



SPCH12002 Communication Development and Disorders in Early Childhood

Term 1 - 2018

Profile information current as at 13/05/2024 12:24 pm

All details in this unit profile for SPCH12002 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 investigate the communication development of children in the first five years of life, 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. You will also be introduced to the development of, and disorders in, swallowing and feeding skills. The International Classification of Functioning, Disability and Health framework, and the principles of evidence-based, reflective, and interprofessional 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: ALLH11001 - Introduction to Allied Health Practice SPCH11001 - Introduction to Communication and Swallowing Disorders SPCH12006 - Linguistics PSYC11010 - Fundamentals of Psychology ALLH11006 - Life Course Development for Health Professionals Co-requisites: SPCH13005 - Acoustics and Phonetics

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 - 2018

- 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. **Practical Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 30%

3. **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 In class evaluation in week 12. Have Your Say feedback.

Feedback

Students provided positive feedback regarding the engaging and interactive nature of this unit which they reported as enhancing their learning and retention of content material.

Recommendation

As working with communication in the early childhood population requires an interactive and dynamic approach, providing students with activities that support this concept will continue as an integral part of this unit.

Feedback from In class evaluation in week 12. Have Your Say feedback.

Feedback

The assessment tasks for this unit received primarily positive feedback. Particular mention was made regarding how the assessments complemented the content taught in class.

Recommendation

The alignment between unit content and assessment tasks will continue to be implemented as good practice in teaching and learning.

Feedback from In class evaluation in week 12. Have Your Say feedback.

Feedback

Students reported positively on the assessment tasks however some stated that assessments in general can be overwhelming and stressful.

Recommendation

The unit coordinator will monitor students' level of stress around assessment tasks and encourage them to express the concerns they are having and seek the appropriate support.

Feedback from In class evaluation in week 12. Have Your Say feedback.

Feedback

Students provided positive feedback on the availability, approachability and responsiveness of the lecturer.

Recommendation

The unit coordinator will continue to enhance student engagement with the unit through the qualities identified in the feedback.

Unit Learning Outcomes

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

1. Discuss the development of children's communication, swallowing and feeding skills in the first 5 years of life
2. Examine children's global communication skills using informal and formal assessment measures and strategies
3. Identify the impact of communication disorders within the context of the International Classification of Functioning Disability and Health framework
4. Apply principles of evidence-based, reflective and interprofessional 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 - Practical Assessment - 30%		•		•
2 - Written Assessment - 30%	•		•	•
3 - Examination - 40%	•		•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Practical Assessment - 30%	•	•	•				•	•		
2 - Written Assessment - 30%	•	•	•	•		•	•	•	•	
3 - Examination - 40%	•	•	•				•	•		

Textbooks and Resources

Textbooks

SPCH12002

Prescribed

Articulatory and Phonological Impairment. A Clinical Focus.

Pearson New International Edition (4th ed.) (2014)

Authors: Bauman-Waengler, J.

Pearson

USA

ISBN: 9781292041636

Binding: Other

SPCH12002

Prescribed

Language Disorders from Infancy through Adolescence 5th Edition

5th Edition (2017)

Authors: Rhea Paul, Courtenay Norbury and Carolyn Gosse

Elsevier

USA

ISBN: 9780323442343

Binding: Other

Additional Textbook Information

Please note that these books will continue to be used throughout the speech pathology course and will provide you with valuable information for many units.

[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 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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SESSION 1:

UNIT OVERVIEW:

- Introduction to the unit
- Student information and expectations
- Outline all assessments and requirements
- Outline textbook requirements
- Conventions – especially referencing
- Reflective practice revisited
- SPA terminology and standards revisited
- Quiz – early childhood development revision
- What constitutes early childhood

SESSION 2:

EARLY CHILDHOOD DEVELOPMENT AND ROPA's for SP:

- Early childhood development and relevance to speech pathology practice
- Communication Development
- Anatomical and physiological basis for Communication and Communication (and swallowing) disorders - revision
- Range of Practice areas in young children
- Disability types and specific populations included in this group (early childhood communication disorders)
- Scope of practice for speech pathologists in early childhood
- NDIS and other funding avenues to support therapy in this age group

Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
MILESTONES - SPEECH AND LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD		
SESSION 1: <ul style="list-style-type: none">• General developmental milestones leading into SPECIFIC development of speech and language skills in young children• In depth exploration of SPEECH development from infancy to early school age		
SESSION 2: <ul style="list-style-type: none">• In depth exploration of SPEECH development continued		

Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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MILESTONES - SPEECH AND LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD

SESSION 1:

- In depth exploration of LANGUAGE development in young children

Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.

SESSION 2:

- In depth exploration of LANGUAGE development in young children
- Review of speech and language development

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
THE WHOLE CHILD (family) PERSPECTIVE SESSIONS 1 & 2: <ul style="list-style-type: none"> • Consider the global development of children and how this relates to communication development in young children. <ul style="list-style-type: none"> ◦ Cognitive development ◦ Play development ◦ Social-Emotional Skills development ◦ Sensory Skills (including hearing) ◦ Feeding/Swallowing development ◦ Motor development • ICF framework • IPP • Indigenous perspectives 		Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: EASTER MONDAY NO CLASS. SESSION 2: LANGUAGE DISORDERS & ASSESSMENT <ul style="list-style-type: none"> • Disorders: <ul style="list-style-type: none"> ◦ Specific (Primary) language disorder ◦ Language delay ◦ Language difference ◦ Secondary language disorders • Diagnoses associated with secondary language disorders – ASD, Down syndrome, Intellectual Disability etc. 		Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 16 Apr 2018		
Module/Topic	Chapter	Events and Submissions/Topic

LANGUAGE - DISORDERS and ASSESSMENT

SESSION 1:

- Assessment of language disorders in the context of overall communication
- Diagnoses associated with secondary language disorders – ASD, Down syndrome, Intellectual Disability etc. continued

Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.

SESSION 2:

- Infant & toddler profiles / assessments (more holistic assessment)
- Direct assessments for early childhood (more language specific)
- Formal and informal assessments including language analysis

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: LANGUAGE DISORDERS & ASSESSMENT <ul style="list-style-type: none"> • Continue direct assessments for early childhood - language specific • Continue formal and informal assessments including language analysis • Relate to intervention principles 		
SESSION 2: SPEECH - DISORDERS & ASSESSMENT <ul style="list-style-type: none"> • Mid-way evaluation • Types of SSD (Speech Sound Disorders) – including motor speech, phonological, anatomical/structural/organic, articulation 	Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.	INFORMATION KIT and POSTER - 30% Due: Week 7 Monday (23 Apr 2018) 9:00 am AEST
WRITTEN ASSESSMENT DUE this week.		

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
SPEECH - DISORDERS & ASSESSMENT		
SESSIONS 1 & 2: <ul style="list-style-type: none"> • Types of SSD (Speech Sound Disorders) – including motor speech, phonological, anatomical/structural/organic, articulation • Assessment of SSD • Analysis of speech errors • Speech sound profiles • Relate to intervention principles 	Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.	

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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THE WHOLE CHILD (family) PERSPECTIVE DISORDERS and ASSESSMENT

SESSION 1:

- Cognitive
- Play
- Fluency
- Voice
- Social-Emotional Skills
- Sensory Skills (including hearing)
- Feeding / Swallowing Skills
- Motor skills
- ICF
- Diagnoses and Disorders associated with more global developmental delays and disorders – the Speech Pathology perspective and role.
- Indigenous perspectives
- IPP

Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.

SESSION 2:

- Assessments and analysis relevant to the above global developmental skills – formal and informal
- Relate to relevant intervention principles

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
HANEN Australia representative is potentially visiting this week. This will be confirmed with you at the earliest convenience.		
PRACTICAL ASSESSMENT WEEK - 30% – administering and interpreting formal and informal assessments re: early childhood communication development.	Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.	PRACTICAL ASSESSMENT WEEK - 30% – administering and interpreting formal and informal assessments re: early childhood communication development.
Written reflection of performance due Monday Week 12.		

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
INTEGRATION of CONTENT / INTERVENTION & MANAGEMENT		
SESSIONS 1 & 2: <ul style="list-style-type: none"> • Intervention / Management Strategies - language, speech, play, fluency, voice, multimodal, disability / disorder specific, feeding/swallowing • ICF • EBP • IPP • Indigenous perspectives • NDIS 	Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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REVISION / INTEGRATION

Written reflection of performance in practical assessment due Monday Week 12.

Please note your readings from your texts and other related articles will be provided on Moodle and / or in class.

PRACTICAL ASSESSMENT - SIMULATED ASSESSMENT AND INTERVENTION - 30% Due: Week 12 Monday (28 May 2018) 9:00 am AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Welcome to SPCH12002 Communication Development and Disorders in Early Childhood for Term 1, 2018.

Tina Janes has been the unit coordinator and primary lecturer for this unit since Term 1, 2015 and will continue to do so this year.

Whilst this unit is specific to the early childhood (before full-time school age) population, it covers all range of practice areas, with speech and language being the focus areas. This unit also covers important foundation information that you will need throughout your undergraduate studies and career as a speech pathologist.

Please ensure you purchase the textbooks required for this unit as you will need them for SPCH13004 in Term 2, and for other units throughout your study. They are also excellent reference texts for when you are a practicing clinician.

I look forward to working with you throughout the term and hope that you enjoy the learning and teaching experiences of SPCH12002.

Assessment Tasks

1 PRACTICAL ASSESSMENT - SIMULATED ASSESSMENT AND INTERVENTION - 30%

Assessment Type

Practical Assessment

Task Description

This assessment relates to the following learning outcomes (LO):

- LO2: Examine children's global communication skills using informal and formal assessment measures and strategies
- LO4: Apply principles of evidence-based, reflective and interprofessional practice when planning management strategies for young children with communication disorders or delays.

TASK DESCRIPTION:

There are two components to this PRACTICAL ASSESSMENT:

PRACTICAL component (20%): This task requires you to administer informal and formal assessments appropriate to the age and requirements of the (simulated) child you have been assigned. You are each presented with a different scenario and will select appropriate assessment instruments and activities according to your scenario. You will need to justify why you have selected these resources and demonstrate implementation of them. You will also be required to discuss intervention strategies and provide the (simulated) caregiver with strategies to assist the development of the child. The practical element will occur in week 10 during scheduled class times as much as possible, but given the amount of time that will be needed, other sessions will be scheduled. Times will be allocated according to student, staff and volunteer availability.

WRITTEN component (10%): Following the practical session you will submit a written reflection on your performance in the task and describe a plan for how you will develop your knowledge and skills of assessment and intervention in the early childhood population. The written reflection is due on Monday of week 12 at 9:00am. You will reflect upon how the assessments you administered provided you with valuable information towards intervention planning. It is expected that you will research potential intervention approaches for your scenario. For this assessment task you will also be required to use appropriate writing conventions, including accurate spelling, grammar, and punctuation, and demonstrate

cohesion, clarity, and organisation.

Word limit is approximately 1000 words (+/-10%).

APA referencing style must be used accurately and in accordance with the CQUniversity's Academic Misconduct Procedure. For further information regarding this procedure, see: <http://policy.cqu.edu.au/>. Information regarding the APA Referencing Style can be found at: <https://www.cqu.edu.au/?a=14033>

Assessment Due Date

Week 12 Monday (28 May 2018) 9:00 am AEST

WEEK 10 is the PRACTICAL assessment. WEEK 12 is the due date for the WRITTEN REFLECTION.

Return Date to Students

Exam Week Monday (11 June 2018)

Feedback will be uploaded to Moodle.

Weighting

30%

Minimum mark or grade

A minimum of 50% (i.e. 15/30 total) for this task is required to pass the unit.

Assessment Criteria

The complete rubric is on Moodle. In summary, you will be assessed on:

- Professionalism
- Knowledge of different assessment items
- Accuracy and completeness of assessment delivery
- Evidence of thorough preparation
- Ability to justify selection of resources
- Ability to respond to questions
- Knowledge of therapeutic strategies
- Accuracy and completeness of reflection
- Seeking out further information relevant to intervention
- Use of conventions including referencing and grammar, punctuation, spelling etc.

The Generic Professional Competencies assessed at novice level are:

- 1.1 Use effective thinking skills to ensure quality speech pathology practice.
- 1.2 Integrate collaborative and holistic viewpoints into professional reasoning.
- 1.3 Use sound professional reasoning strategies to assist planning for all aspects of service management.
- 2.1 Use interpersonal communication skills to facilitate the effective practice of speech pathology.
- 2.2 Use oral and written reporting and presentation skills to successfully meet Speech Pathology objectives.
- 3.1 Reflect on performance.
- 3.2 Seek additional information required to plan evidence-based speech pathology practice.
- 3.3 Demonstrate appropriate attitude to learning.
- 3.4 Be able to change performance.
- 4.1 Display appropriate organisational skills.
- 4.2 Conduct self in a professional manner.
- 4.4 Possess a professional attitude / orientation.
- 4.5 Demonstrate ethical behaviour.

The Competency Based Occupational Standards (CBOS) assessed at novice level in this assessment task are:

- 1.1 Investigate and document the client's communication and/or swallowing condition and explore the primary concerns of the client.
- 1.2 Identify the communication and/or swallowing conditions requiring investigation and use the best available scientific and clinical evidence to determine the most suitable assessment procedures in partnership with the client.
- 1.3 Administer speech pathology assessment relevant to the communication and/or swallowing condition.
- 2.1 Analyse and interpret speech pathology assessment data.
- 2.3 Determine the basis for or diagnosis of the communication and/or swallowing condition and determine the possible outcomes.
- 3.1 Use integrated and interpreted information (outlined in Unit 2) relevant to the communication and/or swallowing condition, and/or the service provider's policies and priorities to plan evidence-based speech pathology practice.

- 3.2 Seek additional information required to plan evidence-based speech pathology practice.
- 3.4 Establish goals for intervention in collaboration with the client and significant others.
- 3.5 Select an evidence-based speech pathology approach or intervention in collaboration with the client and significant others.
- 5.4 Update, acquire and/or develop resources.
- 7.2 Participate in professional development and continually reflect on practice.

Referencing Style

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

Submission

Online

Submission Instructions

The practical session is conducted during week 10. The written reflection is to be uploaded to Moodle.

Learning Outcomes Assessed

- Examine children's global communication skills using informal and formal assessment measures and strategies
- Apply principles of evidence-based, reflective and interprofessional practice when planning management strategies for young children with communication disorders or delays.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

2 INFORMATION KIT and POSTER - 30%

Assessment Type

Written Assessment

Task Description

This assessment task relates to the following learning outcomes (LO):

- LO1: Discuss the development of children's communication, swallowing and feeding skills in the first 5 years of life.
- LO3: Identify the impact of communication disorders within the context of the International Classification of Functioning, Disability and Health (ICF).
- LO4: Apply principles of evidence-based, reflective and interprofessional practice when planning management strategies for young children with communication disorders or delays.

You are required to produce a - **Communication Development (including feeding) Information Kit for Parents / Carers / Early Childhood Educators and Poster for Display:**

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 includes the following:

- Typical developmental norms
- Red flags for further referral
- Appropriate games/toys and activities for that age group
- General interaction strategies
- Useful resources for further information.

You will present information for the following age groups:

- 0-1 year
- 1-2 years
- 2-3 years
- 3-4 years
- 4-5 years

This resource is designed to be a practical 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.

Poster: To accompany your kit you are required to produce a digital poster that can be printed professionally by poster printing services. Some posters may 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. APA referencing style must be used accurately and in accordance with the CQUniversity's Academic Misconduct Procedure. For further information regarding this procedure, see: <http://policy.cqu.edu.au/>. Information regarding the APA Referencing Style can be found at: <https://www.cqu.edu.au/?a=14033>

Assessment Due Date

Week 7 Monday (23 Apr 2018) 9:00 am AEST

Electronic copy to be uploaded to Moodle. Hard copy to be handed into Unit Coordinator in class.

Return Date to Students

Week 9 Monday (7 May 2018)

Feedback will be uploaded to Moodle.

Weighting

30%

Assessment Criteria

The complete rubric is on Moodle, but in summary you will be marked on the following:

- Professionalism
- Audience suitability
- Creativity and originality
- Clarity and cohesion
- Accuracy of content
- Evidence of thorough research
- Conventions
- Referencing

The Generic Professional Competencies assessed at intermediate level are:

- 1.1 Use effective thinking skills to ensure quality speech pathology practice.
- 1.2 Integrate collaborative and holistic viewpoints into professional reasoning.
- 1.3 Use sound professional reasoning strategies to assist planning for all aspects of service management.
- 2.1 Use interpersonal communication skills to facilitate the effective practice of speech pathology.
- 2.2 Use oral and written reporting and presentation skills to successfully meet Speech Pathology objectives.
- 3.1 Reflect on performance.
- 3.2 Seek additional information required to plan evidence-based speech pathology practice.
- 3.3 Demonstrate appropriate attitude to learning.
- 3.4 Be able to change performance.
- 4.1 Display appropriate organisational skills.
- 4.2 Conduct self in a professional manner.
- 4.4 Possess a professional attitude / orientation.
- 4.5 Demonstrate ethical behaviour.

The Competency Based Occupational Standards (CBOS) assessed at novice level in this assessment task are:

- 2.3 Determine the basis for or diagnosis of the communication and/or swallowing condition and determine the possible outcomes.
- 5.4 Update, acquire and/or develop resources.
- 5.8 Participate in and collaborate on the evaluation of speech pathology services.
- 7.2 Participate in professional development and continually reflect on practice.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Discuss the development of children's communication, swallowing and feeding skills in the first 5 years of life
- Identify the impact of communication disorders within the context of the International Classification of Functioning Disability and Health framework
- Apply principles of evidence-based, reflective and interprofessional 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
- Social Innovation

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

A minimum of 50% (i.e. 20/40) on the examination is required to pass this unit.

Exam Conditions

Closed Book.

Materials

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

Calculator - non-programmable, no text retrieval, silent only

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