



SPCH12002 Communication Development and Disorders in Early Childhood

Term 1 - 2020

Profile information current as at 27/04/2024 05:51 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.

Corrections

Unit Profile Correction added on 17-04-20

Assessment 2 has now been changed to an alternate form of assessment. Please see your Moodle site for details of the assessment.

The end of term exam has now been changed to an alternate form of assessment. Please see your Moodle site for details.

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 - 2020

- 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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say

Feedback

The timeliness and constructiveness of the feedback on assessment and in-class tasks was met with positivity and enthusiasm by the students.

Recommendation

It is recommended that the unit coordinator continues to provide feedback in a timely and comprehensive manner to support students' learning.

Feedback from Have Your Say

Feedback

The students responded positively to the interactive and creative ways to maintain engagement and motivation throughout the unit.

Recommendation

It is recommended that the unit coordinator continues to provide students with interactive learning and teaching experiences to maintain engagement with the content of the unit and the course as a whole.

Feedback from Have Your Say

Feedback

Students appreciated the clarity and consistency with which the unit expectations and content were delivered to them.

Recommendation

It is recommended that the unit coordinator continues to present information to students in a clear, concise and consistent manner.

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.

The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



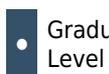
N/A
Level



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		•	•	•
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.)

Edition: 6th (2019)

Authors: Bauman-Waengler, J.

Pearson

Harlow , England

ISBN: 9780134990576

Binding: Paperback

SPCH12002

Prescribed

Language Disorders from Infancy through Adolescence (5th ed.)

Edition: 5th (2017)

Authors: Paul, R., Norbury, C & Gosse, C.

Elsevier

USA

ISBN: 9780323442343

Binding: Hardcover

SPCH12002

Supplementary

An Introduction to Language Development. (2nd Ed.)

Edition: 2nd (2019)

Authors: Levey, S.

Plural Publishing.

San Diego , California , USA

ISBN: 9781944883430

Binding: Paperback

Additional Textbook Information

Copies are available for purchase 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

Clancy Conlon Unit Coordinator

c.conlon@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>SESSION 1: INTRODUCTORY CONTENT:</p> <ul style="list-style-type: none"> • Introduction to the unit • Expectations • Assessments • Class requirements • Textbooks • Conventions • Reflective Practice • Speech Pathology Australia terminology and standards • Quiz – Early childhood development <p>SESSION 2: Early childhood development and range of practice areas (ROPAs) for speech pathology:</p> <ul style="list-style-type: none"> • 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 • Scope of practice for speech pathologists in early childhood • The National Disability Insurance Scheme (NDIS) 	<p>Justice, L. & Redle, E. (2014). <i>Communication Sciences and Disorders. A Clinical Evidence Based Approach</i> (3rd ed.). Boston; USA: Pearson.</p> <ul style="list-style-type: none"> • Chapter 1 - Fundamentals of Communication Sciences and Disorders • Chapter 2 (up to page 67) An Overview of Communication Development • Chapter 3 Anatomical and Physiological Bases of Communication and Communication Disorders <p>Bauman-Waengler, J. (2016). <i>Articulation and phonology in speech sound disorders. A clinical focus</i> (6th ed.). Hoboken,NJ: Pearson.</p> <ul style="list-style-type: none"> • Chapter 1 Clinical Framework: Basic Terms and Concepts <p>Please note additional readings and other related articles will be provided on Moodle and/or in class.</p>	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Early childhood development and range of practice areas (ROPAs) for speech pathology:</p> <ul style="list-style-type: none"> • 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 • Scope of practice for speech pathologists in early childhood • The National Disability Insurance Scheme (NDIS) <p>SESSION 2:</p> <ul style="list-style-type: none"> • Speech development from infancy to early school age 	<p>Bauman-Waengler, J. (2016). <i>Articulation and phonology in speech sound disorders. A clinical focus</i> (6th ed.). Hoboken,NJ: Pearson.</p> <ul style="list-style-type: none"> • Chapter 2 Articulatory Phonetics: Speech Sound Form • Chapter 5 Normal Phonological Development 	

Week 3 - 23 Mar 2020

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

SESSION 1 AND 2

Speech and language milestones in early childhood:

- Speech sound development continued
- Exploration of language development from infancy to early school age
- Brown's grammatical morphemes and mean length of utterance calculations
- Integrating linguistics to clinical practice

Hoffnung, M., Hoffnung, R., Seifert, K., Hine, A., Pause, C., Ward, L., Signal, T., Swabey, K., Yates, K. & Smith, R. (2019). Lifespan development (4th Australasian ed.). Milton, QLD: John Wiley & Sons

- Chapter 2: Theories of Development pp. 63-74

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1 AND 2 The whole child developmental perspective: <ul style="list-style-type: none">• Theories relating to the development of language and cognition• Development of play skills• Case study focusing on ICF and Interprofessional Practice	Hoffnung, M., Hoffnung, R., Seifert, K., Hine, A., Pause, C., Ward, L., Signal, T., Swabey, K., Yates, K. & Smith, R. (2019). Lifespan development (4th Australasian ed.). Milton, QLD: John Wiley & Sons <ul style="list-style-type: none">• Chapter 6: Physical and cognitive development in early childhood• Chapter 7: Psychosocial development in early childhood Paul, R. & Norbury, C; (2017). Language Disorders from Infancy through Adolescence (5th ed.). USA: Elsevier. <ul style="list-style-type: none">• Chapter 5 Developmental Language Disorders in a Pluralistic Society	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: Assessment of language disorders: <ul style="list-style-type: none">• Specific LD (SLI)• Language delay• Secondary language disorders• Hearing impairment and language development/disorders SESSION 2: Replaced by 13005 Lecture	Paul, R. & Norbury, C; (2017). Language Disorders from Infancy through Adolescence (5th ed.). USA: Elsevier. <ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• Chapter 6 - Communication Assessment and Intervention: Evidence-Based Practices• Chapter 7 Language Disorders in Early and Later Childhood	

Vacation Week - 13 Apr 2020

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

Week 6 - 20 Apr 2020

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

SESSION 1 AND 2:

Assessment of language disorders:

- Revision
- Dynamic assessments
- Administration of the Preschool Language Scales – 5th edition
- Administration of the Clinical Evaluation of Language Fundamentals – Preschool 2nd edition (CELF-P2)

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 Monday (20 Apr 2020) 9:00 am AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: LANGUAGE DISORDERS - INTERVENTION PRINCIPLES	Continue with Paul, R. & Norbury, C; (2017). Language Disorders from Infancy through Adolescence (5th ed.). USA: Elsevier.	
<ul style="list-style-type: none">• Evidence based practice intervention principles• Integration of assessment and therapy	<ul style="list-style-type: none">• Chapter 6 Assessment and Intervention in the Prelinguistic Period• Chapter 7 Assessment and Intervention for Emerging Language• Chapter 9 Intervention for Developing Language	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
GUEST LECTURE (5th of May, 9am-11am, instead of SPCH13005) • Deadly Ears SESSIONS 1 AND 2: Assessment of speech sound disorders	Bowen, C. (2019). Classification of children's speech sound disorders. Retrieved from https://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=45:classification&catid=11:admin&Itemid=121	
<ul style="list-style-type: none">• Types of SSDs• Assessments of SSDs• Analysis of speech samples• Speech sound profiles• Administration of the DEAP, PACS, Goldman Fristoe• Integration of assessment and intervention	Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson. <ul style="list-style-type: none">• Chapter 9 Speech Sound Disorders in Children• Chapter 12 Motor Speech Disorders Bauman-Waengler, J. (2016). Articulation and phonology in speech sound disorders. A clinical focus (6th ed.). Hoboken,NJ: Pearson. <ul style="list-style-type: none">• Chapter 6 Assessment and appraisal: collection of data• Chapter 9 Therapy for articulation disorders: obtaining an accurate production of a speech sound• Chapter 10 Treatment of phonological disorders• Chapter 11 Speech sound disorders in selected populations	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
*Note: Wednesday class will be replaced by SPCH12004 SESSION 1 (Thursday 14th 11:00am-1:00pm): Working with children with disabilities:	Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson.	
<ul style="list-style-type: none">• Communication development and therapy in children with Autism SESSION 2 (Thursday 14th 2:00pm-4:00pm) <ul style="list-style-type: none">• Exploring the range of disabilities which present with a co-occurring language disorder	<ul style="list-style-type: none">• Chapter 4 Augmentative and Alternative Communication• Chapter 10 Fluency Disorders• Chapter 11 Voice Disorders• Chapter 13 Paediatric Hearing Loss	

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1 <ul style="list-style-type: none">• Developing therapy activities for children with speech and language disorders SESSION 2 <ul style="list-style-type: none">• Revision of administering assessments		

Week 11 - 25 May 2020

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

PRACTICAL ASSESSMENT (30%) THIS WEEK.

27th May

8:00am-10:00am - 2 students

10:00am-12:00pm - 2 students

12:30pm-1:30pm - 1 student

28th May

8:30am-10:30am - 2 students

11:00am-1:00pm - 2 students

*Times and partners will be allocated to students by week 8.

PRACTICAL ASSESSMENT - SIMULATED ASSESSMENT - 30%

Due: Week 11 Wednesday (27 May 2020) 8:00 am AEST

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
SESSSION 1 AND 2: <ul style="list-style-type: none">• Revision and integration of subject content• Survey will be posted for students to identify the topics they would like re-visited		

Review/Exam Week - 08 Jun 2020

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

Exam Week - 15 Jun 2020

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

Term Specific Information

Welcome to SPCH12002 Communication Development and Disorders in Early Childhood for term 1, 2020. Clancy Conlon has recently joined the speech pathology team at Central Queensland University and will be the unit coordinator and primary lecturer for this unit. 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 studies. They are also excellent reference texts for when you are a practicing clinician. These textbooks are:

Bauman-Waengler, J. (2016). *Articulation and phonology in speech sound disorders. A clinical focus* (6th ed.). Hoboken, NJ: Pearson.

Paul, R. & Norbury, C; (2017). *Language Disorders from Infancy through Adolescence* (5th ed.). USA: Elsevier.

You will also continue to need your textbooks from SPCH1101 - Introduction to communication and swallowing disorders:

Justice, L. & Redle, E. (2014). *Communication Sciences and Disorders. A Clinical Evidence Based Approach* (3rd ed.). Boston; USA: Pearson.

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

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.

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 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 Monday (20 Apr 2020) 9:00 am AEST

Upload to Moodle

Return Date to Students

Week 8 Monday (4 May 2020)

Feedback will be uploaded to Moodle

Weighting

30%

Minimum mark or grade

A minimum pass grade of 50% is required - that is 15/30

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

Upload 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

2 PRACTICAL ASSESSMENT - SIMULATED ASSESSMENT - 30%

Assessment Type

Practical Assessment

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 the 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 Wednesday (27 May 2020) 8:00 am AEST

Assessment will occur in class times and other scheduled times as required

Return Date to Students

Review/Exam Week Monday (8 June 2020)

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 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

Minimum mark or grade

A minimum of 50% (i.e. 20/40 total) for this task is required to pass the 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