



# SPCH12002 Supporting Communication Development and Needs in Early Childhood

## Term 1 - 2023

Profile information current as at 05/05/2024 01:35 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 communication development, assessment and intervention for children in the first five years of life. You will develop knowledge in how to support communication needs for children who are culturally or linguistically diverse, have hearing loss or a disability. The International Classification of Functioning, Disability and Health framework, and the principles of evidence-based, 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: SPCH12008 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 - 2023

- 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. **Case Study**

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 In-class comments and SUTE comments

##### **Feedback**

Students commented positively on the layout and design of the recorded lectures.

##### **Recommendation**

It is recommended that the unit coordinator should continue to utilise recorded lectures to teach the theory associated with this unit.

#### Feedback from In-class comments and SUTE comments

##### **Feedback**

Students commented on the large volume of content taught in this unit and that they would like more time for discussion in tutorials

##### **Recommendation**

It is recommended that the speech pathology team reviews the type and volume of content taught in this unit and co-requisite units to enhance the student experience.

## 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 five years of life
2. Examine children's global communication skills using informal and formal assessment measures and strategies
3. Describe the impact of communication difficulties for children with diverse needs within the context of the International Classification of Functioning, Disability and Health framework using clear and concise language
4. Apply principles of evidence-based and interprofessional practice when planning prevention and management strategies for young children with various communication needs at an individual, family and community level.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Case Study - 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

## Supplementary

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

Edition: 6th (2020)

Authors: Bauman-Waengler

Pearson

Binding: Hardcover

SPCH12002

## Supplementary

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

Edition: 5th (2017)

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

Elsevier

USA

ISBN: 9780323442343

Binding: Hardcover

### Additional Textbook Information

Textbooks can be accessed online at the CQUniversity Library website. If you prefer your own copy, you can purchase either paper or eBook versions at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

## 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

**Barbra Zupan** Unit Coordinator

[b.zupan@cgu.edu.au](mailto:b.zupan@cgu.edu.au)

## Schedule

**Week 1 - 06 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Recorded lectures and activities:**

- Speech pathology services for children aged 0-5 years
- Theories on the development of language and cognition
- Language development in children aged 0-3 years

Readings will be outlined on Moodle

**Face to face tutorial:**

- Assessment of language for children aged 0-3 years

**Week 2 - 13 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Recorded lectures and online activities:**

- Play development
- Language development in children aged 3-5 years

Readings will be outlined on Moodle

**Face to face tutorial:**

- Assessment of language for children aged 3-5 years

**Week 3 - 20 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Recorded lectures and online activities:**

- Differential diagnosis of language disorders

Readings will be outlined on Moodle

**Face to face tutorial:**

- Differential diagnosis of language disorders

**Week 4 - 27 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Recorded lectures and online activities:**

- Assessment of hearing

Readings will be outlined on Moodle

**Face to face tutorial:**

- Assessment of hearing

**Week 5 - 03 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Recorded lectures and online activities:**

- Speech development
- Assessment of speech

Readings will be outlined on Moodle

**Face to face tutorial:**

- Assessment of speech

**Vacation Week - 10 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 17 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Recorded lectures and online activities:**

- Audiological management

Readings will be outlined on Moodle

**Face to face tutorial:**

- Audiological management

**Week 7 - 24 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Recorded lectures and online activities:</b> <ul style="list-style-type: none"><li>• Introduction to intervention</li></ul>	Readings will be outlined on Moodle	<b>Case Study</b> Due: Week 7 Monday (24 Apr 2023) 9:00 am AEST
<b>Face to face tutorial:</b> <ul style="list-style-type: none"><li>• Language intervention for children aged 0-3 years</li></ul>		

**Week 8 - 01 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Recorded lectures and online activities:</b> <ul style="list-style-type: none"><li>• Language intervention for children aged 3-5 years</li><li>• Development of pre-literacy skills</li></ul>	Readings will be outlined on Moodle	
<b>Face to face tutorial:</b> <ul style="list-style-type: none"><li>• Language and literacy intervention for children aged 3-5 years</li></ul>		

**Week 9 - 08 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Recorded lectures and online activities:</b> <ul style="list-style-type: none"><li>• Differential diagnosis of speech sound disorders</li><li>• Intervention for speech disorders</li></ul>	Readings will be outlined on Moodle	
<b>Face to face tutorial:</b> <ul style="list-style-type: none"><li>• Differential diagnosis of speech sound disorders</li><li>• Intervention for speech disorders</li></ul>		

**Week 10 - 15 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Recorded lectures and online activities:</b> <ul style="list-style-type: none"><li>• Principles of intervention for children with disabilities</li></ul>	Readings will be outlined on Moodle	
<b>Face to face tutorial:</b> <ul style="list-style-type: none"><li>• Principles of intervention for children with disabilities</li></ul>		

**Week 11 - 22 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Recorded lectures and online activities:</b> <ul style="list-style-type: none"><li>• Intervention for hearing loss</li></ul>	Readings will be outlined on Moodle	
<b>Face to face tutorial:</b> <ul style="list-style-type: none"><li>• Intervention for hearing loss</li></ul>		

**Week 12 - 29 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Recorded lectures and online activities:**

- Language development, assessment and diagnosis for children from Culturally and Linguistically Diverse backgrounds

Readings will be outlined on Moodle

**Face to face tutorial:**

- Language assessment, diagnosis and intervention for children from Culturally and Linguistically Diverse backgrounds

**Review/Exam Week - 05 Jun 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 12 Jun 2023</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Viva Due: Exam Week Wednesday (14 June 2023) 9:00 am AEST</b>		

## Term Specific Information

Students will require access to the speech pathology assessment cupboard (located in Building 7) throughout the term to prepare for assessment tasks. A timetable will be posted on Moodle outlining the days and times students may access the assessment cupboard throughout the term.

## Assessment Tasks

### 1 Case Study

**Assessment Type**

Case Study

**Task Description**

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

1. Explain the developmental features of the child's speech and language profile with reference to the literature.
2. Outline whether the child's speech and language skills are indicative of typical or delayed development.
3. Describe one \*assessment you would complete to further investigate each area (one assessment for speech and one assessment for language).
4. Justify your choice of each assessment with reference to the case study data, evidence-based practice, and high-quality literature. The assessment may be formal or informal.

\*The term 'assessment' is used refer to the measurement of speech and/or language skills by a speech pathologist both formally and informally (referred to as 'authentic' assessment in Shipley & McAfee, 2022). If you chose to recommend an informal assessment, ensure you describe what you will do as part of that informal assessment. For example, if you are going to observe the child, you will need to describe where you will observe them, how you will observe them and what you will observe. If you choose to recommend a formal assessment, you will need to base your description on information from the assessment manual. This information will need to be paraphrased and not copied.

A template for writing this report has also been included as an example, in a separate document provided on Moodle.

There is a word limit of 1600 words which includes in-text referencing and citations but does not include your reference list. Adherence to word count is not included in the marking rubric however the marker will not read or mark past 1600 words.



### Assessment Due Date

Week 7 Monday (24 Apr 2023) 9:00 am AEST

This assessment task must be uploaded to Moodle by the due date/time.

### Return Date to Students

Week 9 Monday (8 May 2023)

Assessment feedback will be provided in Moodle.

### Weighting

50%

### Minimum mark or grade

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

### Assessment Criteria

**Criteria one** assesses your ability to explain developmental features of speech with reference to high quality literature, describe and recommend an appropriate assessment for the case study and justify your assessment choice. This section is worth 45% of the assessment grade.

**Criteria two** assesses your ability to explain developmental features of language with reference to high quality literature, describe and recommend an appropriate assessment for the case study and justify your assessment choice. This section is worth 45% of the assessment grade.

**Criteria three** assesses your ability to use appropriate writing style, formatting, and APA referencing. This section is worth 10% of the assessment grade.

### Referencing Style

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

### Submission

Online

### Submission Instructions

This assessment task must be uploaded to Moodle by the due date/time.

### Learning Outcomes Assessed

- Discuss the development of children's communication, swallowing and feeding skills in the first five years of life
- Examine children's global communication skills using informal and formal assessment measures and strategies

## 2 Viva

### Assessment Type

Oral Examination

### Task Description

For this assessment task, you will be required to complete a 40 minute viva (an oral assessment in the form of an interview) based on a paediatric clinical scenario. Your viva may occur on the 14th or 16th of June, 2023 between 9:00am and 5:00pm. Your specific date and time allocation will be provided at least four weeks prior to your scheduled viva via Moodle. Your viva will be audio-recorded for assessment marking purposes. The steps of the viva process have been outlined below:

1. **One week before your viva.** You will be provided basic case history information and the assessment results of a paediatric client which can pertain to the developmental areas of speech and language. In preparation for your viva, you are expected to research your case, and prepare to answer questions in relation to the following areas. You are permitted to bring an A4 (double-sided) page of notes with you to your viva (size 11, Calibri font, 1.5 spacing). While you may refer to these notes in your viva, you are expected to communicate clearly and succinctly and therefore an over reliance on notes is not recommended.
2. **At the time of your viva.** You will report to the allocated room at the time outlined on Moodle. You will wait on a chair outside of the room, until you are asked to enter by the examiner.
3. **Section 1: Analysis and interpretation.** 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. There are 4 *main questions* that will be asked as part of this section however your examiner may ask additional prompt questions.
4. **Section 2: Planning of evidence-based speech pathology practices.** 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, intervention strategies and recommendations for key stakeholders. You will also be posed with a question in relation to a *change* in the background information of your case. This is an opportunity for you to demonstrate your ability to problem solve. There are 4 *main questions* that will be asked as part of this section however your examiner may ask additional

prompt questions.

**Assessment Due Date**

Exam Week Wednesday (14 June 2023) 9:00 am AEST

Students are not required to upload any materials to Moodle. Students are required to attend their viva at the date and time outlined on Moodle.

**Return Date to Students**

Exam Week Friday (16 June 2023)

Feedback will be provided in Moodle within one week of the viva.

**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**

**Criteria one** assesses your ability to analyse and interpret assessment data including providing a differential diagnosis and clearly communicate this information in an oral interview. This section is worth 50% of the assessment grade.

**Criteria two** assesses your ability to create and justify a holistic management plan for a paediatric client and clearly explain this management plan in an oral interview. This section is worth 50% of the assessment grade.

**Referencing Style**

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

**Submission**

No submission method provided.

**Submission Instructions**

Students are not required to submit any materials to Moodle.

**Learning Outcomes Assessed**

- Examine children's global communication skills using informal and formal assessment measures and strategies
- Describe the impact of communication difficulties for children with diverse needs within the context of the International Classification of Functioning, Disability and Health framework using clear and concise language
- Apply principles of evidence-based and interprofessional practice when planning prevention and management strategies for young children with various communication needs at an individual, family and community level.

## 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