



# SPCH12002 *Communication Development and Disorders in Early Childhood*

## Term 1 - 2022

Profile information current as at 25/04/2024 03:08 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

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2022

- 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: 50%

#### 2. **Oral Examination**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

#### Feedback from Verbal feedback from students.

**Feedback**

Students enjoyed the ability to learn half the unit content through pre-recorded lectures and online activities as it provided flexibility in their learning.

**Recommendation**

It is recommended that the unit should continue to be run 50% online and 50% face to face to allow students flexibility in their learning.

#### Feedback from Lecturer's reflection

**Feedback**

Students benefited from the use of 'real-life' case study videos to depict assessment administration and therapy.

**Recommendation**

It is recommended that the lecturer should continue to build a library of video cases to support student learning.

## 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's Professional standards.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•			•
2 - Oral Examination - 50%		•	•	•

### 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				

## Textbooks and Resources

### Textbooks

SPCH12002

#### Prescribed

##### **Articulation and Phonology in Speech Sound Disorders: A Clinical Focus**

Edition: 6th (2020)

Authors: Bauman-Waengler

Pearson

Binding: Hardcover

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

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Clancy Conlon** Unit Coordinator

[c.conlon@cqu.edu.au](mailto:c.conlon@cqu.edu.au)

## Schedule

### Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online content:</b> <ul style="list-style-type: none"><li>• Theories on language development and cognition</li><li>• Language development in children aged 0-3 years</li></ul>		Readings will be outlined on Moodle.
<b>Face to face tutorial:</b> <ul style="list-style-type: none"><li>• Administration and interpretation of developmental screeners</li></ul>		

**Week 2 - 14 Mar 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online content:</b> <ul style="list-style-type: none"> <li>• Language development in children aged 3 to 5 years.</li> </ul>		
	Readings will be outlined on Moodle.	
<b>Face to face tutorial:</b> <ul style="list-style-type: none"> <li>• Administration and interpretation of language assessments</li> </ul>		

**Week 3 - 21 Mar 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online content:</b> <ul style="list-style-type: none"> <li>• Plan development in children aged 0 to 5 years</li> <li>• An introduction to principles of assessment</li> </ul>		
	Readings will be outlined on Moodle.	
<b>Face to face tutorial:</b> <ul style="list-style-type: none"> <li>• Administration and interpretation of language assessments</li> </ul>		

**Week 4 - 28 Mar 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online content:</b> <ul style="list-style-type: none"> <li>• Speech development and assessment</li> </ul>		
	Readings will be outlined on Moodle.	
<b>Face to face tutorial:</b> <ul style="list-style-type: none"> <li>• Administration and interpretation of speech assessments</li> </ul>		

**Week 5 - 04 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online content:</b> <ul style="list-style-type: none"> <li>• Informal speech and language assessments for children aged 0 to 5 years</li> </ul>		
	Readings will be outlined on Moodle.	
<b>Face to face tutorial:</b> <ul style="list-style-type: none"> <li>• Administration and interpretation of speech and language assessments</li> </ul>		

**Vacation Week - 11 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 18 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online content:</b> <ul style="list-style-type: none"> <li>• An introduction to feeding and swallowing development for children aged 0 to 3 years</li> </ul>		
	Readings will be outlined on Moodle.	
<b>Face to face tutorial:</b> <ul style="list-style-type: none"> <li>• An introduction to feeding and swallowing assessment and intervention for children aged 0 to 3 years</li> </ul>		

**Week 7 - 25 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Online content:**

- Differential diagnosis of speech sound disorders
- Speech intervention

**Face to face tutorial:**

- Differential diagnosis of speech sound disorders
- Speech intervention
- Goal setting for speech therapy

Readings will be outlined on Moodle.

**Week 8 - 02 May 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Online content:**

- Differential diagnosis of language disorders

Readings will be outlined on Moodle.

**Face to face tutorial:**

- Differential diagnosis of language disorders

**Week 9 - 09 May 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Online content:**

- Language intervention for children aged 0 to 3 years

Readings will be outlined on Moodle.

**Case Study** Due: Week 9 Friday (13 May 2022) 9:00 am AEST

**Face to face tutorial:**

- Language intervention for children aged 0 to 3 years

**Week 10 - 16 May 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Online content:**

- Language intervention for children aged 3 to 5 years
- Development of pre-literacy skills

Readings will be outlined on Moodle.

**Face to face tutorial:**

- Language intervention for children aged 3 to 5 years
- Pre-literacy intervention for children aged 3 to 5 years

**Week 11 - 23 May 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Online content:**

- Assessment and intervention principles for children with disabilities

Readings will be outlined on Moodle.

**Face to face tutorial:**

- Assessment and intervention principles for children with disabilities

**Week 12 - 30 May 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

**Online content:**

- Language development in children who are Culturally and Linguistically Diverse (CALD)
- Assessment principles in children who are CALD.
- Differential diagnosis of language disorders for children who are CALD.

Readings will be outlined on Moodle.

**Face to face tutorial:**

- Principles of intervention for children who are CALD.

**Review/Exam Week - 06 Jun 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 13 Jun 2022**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Viva Due:</b> Exam Week Tuesday (14 June 2022) 9:00 am AEST

## Term Specific Information

**Open Office Hours**

Students who wish to meet with the Unit Coordinator (Clancy Conlon) may drop in face to face (7/G.15) or via Zoom on Mondays between 9:00am and 10:30am. A Zoom link has been provided on Moodle. Alternatively, students may email the Unit Coordinator (c.conlon@cqu.edu.au) to arrange an alternative day/time.

**Assessment Cupboard Access**

Students may require access to the Speech Pathology Assessment Cupboard to prepare for assessment tasks or clinical placement. Students will be provided access to the assessment cupboard on Wednesdays from 1:00pm-2:30pm and Fridays from 11:00am-1:00pm in weeks 1-12.

## Assessment Tasks

### 1 Case Study

**Assessment Type**

Written Assessment

**Task Description**

You are required to produce a written report on a case study child. The case study child you have been allocated will be outlined on Moodle. You will be provided with a summary of characteristics of the case study child's speech, language and feeding skills. For each area you will need to:

1. Explain the developmental features of the child's speech/language/feeding profile with reference to the literature.
2. Outline whether the case study child's speech/language/feeding skills are indicative of typical or delayed development.
3. Provide one strategy for each area that a parent could utilise at home, to support the child's development in that specific domain (i.e. there should be 3 strategies included in your report). Each strategy must be written in a way that a parent could understand and must be evidence-based (with reference to the literature).

**Assessment Due Date**

Week 9 Friday (13 May 2022) 9:00 am AEST

This assessment is submitted through Moodle

**Return Date to Students**

Week 11 Friday (27 May 2022)

Feedback will be provided through Moodle

**Weighting**

50%

**Minimum mark or grade**

This is a MUST PASS assessment task. Students must receive a minimum grade of 50% to pass this assessment task.

**Assessment Criteria**

1. Criteria one assesses your ability to explain developmental features of the case study with reference to high quality literature and to provide evidence-based strategies to a parent.
2. Criteria two assesses your ability to use appropriate writing style, formatting, and APA referencing.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

The assessment task must be submitted to Moodle by the due date/time.

**Learning Outcomes Assessed**

- Discuss the development of children's communication, swallowing and feeding skills in the first 5 years of life
- Apply principles of evidence-based, reflective and interprofessional practice when planning management strategies for young children with communication disorders or delays.

## 2 Viva

**Assessment Type**

Oral Examination

**Task Description**

This assessment task is a viva otherwise known as an oral examination. This viva will follow the steps outlined below:

1. You will be allocated a time to complete your Viva on your Moodle page.
2. One week prior to your viva, you will be provided with basic case history information and the assessment results of a paediatric client which can pertain to the developmental areas of speech, language, and/or feeding. In preparation for your viva, you are expected to research your case, and prepare to answer questions in relation to the areas outlined in steps 3, 4 and 5. You are permitted to bring an A4 (double-sided) page of notes with you to your viva (size 11, Calibri font, 1.5 spacing) and a print out of your viva case as provided on Moodle.
3. Your examiner will commence your viva by asking questions in relation to the 'analysis and interpretation' of the background information and assessment results you were previously provided.
4. Next, your examiner will ask questions in relation to the 'planning of evidence-based speech pathology practices'. As part of this section you will be expected to explain your management of the case including goal setting and intervention strategies. You will also be posed with a question in relation to a change in the background information of your case.
5. Last, your examiner will ask you to reflect on your performance within the viva to identify areas of strength and areas for improvement. You will also be asked to identify and justify strategies to support your learning and development.
6. You will be given 60 minutes to complete your viva.

**Assessment Due Date**

Exam Week Tuesday (14 June 2022) 9:00 am AEST

Each student will be allocated a Viva time on Moodle for the 14th, 15th or 16th of June between 9:00am and 5:00pm.

**Return Date to Students**

Exam Week Friday (17 June 2022)

Feedback will be provided through Moodle.

**Weighting**

50%

**Minimum mark or grade**

This is a MUST PASS assessment task. Students must receive a minimum grade of 50% to pass this assessment task.

**Assessment Criteria**

1. Criteria one assesses your ability to analyse and interpret informal and formal assessment results through integration of data.

2. Criteria two assesses your ability to make an appropriate speech pathology plan including goal setting, intervention strategies/approaches and use of clinical reasoning.
3. Criteria three assesses your ability to reflect upon your own performance, develop strategies to enhance clinical performance, communicate effectively and demonstrate a professional orientation.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**Submission Instructions**

Student will complete this assessment task face to face with the examiner.

**Learning Outcomes Assessed**

- Examine children's global communication skills using informal and formal assessment measures and strategies
- 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.

## 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