SPCH12002 *Communication Development and Disorders in Early Childhood*
Term 1 - 2019

Profile information current as at 30/04/2024 01:34 am

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 - 2019

- 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: 30%
2. **Practical 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.

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 In-class evaluation

Feedback

As this unit required students to participate in a simulated (practical) assessment for the first time in the speech pathology course, the general consensus was that this was a beneficial, but difficult assessment task. Students commented that they would have liked more practice with the assessments.

Recommendation

Whilst separate times outside of regular class times were set aside for students to borrow and practice assessments with the lecturer's support, this was often not availed of by students. Therefore, it is important for future iterations of this unit that the coordinator reinforces that borrowing the assessments from week 1 is essential to experiencing success in the practical simulated assessment task.

Feedback from Have Your Say In-class evaluation

Feedback

Students respond positively to a dynamic and interactive learning environment that provided opportunities for peer assisted and practical learning.

Recommendation

The unit coordinator will continue to provide a dynamic learning and teaching environment that caters for students' varying needs and learning styles.

Feedback from Have Your Say In-class evaluation

Feedback

Students reported that they felt supported throughout the unit by the unit coordinator which assisted their learning and enjoyment of the unit.

Recommendation

The unit coordinator will continue to provide students with the support needed to facilitate learning and engagement with the course and the profession of speech pathology.

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

— 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 - 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

An Introduction to Language Development
Edition: 2nd edn (2019)
Authors: Levey, S
Plural Publishing
San Diego , CA , USA
ISBN: 9781944883430
Binding: Paperback
SPCH12002

Prescribed

Articulatory and Phonological Impairment. A Clinical Focus
4th Pearson New International Edition (2014)
Authors: Bauman-Waengler, J.
Pearson
Harlow , Essex , UK
ISBN: 9781292041636
Binding: Paperback
SPCH12002

Prescribed

Language Disorders from Infancy through Adolescence
Edition: Fifth (2017)
Authors: Paul, R. & Norbury, C.
Elsevier
USA
ISBN: 9780323442343
Binding: Hardcover

Additional Textbook Information
Please note that you will use these books in Term 2, for SPCH13004 as well. Paper copies can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

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

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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 • Speech Pathology Australia (SPA) terminology and standards revisited • Quiz – early childhood development revision • What constitutes early childhood SESSION 2: EARLY CHILDHOOD DEVELOPMENT and RANGE OF PRACTICE AREAS (ROPAs) for SPEECH PATHOLOGY: • Early childhood development and relevance to speech pathology practice • Communication Development • Anatomical and physiological basis for 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 • The National Disability Insurance Scheme (NDIS) and other funding avenues to support therapy in this age group	Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson. • Chapter 1 - Fundamentals of Communication Sciences and Disorders • Chapter 2 (up to page 62) An Overview of Communication Development • Chapter 3 Anatomical and Physiological Bases of Communication and Communication Disorders Levey, S. (2019). An Introduction to Language Development. (2nd Ed.). San Diego: CA: Plural Publishing. • Chapter 3 The Brain and Cognitive, Speech, and Language Development Bauman-Waengler, J. (2014). Articulatory and Phonological Impairment. A Clinical Focus. Pearson New International Edition (4th ed.). England: Pearson. • Chapter 1 Clinical Frameworks: Basic Terms and Concepts Please note additional readings and other related articles will be provided on Moodle and / or in class.	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
MILESTONES – SPEECH AND LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD SESSION 1: • General developmental milestones leading into SPECIFIC development of communication and eating/drinking skills in young children • In depth exploration of SPEECH development from infancy to early school age SESSION 2: • In depth exploration of SPEECH development continued	Bauman-Waengler, J. (2014). Articulatory and Phonological Impairment. A Clinical Focus. Pearson New International Edition (4th ed.). England: Pearson. • Chapter 2 Phonetics - Articulatory Phonetics • Chapter 4 Normal Phonological Development	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

MILESTONES – SPEECH AND
LANGUAGE DEVELOPMENT IN EARLY
CHILDHOOD
SESSION 1:
• In depth exploration of LANGUAGE
development in young children

SESSION 2:
• In depth exploration of LANGUAGE
development in young children
continued
• Review of speech and language
development

Levey, S. (2019). An Introduction to
Language Development. (2nd Ed.).
San Diego: CA: Plural Publishing.
• Chapter 1 An Introduction to
Language Acquisition
• Chapter 2 An Introduction to the
Theories of Language Development
• Chapter 4 Infant and Toddler
Language Development
• Chapter 5 Preschool Language
Development

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

THE WHOLE CHILD (family) DEVELOPMENTAL PERSPECTIVE SESSIONS 1 & 2:
 • Consideration of the global development of children and how this relates to communication development in young children including:
    ◦ Cognitive development
    ◦ Play development
    ◦ Literacy (part of language) development
    ◦ Social-Emotional Skills development
    ◦ Sensory Skills (including hearing)
    ◦ Feeding/Swallowing development
    ◦ Motor development
 • ICF framework
 • Interprofessional Practice Principles (IPP)
 • Family Centred Practice Principles
 • Indigenous perspectives
 • Culturally and linguistically diverse perspectives
	Levey, S. (2019). An Introduction to Language Development. (2nd Ed.). San Diego: CA: Plural Publishing.
	 • Chapter 7 The Development of Literacy Skills
	 • Chapter 8 Bilingual Children's Language Development
	 Paul, R. & Norbury, C; (2017). Language Disorders from Infancy through Adolescence (5th ed.). USA: Elsevier.
	 • Chapter 5 Developmental Language Disorders in a Pluralistic Society	

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

SESSION 1:
 LANGUAGE DISORDERS & ASSESSMENT
 • Disorders:
    ◦ Specific (Primary) language disorder
    ◦ Language delay
    ◦ Language difference
    ◦ Secondary language disorders
    ◦ Hearing impairment and language development / disorders
 SESSION 2:
 • Diagnoses associated with secondary language disorders such as Down syndrome, autism spectrum disorders (ASD), hearing impairment and Fragile X syndrome
 • Case studies
	Paul, R. & Norbury, C; (2017). Language Disorders from Infancy through Adolescence (5th ed.). USA: Elsevier.
	 • Chapter 1 Topics in Childhood Language Disorders
	 • Chapter 2 Evaluation and Assessment
	 Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson.
	 • Chapter 6 - Communication Assessment and Intervention: Evidence-Based Practices
	 • Chapter 7 Language Disorders in Early and Later Childhood	

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
	Ensure you have your readings completed for Week 6.	

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
LANGUAGE - DISORDERS and ASSESSMENT SESSION 1: No Class - Anzac Day SESSION 2: • Assessment of language disorders in the context of overall communication • Diagnoses associated with secondary language disorders – ASD, Down syndrome, Intellectual Disability etc. continued • Infant & toddler profiles / assessments (more holistic assessment) • Direct assessments for early childhood (more language specific) • Formal and informal assessments including language analysis	Paul, R. & Norbury, C; (2017). Language Disorders from Infancy through Adolescence (5th ed.). USA: Elsevier. • Chapter 4 Special Considerations for Special Populations • Chapter 6 Assessment and Intervention in the Prelinguistic Period • Chapter 7 Assessment and Intervention for Emerging Language • Chapter 8 Assessment of Developing Language • Chapter 9 Intervention for Developing Language	**WRITTEN ASSESSMENT - INFORMATION KIT and POSTER - 30%** Due: Week 6 Friday (26 Apr 2019) 9:00 am AEST

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: LANGUAGE DISORDERS & ASSESSMENT • Evidence based practice intervention principles • Integration of assessment and therapy SESSION 2: SPEECH - DISORDERS & ASSESSMENT • Types of Speech Sound Disorders (SSDs) – including motor speech, phonological, anatomical/structural/organic, articulation	Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson. • Chapter 9 Speech Sound Disorders in Children • Chapter 12 Motor Speech Disorders Bauman-Waengler, J. (2014). Articulatory and Phonological Impairment. A Clinical Focus. Pearson New International Edition (4th ed.). England: Pearson. • Chapter 5 Appraisal: Collection of Data • Chapter 8 Articulation vs Phonological Emphasis	

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
SPEECH - DISORDERS & ASSESSMENT SESSIONS 1 & 2: • Types of SSDs – including motor speech, phonological, anatomical/structural/organic, articulation • Assessment of SSDs • Analysis of speech errors • Speech sound profiles • Relate to intervention principles	Bauman-Waengler, J. (2014). Articulatory and Phonological Impairment. A Clinical Focus. Pearson New International Edition (4th ed.). England: Pearson. • Chapter 9 Therapy for Articulation Errors • Chapter 10 Treatment of Phonemic Errors Articulation vs Phonological Emphasis • Chapter 11 Theoretical Considerations and Practical Applications	

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic

SESSION 1: CASE STUDIES
• Exploration of case based studies where children will require a holistic approach to assessment and intervention. These studies will include common diagnoses such as ASD, Fragile X syndrome, hearing impairment, Down syndrome and cerebral palsy
• Interprofessional practice principles
• Indigenous perspectives
• Culturally and linguistically diverse perspectives

SESSION 2:
SECONDARY RANGE OF PRACTICE AREAS:
• Fluency
• Voice
• Swallowing / Feeding
• Multimodal Communication

Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson.
• Chapter 4 Augmentative and Alternative Communication
• Chapter 10 Fluency Disorders
• Chapter 11 Voice Disorders
• Chapter 13 Paediatric Hearing Loss

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: • HANEN / FAMILY CENTRED INTERVENTION PRINCIPLES SESSION 2: Practice and consolidation for Practical Assessment next week.		

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
PRACTICAL ASSESSMENT (30%) THIS WEEK.		**PRACTICAL ASSESSMENT - SIMULATED ASSESSMENT, INTERVENTION and REFLECTION - 30%** Due: Week 11 Thursday (30 May 2019) 9:00 am AEST

Week 12 - 03 Jun 2019

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

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Welcome to SPCH12002 Communication Development and Disorders in Early Childhood for Term 1, 2019. 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. These textbooks are:

1. Paul, R. & Norbury, C; (2017). Language Disorders from Infancy through Adolescence (5th ed.). USA: Elsevier.
2. Bauman-Waengler, J. (2014). Articulatory and Phonological Impairment. A Clinical Focus. Pearson New International Edition (4th ed.). England: Pearson.
3. Levey, S. (2019). An Introduction to Language Development. (2nd Ed.). San Diego: CA: Plural Publishing.

You will also continue to need your textbooks from SPCH11001 - Introduction to Communication and Swallowing Disorders and SPCH12006 - Linguistics:

1. Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson.
2. McAllister, J. & Miller, J. (2013). Introductory Linguistics for Speech and Language Therapy Practice. Wiley-Blackwell.

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 WRITTEN ASSESSMENT - 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

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 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. Footnotes may be used. 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 6 Friday (26 Apr 2019) 9:00 am AEST
Electronic copy to be uploaded to Moodle. Hard copy to be handed into Unit Coordinator.

Return Date to Students
Week 8 Friday (10 May 2019)
Feedback will be uploaded to Moodle.

Weighting
30%

Assessment Criteria
The complete rubric detailing the criteria and associated grading 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 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:

- 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
Online

Submission Instructions
Electronic copies of information kit and poster to be uploaded to Moodle

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

2 PRACTICAL ASSESSMENT - SIMULATED ASSESSMENT, INTERVENTION and REFLECTION - 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:
This task consists of three elements:

1. You are presented with an early childhood case that will require you to select appropriate assessment instruments (formal and informal). You will implement the assessments with a peer role playing as your client.
2. The second component of this assessment task requires you to demonstrate and/or discuss intervention strategies appropriate to a different scenario you are presented with
3. Following the completion of the assessment you will be required to reflect upon your performance with the examiner. During this time you will reflect on your overall performance during the assessment and intervention tasks, justify your selection of assessments and intervention strategies, interpret your client's performance from an informal and observational perspective rather than formal scores and respond to questions by the examiner.

To enhance learning of a variety of early childhood assessment and intervention methods you will be paired with a fellow student for this task. One of you will assume the role of speech pathologist and be assessed on your administration of assessments and implementation of intervention. The other will be the simulated client/s. You will then swap roles.

Assessment Due Date
Week 11 Thursday (30 May 2019) 9:00 am AEST
Assessment will occur in class times and other scheduled times as required

Return Date to Students
Week 12 Monday (3 June 2019)
Feedback will be uploaded to Moodle

Weighting
30%

Assessment Criteria
The complete rubric with the marking breakdown is on Moodle, however 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 and application of therapeutic strategies
- Accuracy and completeness of reflection

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
Offline

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

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
40%

Length
180 minutes

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