)

RECORDED CONTENT
• About Tina
• Course requirements
• NDIS - National Disability Insurance Scheme
• Students words of wisdom
• Justice & Redle, chapter 2

ACTIVITIES
• Activities as listed on Moodle
•

Justice, L. and Redle, E. (2014). *Communication sciences and disorders. A clinical evidence based approach.* (3rd ed.). Pearson.
• Chapter 1 - Fundamentals of communication sciences and disorders
• Chapter 2 - An overview of communication development

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 2 **FACE-TO-FACE CONTENT** • Brief revision of week 1 content • Anatomical bases of communication disorders (chapter 3) • Communication - development, disorders and assessment **RECORDED CONTENT** • International Classification of Functioning, Disability and Health (ICF) and speech pathology • EBP (evidence-based practice) and speech pathology (chapter 6) • Reflective practice • Range of Practice Areas (ROPAs) • Speech Pathology Australia standards **ACTIVITIES** • Activities as listed on Moodle	Justice, L. and Redle, E. (2014). *Communication sciences and disorders. A clinical evidence based approach.* (3rd ed.). Pearson. • Chapter 3 - Anatomical and physiological bases of communication and communication disorders • Chapter 6 - Communication assessment and intervention: evidence-based practices	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 3 **FACE-TO-FACE CONTENT** • Hearing and communication (Justice & Redle chapters 13 & 14) • Hearing disorders **RECORDED CONTENT** • Hearing disorders by Senior Audiologist Kate Huntly **ACTIVITIES** • Activities as listed on Moodle	Justice, L. and Redle, E. (2014). *Communication sciences and disorders. A clinical evidence based approach.* (3rd ed.). Pearson. • Chapter 13– Paediatric hearing loss • Chapter 14 - Hearing loss in adults	**ONLINE QUIZ ONE (10%)** • Opens Thursday 25th March at 5pm; closes Monday 29th March at 9am

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic

WEEK 4
FACE-TO-FACE CONTENT
Speech – Paediatrics
• Speech sound delays and disorders
in children
• Speech pathology in paediatrics
• Potential guest speaker

RECORDED CONTENT
• Motor speech disorders in children
• Videos on apraxia in children

Justice, L. and Redle, E. (2014).
*Communication sciences and
disorders. A clinical evidence based
approach.* (3rd ed.). Pearson.
• Chapter 9 - Speech sound disorders
in children
• Chapter 12 - Motor speech disorders

ACTIVITIES
• Activities as listed on Moodle

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 5 **FACE-TO-FACE CONTENT** **Speech sound disorders in adults** • Introduction to speech disorders in adults • ICF task for adults with acquired speech sound disorders • Potential guest speaker **RECORDED CONTENT** • Video/s of speech disorders in adults • Recorded content of speech disorders in adults **ACTIVITIES** • Activities as listed on Moodle	Justice, L. and Redle, E. (2014). *Communication sciences and disorders. A clinical evidence based approach.* (3rd ed.). Pearson. • Chapter 12 - Motor speech disorders	**ONLINE QUIZ TWO (10%)** • Opens Thursday 8th April 5pm; closes Monday 12th April at 9am

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 6 **FACE-TO-FACE CONTENT** **Childhood language disorders** • Introduction to language disorders in paediatrics • Childhood language assessments **RECORDED CONTENT** • Revision of early communication development concepts • Paediatric therapist - the impact of language disorders **ACTIVITIES** • Activities as listed on Moodle	Justice, L. and Redle, E. (2014). *Communication sciences and disorders. A clinical evidence based approach.* (3rd ed.). Pearson. • Chapter 7 - Language disorders in early and later childhood	

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

WEEK 7
FACE-TO-FACE CONTENT
Language & cognition – adults
• Acquired language & cognitive
disorders in adults
• Adult therapist from Rockhampton
Hospital

RECORDED CONTENT
• Summary of chapter 8 Justice &
Redle

Justice, L. and Redle, E. (2014).
*Communication sciences and
disorders. A clinical evidence based
approach.* (3rd ed.). Pearson.
• Chapter 8 - Adult language disorders
and cognitive based dysfunction

ONLINE QUIZ THREE - 10%
• Opens Thursday 29th April at 5pm;
closes Monday 3rd May at 9am

ACTIVITIES.
• Activities as listed on Moodle

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 8 **FACE-TO-FACE CONTENT** **Voice - children and adults** • Introduction to the voice range of practice area in both paediatrics and adults **RECORDED CONTENT** • Watch prescribed videos and recorded content **ACTIVITIES** • As listed on Moodle	Justice, L. and Redle, E. (2014). *Communication sciences and disorders. A clinical evidence based approach.* (3rd ed.). Pearson. • Chapter 11 - Voice disorders	

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 9 **FACE-TO-FACE CONTENT** **Multimodal communication (MMC)** **- children and adults** • Introduction to the MMC range of practice area in both paediatrics and adults • Practical application of MMC • ICF activity **RECORDED CONTENT** • Watch prescribed videos and recorded content in relation to the MMC range of practice area **ACTIVITIES** • As listed on Moodle	Justice, L. and Redle, E. (2014). *Communication sciences and disorders. A clinical evidence based approach.* (3rd ed.). Pearson. • Chapter 4 - Augmentative and alternative communication	**ONLINE QUIZ FOUR** • Opens Thursday 13th May at 5pm; closes Monday 17th May at 9am

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

WEEK 10
FACE-TO-FACE CONTENT
Dysphagia (Swallowing difficulties) - children and adults
• Practical activities related to swallowing
• Oral motor assessments
• Acute therapist

RECORDED CONTENT
• Introduction to swallowing disorders (dysphagia) in the paediatric and adult population **(complete before the face-to-face content)**
• Swallowing videos

ACTIVITIES
• As listed on Moodle

Justice, L. and Redle, E. (2014). *Communication sciences and disorders. A clinical evidence based approach.* (3rd ed.). Pearson.
• Chapter 15 - Feeding and swallowing disorders

Week 11 - 24 May 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
WEEK 11 **FACE-TO-FACE** **Stuttering - children and adults** • What is stuttering? **RECORDED CONTENT** • Watch prescribed videos and recorded content in relation to stuttering in children and adults **ACTIVITIES** • Activities as listed on Moodle	Justice, L. and Redle, E. (2014). *Communication sciences and disorders. A clinical evidence based approach.* (3rd ed.). Pearson. • Chapter 10 - Fluency disorders	**ONLINE QUIZ FIVE - 10%** • Opens Thursday 27th May at 5pm; closes Monday 31st May at 9am

Week 12 - 31 May 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Oral examination. Times will be allocated in class and then posted on Moodle.		**ORAL EXAMINATION (Week 12)** Due: Week 12 Wednesday (2 June 2021) 11:00 am AEST

Review/Exam Week - 07 Jun 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		EFIL ACTIVITIES (each week) Due: Review/Exam Week Monday (7 June 2021) 1:00 am AEST

Exam Week - 14 Jun 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Term Specific Information

Welcome to SPCH11001 - Introduction to communication and swallowing disorders. Tina Janes is your unit coordinator and lecturer, but we will have some guest presenters from different speech pathology organisations across Central Queensland. This year SPCH11001 is offered as a mixed modality unit. There is one face-to-face two hour class a week, BUT you will have videos to watch either of recorded speakers or different clips related to each topic for the week. You will be required to watch these and complete a variety of tasks. Please ensure you have the required textbook for this unit as this is a text you will use throughout the Speech Pathology course and beyond. Your text is:

Justice, L. & Redle, E. (2014). *Communication sciences and disorders. A clinical evidence based approach.* (3rd ed.). Pearson.

I look forward to meeting you all at the beginning of term. If you have any questions either email me on t.janes@cqu.edu.au or post them on the discussion board if they are related to the content of the unit.

Assessment Tasks

1 ONLINE QUIZZES (weeks 3, 5, 7, 9 & 11)

Assessment Type
Online Quiz(zes)

Task Description

- Each of the five quizzes are worth 10% each
- A quiz is opened on the Thursday of **weeks 3, 5, 7, 9 and 11** and closes on the Monday of the week following – i.e. weeks 4, 6, 8, 10 and12
- **MUST PASS ASSESSMENT TASK**
  - You do not need to pass each quiz, but you must obtain a cumulative **50% - i.e. 25/50** over the five quizzes
- The quizzes will cover content from the lectures, any readings and video content
- Week 3 quiz covers only content from weeks 1 to 3, but the remaining quizzes in weeks 5, 7, 9 and 11 may include earlier content.
- Following each quiz you will be provided with a brief feedback sheet on your performance. It is anticipated that this will help you in future quizzes. This feedback sheet will provide you with the type of answers expected for each question.

Number of Quizzes
5

Frequency of Quizzes
Other

Assessment Due Date

A quiz will be made available to you at 5pm on the Thursday of weeks 3, 5, 7, 9, and 11. The quiz will close at 9am on the following Monday of weeks 4, 6, 8, 10 and 12.

Return Date to Students

Results will be returned one week after completion of each quiz.

Weighting
50%

Minimum mark or grade
A minimum of 25/50 (i.e. 50%) is required to pass this assessment and the unit. There is not a requirement to pass each quiz, just the total of the five quizzes.

Assessment Criteria
Following each quiz you will be provided with a brief feedback sheet on your performance. It is anticipated that this will

help you in future quizzes. This feedback sheet will provide you with the type of answers expected for each question, i.e. the criteria expected for a correct answer to be given.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
The quizzes will be available on Moodle in the weeks stipulated. Your answers will be submitted at the completion of the quiz.

Learning Outcomes Assessed

- Describe the different types of communication and swallowing disorders
- Identify the scope of practice for speech pathologists in accordance with Speech Pathology Australia's guidelines
- Discuss the International Classification of Functioning, Disability and Health framework and the principles of evidence-based and interprofessional practice in the speech pathology context

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

2 ORAL EXAMINATION (Week 12)

Assessment Type
Oral Examination

Task Description

- You must pass this assessment in order to meet the requirements of the unit. The pass grade is 50%, that is 25/50.
- Times will be allocated in class and listed on Moodle
- You will each be scheduled 60 mins
- You will be asked direct content questions and also reflective practice questions
- The content of your oral exam will come from any content during weeks 1 to 11 of term
- You will not be allowed to bring anything in the room with you
- It will be advantageous for you to ensure you have completed all the activities and quizzes to the best of your ability, as this will assist you during the oral examination
- You will be provided with a brief feedback sheet on your performance to allow you to improve upon the areas that were most challenging

Assessment Due Date
Week 12 Wednesday (2 June 2021) 11:00 am AEST
Assessment times will be scheduled for week 12 according to class commitments.

Return Date to Students
Exam Week Wednesday (16 June 2021)
Feedback will be uploaded to Moodle with the grade.

Weighting
50%

Minimum mark or grade
A mark of 25/50 (i.e. 50%) is required to pass this assessment and the unit.

Assessment Criteria
You will not be provided with a criterion sheet prior to the oral examination, which is a similar format to written examinations. You will however be provided with examples of the types of questions during class times and completion of all the tasks throughout weeks 1 to 11 will support your preparation for this oral examination. As stated above you will be provided with a feedback sheet after the oral examination which will show you the types of answers expected and your performance relative to this.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Offline

Learning Outcomes Assessed

- Discuss the International Classification of Functioning, Disability and Health framework and the principles of evidence-based and interprofessional practice in the speech pathology context
- Demonstrate the principles of reflective practice at an introductory level.

Graduate Attributes

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

3 EFIL ACTIVITIES (each week)

Assessment Type
Electronic Focused Interactive Learning (eFIL)

Task Description

- Each week you will have a number of eFIL (Electronic Focused Interactive Learning) activities to complete
- There must be evidence that you have **completed 80%** of these eFIL tasks
- This is a **MUST PASS** item and if you haven't completed 80% of the tasks you will not be able to pass the unit
- eFIL activities pertain to any activity listed on your Moodle site between weeks 1 and 12 (inclusive). This may include, but is not limited to: discussion forums, watching videos, linked readings and H5P activities.

Assessment Due Date
Review/Exam Week Monday (7 June 2021) 1:00 am AEST
The date for final completion of eFIL tasks is Monday, 1am, week 13

Return Date to Students

You will be provided with the necessary feedback following completion of the tasks.

Weighting
Pass/Fail

Minimum mark or grade
This is a pass/fail task. Eighty percent of eFIL activities must be completed to pass this assessment and the unit.

Assessment Criteria
You must complete 80% of the eFIL activities in order to pass this assessment and the unit. Some online activities will provide you immediate feedback (e.g., H5P interactive learning activities). For other eFiL activities (e.g., work sample submissions, discussion forums), you will be provided feedback in the form of 1-2 comments by your lecturer, provided the activities are completed by 1:00am on Monday of the week the activity was set. For example, if an activity is set for week 3, the activity needs to be completed by Monday 1:00am of week 3, to be provided feedback. You may complete your eFIL activities at any time, prior to the week 13 due date, you will only receive feedback if they are completed within the set week.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Describe the different types of communication and swallowing disorders
- 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
- Problem Solving
- Information Literacy
- Information Technology Competence

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