SPCH11001 *Introduction to Communication and Swallowing Disorders*
Term 1 - 2022

Profile information current as at 03/05/2024 02:59 am

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 - 2022

- Online
- 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%

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 commented positively about the continued inclusion of guest speakers from the community.

Recommendation
It is recommended that guest speakers continue to be invited to participate in this unit.

Feedback from Have Your Say

Feedback
The students provided positive feedback regarding the content of the unit.

Recommendation
It is recommended that the content of the unit remain similar with the inclusion of practical activities where possible.

Feedback from Have Your Say

Feedback
The students provided feedback regarding the unsuitability of the classroom for learning and teaching purposes.

Recommendation
It is recommended that the unit coordinator request a more appropriate classroom for 2022.

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						

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 , USA
ISBN: 0133406563
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
Barbra Zupan Unit Coordinator
b.zupan@cqu.edu.au

Schedule

WEEK 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
FACE-TO-FACE CONTENT: • Introduction to the unit and course • What is communication? • Broad overview of the profession - What is Speech Pathology? • Speech Pathology Australia (SPA) • About you activity • Tips from speech pathology students **RECORDED / ONLINE CONTENT:** • NDIS - National Disability Insurance Scheme • An overview of communication development (Chapter 2, Justice & Redle) • H5P activities	Justice, L. and Redle, E. (2014) • Chapter 1 - Fundamentals of Communication Sciences and Disorders • Chapter 2 - An Overview of Communication Development	

WEEK 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
FACE-TO-FACE CONTENT: • Anatomical bases of communication disorders (Chapter 3, Justice & Redle) • Communication - what is it, development, disorders and assessment (Chapter 6, Justice & Redle) • Evidence based practice (EBP) assessment (Chapter 6, Justice & Redle) • Revision quiz **RECORDED / ONLINE CONTENT:** • Speech Pathology Australia (SPA) competencies • International Classification of Functioning Disability and Health (ICF) • DIO reflection model - description, interpretation, outcomes • Cranial nerve and brain H5P activities	Justice, L. and Redle, E. (2014) • Chapter 3 - Anatomical and Physiological Bases of Communication and Communication Disorders • Chapter 6 - Communication Assessment and Intervention: Evidence-Based Practices	

WEEK 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic

NOTE: For Week 3, you will need to watch the recorded lectures and complete the online activities **BEFORE** attending your face-to-face tutorial.
RECORDED/ONLINE CONTENT:
• Anatomy and Function of the Ear
• Types and Degrees of Hearing Loss
• Evaluation and Management of Hearing Loss
FACE-TO-FACE CONTENT:
• Hearing Disorders
• Impact of Hearing Loss
• Management and Intervention of Hearing Loss

Justice, L. and Redle, E. (2014). Communication Sciences and Disorders.
• Chapter 13– Paediatric Hearing Loss
• Chapter 14 - Hearing Loss in Adults

WEEK 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
FACE-TO-FACE CONTENT: PAEDIATRIC SPEECH • Speech sound delay and disorders in children • Speech pathology in paediatrics • Integration of ICF • Hospital guest speaker **RECORDED / ONLINE CONTENT:** • Watch the videos from two ex CQU students who are now working in paediatrics (as well as adults) and post your discussion points • Complete the H5P activities on Moodle	Justice, L. and Redle, E. (2014) • Chapter 9 - Speech Sound Disorders in Children • Chapter 12 - Motor Speech Disorders	**QUIZ 1:** Opens Monday 28 March at 8am; closes Wednesday 30 March at 11:55pm

WEEK 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
FACE-TO-FACE CONTENT: ADULT SPEECH • Introduction to speech disorders in adults • Guest speaker from Rockhampton hospital • Revision of content to date • Integration of ICF **RECORDED / ONLINE CONTENT:** • Complete the videos and associated tasks that are listed in the Recorded Lectures & Activities section of Moodle. These are relevant to motor speech disorders in adults.	Justice, L. and Redle, E. (2014). Communication Sciences and Disorders. • Chapter 12 - Motor Speech Disorders	

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

WEEK 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

FACE-TO-FACE CONTENT:
PAEDIATRIC LANGUAGE
• Introduction to language disorders in children
• Department of Education guest speaker
• Revision of content to date
• Integration of ICF

RECORDED / ONLINE CONTENT:
• Videos and activities relevant to language disorders in children are on Moodle. This includes videos of children with autism, Down syndrome, cerebral palsy and Fragile X syndrome and associated posts/reflections.
• Complete H5P activities related to this week's content

Justice, L. & Redle, E. (2014)
• Chapter 7 - Language Disorders in Early and Later Childhood

QUIZ 2:
Opens Tuesday 19 April at 8am; closes Thursday 21 April at 11:55pm

WEEK 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

FACE-TO-FACE CONTENT:
ADULT LANGUAGE/COGNITION
• Acquired language and cognitive disorders in adults
• Guest speaker from Rockhampton hospital
• Revision of content
• Integration of ICF
RECORDED / ONLINE CONTENT:
Videos and activities are uploaded to Moodle for you to view and then reflect/comment upon, including
• Different types of aphasia
• Information on stroke
• Video on dementia

Justice, L. & Redle, E. (2014)
• Chapter 8 - Adult Language Disorders and Cognitive Based Dysfunction

WEEK 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

FACE-TO-FACE CONTENT:
VOICE
• Guest speaker Jenni-Lee Rees from CQU and Rockhampton hospital
• Introduction to the voice range of practice area in both paediatrics and adults including the causes, assessment and treatment of voice disorders
RECORDED / ONLINE CONTENT:
• Watch the videos on laryngology and cause of a hoarse voice and answer the questions posted on Moodle
• Watch the video communication after laryngectomy and alaryngeal speech and complete the H5P tasks associated with these videos
• General revision questions are included in a H5P task

Justice, L. & Redle, E. (2014)
• Chapter 11 Voice disorders

QUIZ 3:
Opens Tuesday 3 May at 8am; closes Thursday 5 May at 11:55pm

WEEK 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

FACE-TO-FACE CONTENT:
MULTIMODAL COMMUNICATION
• Guest speaker from All Sorts Developmental Clinic
• Introduction to multimodal communication
• Integration of ICF
ONLINE / RECORDED CONTENT:
• Videos and activities are uploaded to Moodle including videos on autism, picture exchange communication system and pragmatically organised dynamic display systems
• A H5P activity to review the content of multimodal communication is placed on Moodle

Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Pearson. Chapter 4 Augmentative & Alternative Communication

WEEK 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
FACE-TO-FACE CONTENT: DYSPHAGIA • Guest speaker on acute care / dysphagia from Rockhampton hospital • Introduction to the dysphagia range of practice area • Integration of ICF **RECORDED / ONLINE CONTENT:** • Videos on videofluoroscopy and modified diet information are placed on Moodle • H5P activities regarding terminology learnt to date, dysphagia and oral motor structures are on Moodle	Justice, L. and Redle, E. (2014) • Chapter 15 - Feeding and swallowing disorders	**QUIZ 4:** Opens Monday 16 May at 8am; closes Wednesday 18 May at 11:55pm

WEEK 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
FACE-TO-FACE CONTENT: STUTTERING • Introduction to the stuttering (fluency) range of practice area for paediatrics and adults • Practical activities to experience stuttering **ONLINE / RECORDED CONTENT:** • View the videos uploaded to Moodle and answer the relevant questions • Stuttering quiz on H5P	Justice, L. and Redle, E. (2014) • Chapter 10 - Fluency disorders	

WEEK 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
FACE-TO-FACE CONTENT: REVISION • Completion of any content and revision as necessary		**QUIZ 5:** Opens Monday 30 May at 8am; closes Wednesday 1 June at 11:55pm

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
ORAL EXAMS (VIVAS) will be individually scheduled this week.		**ORAL EXAMINATION (VIVA)** Due: Review/Exam Week Friday (10 June 2022) 11:45 pm AEST

Exam Week - 13 Jun 2022

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 you will have some guest presenters from different speech pathology organisations across Central Queensland throughout the term.

SPCH11001 is offered as a mixed modality unit (i.e., both online for distance students and face-to-face for local students). You will have one face-to-face two hour class each week. In addition, you will also be required to watch videos and complete some online activities related to the week's topic. The videos will include recorded content by different speakers and/or clips that give you more experience with the topic. There will also be a variety of online activities that help you to engage with the content and progress your learning. The videos and online activities are a core part of the unit and are meant to supplement your face-to-face tutorials. The content covered in each is different so it's important that you take time to complete these as well as attend the face-to-face tutorial.

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.

Starting in week one, I will be available in my office (Building 7/G.16) for *drop-ins* on Tuesdays from 11am to 1pm and Fridays 8-9am and 1-2:30pm. These *drop-ins* allow you to catch up with me informally and ask any questions you may have. As these are drop in sessions, you do not need to make a specific time to meet.

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

Assessment Type
Online Quiz(zes)

Task Description
There are **FIVE** quizzes all worth **10% each**. You need a combined score of **50% (25/50)** overall to pass this unit. That is, you don't need to pass each of the five quizzes but you must pass overall.

- ASSESSMENT TASK:
    - QUIZ 1 (focus content weeks 1-3) - open Monday 28 March at 8am; closes Wednesday 30th March at 11:55pm (week 4)
    - QUIZ 2 (focus content weeks 4 and 5) - open Tuesday 19 April 8am; closes Thursday 21 April at 11:55pm (week 6)
    - QUIZ 3 (focus content weeks 6 and 7) - open Tuesday 3 May at 8am; closes Thursday 5 May at 11:55pm (week 8)
    - QUIZ 4 (focus content weeks 8 and 9) - open Monday 16 May at 8am; closes Wednesday 18 May at 11:55pm (week 10)
    - QUIZ 5 (focus content weeks 10 and 11) - open Monday 30 May at 8am; closes Wednesday 1 June at 11:55pm (week 12)
- The quizzes will cover content from the lectures (including guest speakers), any readings, video content and the interactive learning activities on Moodle.
- Although each week of the unit has a different topic focus, you will be applying learning from previous weeks to each new topic. Therefore, although each quiz will focus on topic covered across a specified number of weeks, some questions will assume that you are carrying forward knowledge learned earlier in the unit. For example, the focus of Quiz 2 is on the topics covered in Weeks 4 and 5 of the unit, but the questions will assume ongoing understanding of concepts learned in Weeks 1 to 3 such as evidence based practice, and milestones of communication

Number of Quizzes
5

Frequency of Quizzes
Other

Assessment Due Date

The dates for the quizzes have been specified above and in Moodle.

Return Date to Students

Feedback will be provided after 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
The marks attached to each question are stipulated on the quiz. The quizzes will include a range of question types (e.g., multiple choice, true false, short answer, matching).

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

2 ORAL EXAMINATION (VIVA)

Assessment Type
Oral Examination

Task Description
ORAL EXAM (VIVA) = 50%

- The oral exam will contain content from any of the weeks throughout the unit, including online content, readings and activities from weeks 1-12.
- This is a must pass exam and will occur during week 13 (06/06-10/06).
- Your unit coordinator will contact you by Week 9 to schedule a specific time for your oral examination.
- You will each be allocated 45 minutes to complete the oral exam.
- All vivas will be via zoom so that it is an equitable process for local and distance students.

Assessment Due Date
Review/Exam Week Friday (10 June 2022) 11:45 pm AEST
You will each be scheduled a time within week 13 (review/exam week)

Return Date to Students
Exam Week Friday (17 June 2022)
You will be provided with a feedback sheet regarding your performance on the oral exam

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
Prior to the oral examination, you will be provided with example questions. These examples will be provided each week during class. Your weekly online activities also provide you with examples. Following the oral examination, you will be provided with feedback regarding your performance.

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.

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