



SPCH12002 *Communication Development and Disorders in Early Childhood*

Term 1 - 2017

Profile information current as at 30/04/2024 07:54 am

All details in this unit profile for SPCH12002 have been officially approved by CQU University 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

This unit investigates the communication development of children from birth to four years of age; the disorders and delays in all aspects of communication development in early childhood; and the potential management strategies for children with communication delays or disorders. Students will also be introduced to the development of, and disorders in, swallowing and feeding skills. The International Classification of Functioning, Disability and Health (ICF) framework and principles of evidence based practice will be applied throughout the unit.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites: SPCH11001 - Introduction to Speech Pathology PSYC11010 - Fundamentals of Psychology ALLH11006 - Life Course Development for Health Professionals ALLH11001 - Introduction to Allied Health Practice Co-requisites: SPCH12004 Speech Pathology Skills and Practice 1 SPCH12006 Linguistics and Phonetics 1

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 - 2017

- 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: 25%

2. **Presentation and Written Assessment**

Weighting: 40%

3. **On-campus Activity**

Weighting: Pass/Fail

4. **Examination**

Weighting: 35%

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 and In-Class Feedback sheets

Feedback

Student feedback regarding the LECTURER'S SKILLS was overwhelmingly positive and included some of the following statements - "The lecturer is always lively and encourages us all to do our best and that we can do it". And "Everything about this course was great. Tina is an excellent lecturer! Feedback was always quickly to be returned and never a boring lesson and always learnt something."

Recommendation

The lecturer will remain the same and therefore, having taught the course for three years in a row will be more experienced not only with the content but with the systems of the University and will always aim to achieve the highest level of student engagement possible.

Feedback from Have Your Say and In-Class Feedback sheets

Feedback

Student ENGAGEMENT was particularly high with this course and the feedback provided gave several examples as to why the students enjoyed the course and engaged so highly with it. This included statements such as - "This course was fantastic. It provided an interactive way of learning and I believe I learnt the most from this course due to the great resources and interactive learning style." And, "I believe there was a lot of content to cover, our lecturer covered it well and explained everything thoroughly. I think everyone who put the effort in to learn and understand would have enjoyed the class and all the practical activities that helped us learn. I extremely enjoyed summarizing chapter and then presenting this to the class this helped me learn and it gave me a chance to work on public speaking skills too!"

Recommendation

The lecturer will continue to provide an interactive learning style utilising different teaching methods to optimise engagement, learning and independent thought.

Feedback from Have Your Say and In-Class Feedback sheets

Feedback

Student feedback regarding the ASSESSMENT tasks for SPCH12002 this term was positive with the exception of one student feedback expressing the opinion that the case study could have been better explained and that the first in class test contained too much content in comparison to the second in class test. Apart from this feedback all other responses regarding assessment items were extremely positive and included such statements as 'the assessments flowed into each other and helped support what we were learning about' and "Tina consistently returned our results very quickly".

Recommendation

The type of assessment tasks chosen were successful and provided the students with a great combination of more practical based tasks, case based tasks and theoretical content knowledge. The in-class test/s will be restructured as far as timing goes for next year. The amount of public holidays in term 1 meant that three lectures were lost and therefore it was difficult to time the in-class tests. The lecturer will encourage the students to ask questions regarding assessment tasks on several occasions throughout the term.

Feedback from Have Your Say and In-Class Feedback sheets

Feedback

Positive feedback was received regarding the texts chosen and how these texts were integrated into the students' learning. This statement summarises the student responses to the texts utilised - "The textbooks used are fantastic and actually encourage learning and are not considered a waste of money which is much appreciated."

Recommendation

The current texts will remain, but so will the lecturer's preference to integrate texts that students have for other courses and from previous years of study. This assists the students to understand how the courses (units) don't exist in isolation and how their learning is based on a continuum, whereby what has been learnt previously is re-visited and expanded upon. As this was met favourably by students, the lecturer will continue to use this practice.

Unit Learning Outcomes

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

1. Cite basic knowledge and theoretical understanding of the development of children's communication and swallowing and feeding skills in the first 4 years of life.
2. Evaluate children's global communication skills using informal and formal assessment measures and strategies.
3. Identify the impact of communication delay or disorder on children and families, especially in relation to issues of community diversity and the International Classification of Functioning Disability and Health (ICF) framework.
4. Apply principles of evidence based practice when planning management strategies for young children with communication disorders or delays.

Speech Pathology Australia Range of Practice covered:

- Child - Speech and Language - primary areas;
- Child - Fluency, Voice, Multimodal and Dysphagia - secondary areas.

Competency-based Occupational Standards for Speech Pathology (CBOS 2011):

Unit 1 Assessment - Elements 1.1 and 1.2 to Novice standard

Unit 2 Analysis and interpretation - Elements 2.1, 2.2, 2.3 and 2.4 to Novice standard

Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.2, 3.4 and 3.5 to Novice standard

Unit 5 Planning, providing and managing speech pathology Services - Elements 5.4, and 5.8 to Novice standard

Unit 7 Lifelong learning and reflective practice - Elements 7.2 to Novice standard

Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

- Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Novice standard
- Unit 2 Communication - Elements 2.1 and 2.2 to Novice standard
- Unit 3 Learning - Elements 3.1, 3.2 and 3.3 to Novice standard
- Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5 to Novice standard

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|--|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Written Assessment - 25% | • | • | • | • |
| 2 - Presentation and Written Assessment - 40% | • | • | • | • |
| 3 - Examination - 35% | • | • | • | • |
| 4 - On-campus Activity - 0% | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|--------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | • | • | • | • |

Textbooks and Resources

Textbooks

SPCH12002

Prescribed

Articulatory and Phonological Impairment. A Clinical Focus.

Pearson New International Edition. Fourth Edition. (2014)

Authors: Jacqueline Bauman-Waengler

Pearson Education Limited

Harlow , Essex , England

ISBN: 978-1-292-04163-6

Binding: Paperback

SPCH12002

Prescribed

Language Disorders from Infancy through Adolescence. Listening, Speaking, Reading, Writing and Communicating.

Fourth Edition (2012)

Authors: Rhea Paul & Courtenay F. Norbury

Elsevier

St. Louis , Missouri , USA

ISBN: 978-0-323-07184-0

Binding: Hardcover

Additional Textbook Information

Please note the previously prescribed text for this course was Communication Sciences and Disorders. A Clinical Evidence Based Approach by Justice and Redle. However, this is now the prescribed text for your first year course - SPCH11001. You will still need this textbook for SPCH12002 and you will also need the textbook prescribed for SPCH12004 - Language Disorders in Children. Fundamental Concepts of Assessment and Intervention; second edition by Kaderavek, for SPCH12002 as well. You will also still need to use your Lifespan Development text from ALLH11006. The texts that have been prescribed above are also the prescribed texts for SPCH13004 in Term 2, 2017, therefore you will need to use these texts across courses throughout the program.

[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

Schedule

Week 1 - 06 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Unit Overview: <ul style="list-style-type: none"> • Introduction to the unit • Student information and expectations • Outline all assessments and requirements • Outline textbook requirements Topics Week 1: <ul style="list-style-type: none"> • Early childhood development and relevance to speech pathology practice • Communication Development • Anatomical and physiological basis for Communication and Communication disorders • Range of Practice areas in young children • Disability types and specific populations included in this group (early childhood communication disorders) | <ul style="list-style-type: none"> • Lifespan Development A Chronological Approach (text from ALLH11006): Revise Chapter 4 pg 113-159; Chapter 5 161-194; Chapter 6 197-242 and Chapter 7 243-279. Development in early childhood. • An Overview of Communication Development - Chapter 2 Communication Sciences and Disorders (Justice and Redle) - pgs 36-81; and pages 507-521 • Justice and Redle chapter 3 - Anatomical and physiological basis for Communication and Communication disorders • McLaughlin, S (Introduction to Language Development) - Chapter 1 The dimensions of human communication • Rhea Paul and Courtenay Norbury - Milestones (front cover) | |

Week 2 - 13 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Topics Week 2: <ul style="list-style-type: none"> • Speech and Language Development in early childhood | You will be notified in the previous week what texts and readings will be required for class this week. | |

Week 3 - 20 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Topics Week 3: <ul style="list-style-type: none"> • Speech and Language Development in early childhood continued • Play development - the stages and significance of in early childhood and how this specifically relates to speech pathology practice in early intervention | You will be notified in the previous week what texts and readings will be required for class this week. | |

Week 4 - 27 Mar 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Topics Week 4: The whole child perspective – considering the global development and how disorders and delays can impact how speech pathologists work with children in early intervention settings. <ul style="list-style-type: none"> • Play development - continued • Social Skills development • Feeding development • Cognitive development • Motor development • ICF framework | You will be notified in the previous week what texts and readings will be required for class this week. | |

Week 5 - 03 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Topics Week 5: <ul style="list-style-type: none"> • Review of developmental milestones in early childhood • Disorders of Language | You will be notified in the previous week what texts and readings will be required for class this week. | |

Vacation Week - 10 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------|---------|------------------------------|
| NO CLASS | | |

Week 6 - 17 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| Topics Week 6: ASSESSMENT 1 - Written Assessment 25% due Monday 9am Week 6 <ul style="list-style-type: none"> Disorders of Language continued Assessment of Language Disorders / delays Disability / disorder types Management strategies ICF framework | You will be notified in the previous week what texts and readings will be required for class this week. | WRITTEN ASSESSMENT - 25% Due: Week 6 Monday (17 Apr 2017) 9:00 am AEST |

Week 7 - 24 Apr 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Topics Week 7: <ul style="list-style-type: none"> Mid-way evaluation Disorders of Speech Assessment of Speech Disorders / delays Disability/Disorder types | You will be notified in the previous week what texts and readings will be required for class this week. | |

Week 8 - 01 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Topics Week 8: <ul style="list-style-type: none"> Disorders of Speech continued Assessment of Speech Disorders / delays Disability/Disorder types Management Strategies ICF framework | You will be notified in the previous week what texts and readings will be required for class this week. | |

Week 9 - 08 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Topics Week 9: <ul style="list-style-type: none"> Disorders and delays in more global developmental areas and the role of the speech pathologist in assessment and management: <ul style="list-style-type: none"> Cognitive development Play development Social Skills development Feeding development Motor skills Hearing development ICF framework | You will be notified in the previous week what texts and readings will be required for class this week. | |

Week 10 - 15 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Topics Week 10: <ul style="list-style-type: none"> Intervention / Management Strategies - language, speech, play, disability / disorder specific Mealtime management strategies (in brief) Introduction to fluency disorders | You will be notified in the previous week what texts and readings will be required for class this week. | |

Week 11 - 22 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

**Topics Week 11:
ASSESSMENT 2 DUE**

- PRESENTATION - in class time during week 11
- WRITTEN - due Monday Week 11 at 9am.

You will be notified in the previous week what texts and readings will be required for class this week.

PRESENTATION and WRITTEN ASSESSMENT - 40% Due: Week 11 Monday (22 May 2017) 9:00 am AEST

Week 12 - 29 May 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Topics Week 12:
Revision of content

Review/Exam Week - 05 Jun 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Exam will be scheduled during this week or next week.

Exam Week - 12 Jun 2017

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Exam will be scheduled during this week or last week.

Term Specific Information

Tina Janes is your Coordinator and Educator for this unit. I look forward to working with everyone and extending your knowledge of early childhood development and the delays and disorders that occur in this 0 to 4-5 year old population. SPCH12002 is one of your foundation courses for Speech Pathology and whilst it is specifically early childhood, your knowledge of development and disorders in this population forms the groundwork for many of your units and your future work as a speech pathologist.

This unit has evolved from being a PBL (Problem Based Learning) pedagogical format in 2013 to an interactive lecture style format with the opportunity for practical activities in classes. In 2016, this unit was eligible for the student voice awards (based on the Have Your Say evaluations) due to meeting the criteria of 10 respondents and obtaining the highest overall rating of on-campus units throughout all CQUniversity campuses in Australia. This was an honour to receive and has established an exceptionally high standard for me to maintain. I hope that I am able to do this in 2017 and that your feedback is as positive as it was in 2016. The bar has certainly been set high!

There are two textbooks prescribed for this unit:

- Paul, R. & Norbury, C; (2012). Language Disorders from Infancy through Adolescence (4th ed.). USA: Elsevier
- Bauman-Waengler, J. (2014). Articulatory and Phonological Impairment. A Clinical Focus. Pearson New International Edition (4th ed.). England: Pearson

Plus you will need the following textbooks that have either been prescribed for earlier units or are prescribed for concurrent units.

- Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson
- Kaderavek, J. (2015). Language Disorders in Children. Fundamental Concepts of Assessment and Intervention (2nd ed). USA: Pearson
- Hoffnung, M. et al. (2013). Lifespan Development. A Chronological Approach (2nd Australasian edition). Milton, Qld; Australia: Wiley

Throughout this unit whilst Moodle is your "modular object-oriented dynamic learning environment" where all the unit information is provided, please expect that you will be receiving emails from the coordinator regarding alerts, updates to classes, reminders and other important information to "keep you in the loop". Policies and procedures around email communications can be found on your Moodle site and it is important that you are familiar with these and respond or act upon emails received accordingly.

Assessment Tasks

1 WRITTEN ASSESSMENT - 25%

Assessment Type

Written Assessment

Task Description

Communication Development (including feeding) Information Kit for Parents / Carers / Early Childhood Educators and Poster for Display:

1. **Information Kit:** You will design an information kit specifically for parents, carers and/or early childhood educators that provides information on the various domains of communication and feeding development. The information kit will be presented in a user friendly format that informs relevant carers of the typical developmental norms, red flags for further referral, appropriate games/toys and activities for that age group, general interaction strategies and useful resources for further information. You will present information for ages - 0-1 year; 1-2 years; 2-3 years; 3-4 years and 4-5 years. This resource is designed to be a workable document that

you can use in clinics and future practice. The research you undertake to produce this kit will consolidate your knowledge of early childhood development and indicators for speech pathology involvement.

2. **Poster:** To accompany your kit you are required to produce a digital poster that can be printed professionally by poster printing services. Some posters will be chosen to print as professional posters that can be used for speech pathology promotional services. Your poster can focus on one element of communication development or it can be general.

Assessment Due Date

Week 6 Monday (17 Apr 2017) 9:00 am AEST

Both to be submitted to MOODLE.

Return Date to Students

Monday (1 May 2017)

Written Feedback will be uploaded to Moodle.

Weighting

25%

Minimum mark or grade

This is a MUST PASS task. A minimum 50% grade (i.e. 12.5 out of 25) must be achieved.

Assessment Criteria

The complete rubric with the breakdown of marking criteria is provided in the assessment rubric. You are marked on the following:

- Presentation of information
- Accuracy of information
- Relevance to target audience
- Evidence of appropriate research and referencing
- Coherence including grammar, syntax and appropriate language use
- Usability of document and poster

Referencing Style

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

Submission

Online

Submission Instructions

Two uploads are permitted

Learning Outcomes Assessed

- Cite basic knowledge and theoretical understanding of the development of children's communication and swallowing and feeding skills in the first 4 years of life.
- Evaluate children's global communication skills using informal and formal assessment measures and strategies.
- Identify the impact of communication delay or disorder on children and families, especially in relation to issues of community diversity and the International Classification of Functioning Disability and Health (ICF) framework.
- Apply principles of evidence based practice when planning management strategies for young children with communication disorders or delays.

Graduate Attributes

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

2 PRESENTATION and WRITTEN ASSESSMENT - 40%

Assessment Type

Presentation and Written Assessment

Task Description

Assessment 2 constitutes 40% of the unit grade and consists of two components - the presentation and written

submission - each worth 20 marks. You must pass this task overall - that is 20/40 to pass the unit.

- **Presentation** - Individual oral presentation on the early childhood diagnosis allocated. Presentations are supported by either PowerPoint or an online presentation such as Prezi. You are to submit the presentation at the beginning of week 11. The oral presentations are during class time in week 11 and will be allocated randomly. The presentation is a summary of the in-depth research undertaken to gather the information for the written submission.
- **Written Submission** - You are to produce a written document that is designed to provide comprehensive information on a particular diagnosis. You are presented with specific questions and issues to address in detail. All cases/scenarios are designed to enhance student knowledge in working with young children and families who present with communication and/or feeding issues.

Assessment Due Date

Week 11 Monday (22 May 2017) 9:00 am AEST

WRITTEN component submitted to Moodle by Monday Week 11 9am. PRACTICAL component is conducted during class times in week 11.

Return Date to Students

Week 12 Friday (2 June 2017)

Feedback will be returned in writing via Moodle.

Weighting

40%

Minimum mark or grade

This is a MUST PASS task. A minimum 50% grade (i.e. 20 out of 40) must be achieved.

Assessment Criteria

The complete rubric with marking criteria for both components is provided in the assessment document on Moodle. However in brief you are marked on the following:

Presentation:

- Communication Style - engagement with audience, clarity of communication, consistency of language used
- Presentation - clear use of visual aids, integrating aids in a natural manner, well organised aids
- Ability to summarise content - students can speak to the 'dot point' summary and don't rely on reading
- Accuracy of information
- Ability to answer questions from the audience
- Evidence of thorough and varied research

Written:

- Use of conventions - grammar, spelling, syntax
- Organisation and structure
- Evidence of thorough and varied research
- Well integrated information
- All areas on the case/scenario are comprehensively addressed
- Use of appropriate referencing

Referencing Style

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

Submission

Online

Submission Instructions

Upload written component to Moodle

Learning Outcomes Assessed

- Cite basic knowledge and theoretical understanding of the development of children's communication and swallowing and feeding skills in the first 4 years of life.
- Evaluate children's global communication skills using informal and formal assessment measures and strategies.
- Identify the impact of communication delay or disorder on children and families, especially in relation to issues of community diversity and the International Classification of Functioning Disability and Health (ICF) framework.
- Apply principles of evidence based practice when planning management strategies for young children with communication disorders or delays.

Graduate Attributes

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

3 ON-CAMPUS ACTIVITY - 0% (hurdle)

Assessment Type

On-campus Activity

Task Description

You are allocated specific tasks that are to be completed for each week and demonstrated during class time. On-campus activities are designed to enhance your learning opportunities, teamwork and engagement with the course.

Attendance is required in lectures and tutorials to be able to complete these tasks. Attendance is recorded and an 80% rate is stipulated, with the EXCEPTION of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Assessment Due Date

Activities are incorporated into class each week

Return Date to Students

Students will be given an overall rating in week 12 for their participation in required tasks.

Weighting

Pass/Fail

Minimum mark or grade

Must Pass

Assessment Criteria

You are allocated specific tasks that are to be completed for each week and demonstrated during class time. On-campus activities are designed to enhance your learning opportunities, teamwork and engagement with the course.

Attendance is required in lectures and tutorials to be able to complete these tasks. Attendance is recorded and an 80% rate is stipulated, with the EXCEPTION of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Cite basic knowledge and theoretical understanding of the development of children's communication and swallowing and feeding skills in the first 4 years of life.
- Evaluate children's global communication skills using informal and formal assessment measures and strategies.
- Identify the impact of communication delay or disorder on children and families, especially in relation to issues of community diversity and the International Classification of Functioning Disability and Health (ICF) framework.
- Apply principles of evidence based practice when planning management strategies for young children with communication disorders or delays.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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

35%

Length

180 minutes

Minimum mark or grade

Must Pass - 50%. Students must obtain a mark of 17.5/35 (50%) in order to pass this unit.

Exam Conditions

Closed Book.

Materials

No calculators permitted

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