SPCH13004 *Communication Disorders across the School Years*
Term 2 - 2017

Profile information current as at 14/05/2024 10:47 am

All details in this unit profile for SPCH13004 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

This unit provides you with the theoretical knowledge of communication development and disorders across the broad age range (approximately 5 to 18 years) that constitutes 'school age'. You will conduct and interpret assessments and plan intervention strategies for the management of delays and disorders across all range of practice areas in this population. You will be given the opportunity to implement structured therapy programs in a specific range of practice. The principles of evidence based practice, ethical standards and the International Classification of Functioning, Disability and Health (ICF) framework are embedded throughout the unit. A range of service delivery models such as rural and remote service provision, cross-cultural service provision, telehealth models, the response to intervention (RTI) framework and interprofessional practice principles will be discussed as they relate to the management of communication and swallowing disorders in the school aged population.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-Requisites: SPCH12002 Communication Development and Disorders in Early Childhood SPCH12004 Speech Pathology Skills and Practice 1 SPCH12006 Linguistics and Phonetics 1 Co-Requisites: SPCH13005 Linguistics and Phonetics 2
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 2 - 2017

- 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. **Presentation and Written Assessment**
Weighting: 30%
2. **Practical and Written Assessment**
Weighting: 30%
3. **On-campus Activity**
Weighting: Pass/Fail
4. **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 Feedback Emails

Feedback
A trend in the feedback provided by students was the appreciation of the organisation and structure of this unit. These included comments such as: 1. "The lecturer as she is supportive, organised and encouraging." 2. "Tina structured the learning for this course in a way that flowed smoothly and provided a very supportive environment. Great course." 3. "Each lecture / tutorial was not boring and was engaging".

Recommendation
All comments from students related to structure and organisation were positive which reinforces the need to continue to ensure that our students are provided with a high standard of unit organisation at all times.

Feedback from Have Your Say In Class Feedback Emails

Feedback
A clinical component was introduced into SPCH13004 for the first time in the three years that it has been run. A literacy program for school aged children was conducted at the CQUniversity Health Clinic for the duration of the term. The feedback related to the inclusion of this clinic all had two similar themes: 1. That it was a great experience, but 2. That it was a lot of work. The students provided comments such as: 1. The same student made both of these comments - "PAL program was a great learning opportunity. I enjoyed delivering the intervention." but then said "The PAL program took up large amount of time and I found it difficult to manage the workload some weeks". 2. "The PAL clinic was the highlight of this course, challenging but rewarding."

Recommendation
Based on the student feedback, the overwhelmingly positive feedback from the participants of the clinic and the reflections of the lecturer and coordinator, careful consideration will be given as to whether this element will be included as a part of SPCH13004 in 2017. It was highly successful but it did require a lot of work and commitment on the part of the lecturer and students.

Feedback from Have Your Say In Class Feedback Emails

Feedback
The students in SPCH13004 this term commented positively on the assessment items, particularly the timeliness of the feedback. These included comments such as: 1. "We had clear set out guidelines for each assessment piece and our lecturer was always prepared." 2. "Tina has been the one lecturer who has provided feedback for anything and everything and gone above and beyond to make sure we are all on track." 3. "Assessment results and feedback was always returned in a timely manner. Tina replied to emails very quickly which supported my learning." 4. "Having our assessments given to us and explained thoroughly and being given an appropriate time frame to have them completed."

Recommendation
The overwhelmingly positive response about assessment tasks and feedback reinforces the utmost importance of this to your unit success and student engagement. Listening to the students, providing clear guidelines on assessment tasks and ensuring timely and constructive feedback will continue to be a priority for this lecturer and coordinator.

Unit Learning Outcomes

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

1. Identify and explain the development and disorders of communication and swallowing in the school aged population and the impact this will have on academic learning and lifelong achievement.
2. Identify, administer and interpret formal and informal communication and swallowing assessments appropriate to the school aged population.
3. Implement a structured therapy program with school aged children.
4. Describe various therapy delivery models appropriate for the school aged population with consideration of evidence based practice principles, cross cultural differences, ethical standards, interprofessional practice and the International Classification of Functioning and Disability (ICF) framework.

Speech Pathology Range of Practice covered:

Paediatric - Speech and Language are the primary areas whilst Multimodal Communication, Voice, Fluency and Swallowing are secondary areas.

Competency-based Occupational Standards for Speech Pathology (CBOS 2011):

Unit 1 Assessment - Elements 1.1. and 1.2, to Intermediate standard

Unit 2 Analysis and interpretation - Elements 2.1, 2.2, 2.3, 2.4 and 2.5 to Intermediate standard

Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.2, and 3.6 to Intermediate standard

Unit 4 Implementation of speech pathology practice - Elements 4.1, 4.2, 4.3 and 4.4 to Novice standard (direct evidence)

Unit 5 Planning, providing and managing speech pathology services – Elements 5.4, 5.5, and 5.8 to Intermediate standard

Unit 7 Lifelong learning and reflective practice – Elements 7.1, 7.2, 7.3 and 7.4 to Intermediate standard

Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Intermediate standard

Unit 2 Communication - Elements 2.1, 2.2 and 2.3 to Intermediate standard

Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4 to Intermediate standard

Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5 to Intermediate 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 - Presentation and Written Assessment - 30%	●	●		●
2 - Practical and Written Assessment - 30%	●	●	●	●
3 - On-campus Activity - 0%	●	●		●
4 - 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 - Presentation and Written Assessment - 30%	•	•	•	•		•	•	•		
2 - Practical and Written Assessment - 30%	•	•	•	•	•	•	•	•		
3 - On-campus Activity - 0%	•	•	•	•	•	•	•	•		
4 - Examination - 40%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks
SPCH13004

Prescribed

Articulatory and Phonological Impairment. A Clinical Focus.
Pearson New International Edition; fourth edition (2014)
Authors: Jacqueline Bauman-Waengler
Pearson
Harlow , Essex , England
ISBN: 10: 1-292-04163-3
Binding: Paperback
SPCH13004

Prescribed

Language Disorders from Infancy through Adolescence
Edition: Fourth (2012)
Authors: Rhea Paul & Courtenay F. Norbury
Elsevier
St Louis , Missouri , USA
ISBN: 978-0-323-07184-0
Binding: Hardcover

Additional Textbook Information
These are your current texts for SPCH12002 - Communication Development and Disorders in Early Childhood, therefore you will not need to purchase additional texts this term.

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 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 1. The following will be covered during the two sessions of week 1, Term 2, 2017.
Session 1:
• Unit content
• Unit learning outcomes
• Assessment items
• Staff and student expectations for the unit
• Introduction to Range of Practice (ROP) areas for the school aged population and explore the scope of practice for these areas:
    ◦ Speech
    ◦ Language (including literacy and pragmatics)
    ◦ Dysphagia
    ◦ Multimodal Communication
    ◦ Voice
    ◦ Fluency
•
Specific client or disability types you may encounter in the school age context including the Queensland Government Education Adjustment Program (EAP) categories of:
    ◦ SLI - Speech-Language Impairment
    ◦ ID - Intellectual Disability
    ◦ HI - Hearing Impairment
    ◦ ASD - Autism Spectrum Disorder
    ◦ PI - Physical Impairment
    ◦ VI - Visual Impairment
• Other disability types include (but are not limited to):
    ◦ Multiple disabilities
    ◦ ABI - Acquired brain injuries
    ◦ Mental health related concerns
    ◦ Culturally and linguistically diverse populations
Session 2:
• Clinical preparation
• Introduction to Lucy James - clinical support speech pathologist

Readings for this week:
• Assessments relevant to clinic
• Programs relevant to clinic

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 2. The following will be covered during the two sessions of week 2, Term 2, 2017.
Session 1:
• Review of previous week
• Continue clinical preparation
• Range of Practice - **SPEECH:**
  ◦ Development
  ◦ Disorders
  ◦ Assessment
  ◦ Intervention
SESSION 2:
• **LITERACY CLINIC** - Session 1
	Readings related to speech disorders in school aged children will be posted on Moodle.	Reflection from literacy clinic session 1 emailed to unit coordinator by Friday 5pm.

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 3. The following will be covered during the two sessions of week 3, Term 2, 2017.
SESSION 1:
• Range of Practice - **SPEECH:**
  ◦ Disorders
  ◦ Assessment
  ◦ Intervention
SESSION 2:
• **LITERACY CLINIC** - Session 2

Readings related to speech disorders in school aged children will be posted on Moodle.

Reflection from literacy clinic session 2 emailed to unit coordinator by Friday 5pm.

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 4. The following will be covered during the two sessions of week 4, Term 2, 2017.
SESSION 1:
• Range of Practice - **LANGUAGE (oral, literate and pragmatic skills):**
  ◦ Development
  ◦ Disorders
  ◦ Assessment
  ◦ Intervention
SESSION 2:
• **LITERACY CLINIC** - Session 3
	Readings related to language disorders in school aged children will be posted on Moodle.	Reflection from literacy clinic session 3 emailed to unit coordinator by Friday 5pm.

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 5. The following will be covered during the two sessions of week 5, Term 2, 2017.
SESSION 1:
• Range of Practice - **LANGUAGE (oral, literate and pragmatic skills):**
  ◦ Development
  ◦ Disorders
  ◦ Assessment
  ◦ Intervention
SESSION 2:
• **LITERACY CLINIC** - Session 4
	Readings related to language disorders in school aged children will be posted on Moodle.	Reflection from literacy clinic session 4 emailed to unit coordinator by Friday 5pm.

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 6. The following will be covered during the two sessions of week 6, Term 2, 2017.
SESSION 1:
• Range of Practice - **LANGUAGE (oral, literate and pragmatic skills):**
  ◦ Disorders
  ◦ Assessment
  ◦ Intervention
SESSION 2:
• **LITERACY CLINIC** - Session 5
	Readings related to language disorders in school aged children will be posted on Moodle.	Reflection from literacy clinic session 5 emailed to unit coordinator by Friday 5pm.

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 7. The following will be covered during the two sessions of week 7, Term 2, 2017.
SESSION 1:
• **ORAL PRESENTATIONS** in class time

SESSION 2:
• **LITERACY CLINIC** - Session 6

Reflection from literacy clinic session 6 emailed to unit coordinator by Friday 5pm.

Presentation and Written Assessment - 30% Due: Week 7 Monday (28 Aug 2017) 9:00 am AEST

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to week 8. The following will be covered during the two sessions of week 8, Term 2, 2017. **SESSION 1:** • Intervention delivery models in the school setting • RTI - Response to Intervention • Verification processes in Queensland schools • Revision and integration of content and readings to date **SESSION 2:** • **LITERACY CLINIC** - Session 7	Readings relating to intervention models, including the RTI model will be posted on Moodle. Readings for verification processes in Queensland schools will be placed on Moodle.	Reflection from literacy clinic session 7 emailed to unit coordinator by Friday 5pm.

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to week 9. The following will be covered during the two sessions of week 9, Term 2, 2017. **SESSION 1:** • Range of Practice - **FLUENCY, VOICE, DYSPHAGIA** and **MULTIMODAL COMMUNICATION** ◦ Development ◦ Disorders ◦ Assessment ◦ Intervention **SESSION 2:** • **LITERACY CLINIC** - Session 8	Readings relevant to FLUENCY, VOICE, DYSPHAGIA and MULTIMODAL COMMUNICATION will be uploaded to Moodle.	Reflection from literacy clinic session 8 emailed to unit coordinator by Friday 5pm.

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to week 10. The following will be covered during the two sessions of week 10, Term 2, 2017. **SESSION 1:** • Range of Practice - **FLUENCY, VOICE, DYSPHAGIA** and **MULTIMODAL COMMUNICATION** ◦ Development ◦ Disorders ◦ Assessment ◦ Intervention **SESSION 2:** • **LITERACY CLINIC** - Session 9	Readings relevant to FLUENCY, VOICE, DYSPHAGIA and MULTIMODAL COMMUNICATION will be uploaded to Moodle.	Reflection from literacy clinic session 9 emailed to unit coordinator by Friday 5pm.

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to week 11. The following will be covered during the two sessions of week 11, Term 2, 2017.
SESSION 1:
• Integration
• Case studies
• Specific disability types
SESSION 2:
• **LITERACY CLINIC** - Session 10.

Reflection from literacy clinic session 10 emailed to unit coordinator by Friday 5pm.

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to week 12. **REVISION** week. Please note Monday 2nd October is the Queen's Birthday Public Holiday in Queensland and therefore no classes are scheduled on that day.		**On-campus Activity** Due: Week 12 Friday (6 Oct 2017) 9:00 am AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Practical and Written Assessment - 30% Due: Review/Exam Week Monday (9 Oct 2017) 9:00 am AEST

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Welcome to SPCH13004 - Communication Disorders across the School Years for term 2, 2017. The unit has changed from the longer name of "Communication Development and Disorders across the School Years" to "Communication Disorders across the School Years". Your unit coordinator and primary educator is Tina Janes. CQUniversity graduate and speech pathologist, Lucy James will provide additional clinical support for the literacy program component of this unit. In 2016, this unit introduced a clinical experience which involved conducting a literacy program at the CQUniversity Health Clinic for children with reading and spelling difficulties. The clinic was extremely successful and will therefore continue to be integrated into SPCH13004. You are involved in the delivery of a structured literacy program for school aged children at the CQUniversity Health Clinic which provides you with direct clinical experience with the school aged population in your second year of the course.
The textbooks required for this unit are:

- Paul, R. & Norbury, C; (2012). Language Disorders from Infancy through Adolescence (4th Ed.). USA: Elsevier.

- Bauman-Waengler, J. (2014). Articulatory and Phonological Impairment. A Clinical Focus. Pearson New International Edition (4th Ed.). England: Pearson.

If you completed SPCH12002 in Term 1, 2017 you will already have these textbooks.
In addition, you will require your prescribed textbooks from other units including:

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

- Kaderavek, J. (2015). Language Disorders in Children. Fundamental Concepts of Assessment and Intervention (2nd Ed). USA: Pearson.

- Shipley, K.G. (2016). Assessment in Speech Language Pathology: A resource Manual (5th Ed). USA: Delmar.

- Roth, F. and Worthington, C. (2015). Treatment Resource Manual for Speech Language Pathology (5th Ed.). Canada: Cengage Learning.

I look forward to learning with you in term 2, 2017 in the unit SPCH13004 - Communication Disorders across the School Years.

1 Presentation and Written Assessment - 30%

Assessment Type
Presentation and Written Assessment

Task Description
This assessment task comprises two elements - an oral presentation in class and a written submission. The total mark for this task is 30% which is divided evenly between the two elements - presentation (15%) and written (15%).
You are provided with a case study based on a typical scenario that speech pathologists working with the school aged population are likely to encounter. The case study includes some preliminary assessment data that requires interpretation. You will be presented with the specifics of what you need to cover on your individual case (each person is given a different case), but in general you will need to address the following:

- Thorough research of the presenting condition
- Determining the Range of Practice areas that are involved (primary and secondary)
- Analysis and interpretation of any existing results
- Recommending further assessments
- Discussion of appropriate management strategies and how to implement these strategies (including evidence based practice principles and the International Classification of Functioning, Disability and Health (ICF) framework
- Discussion of other team members that might be involved
- Appropriate referral pathways

The oral presentation occurs during class time and the written submission is uploaded to Moodle prior to the oral presentation. You are also required to email the PowerPoint or Prezi link to the unit coordinator prior to the oral presentation. The oral presentation is 15 to 20 minutes in duration with a further 5 minutes for questioning and comments by the audience.

Assessment Due Date
Week 7 Monday (28 Aug 2017) 9:00 am AEST
Written Assessment uploaded to Moodle. Presentation will occur in class time.

Return Date to Students
Monday (11 Sept 2017)
Results and feedback will be uploaded to Moodle.

Weighting
30%

Minimum mark or grade
Must pass - 50%. A minimum mark of 15/30 must be achieved in order to pass this unit.

Assessment Criteria
The complete rubric is on Moodle, but in summary you are assessed on the following criteria:
ORAL PRESENTATION (15%):

- Content
- Professional practice
- Communication
- Structure and organisation
- Adhering to time limits
- Responding to questions and comments

WRITTEN SUBMISSION (15%):

- Content
- Professional writing style
- Structure and organisation
- Conventions including referencing
- Quality of research

An overall grade of 15/30 is required to pass this assessment task.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Written to be uploaded to Moodle. PowerPoint or Prezi to be emailed to Unit Coordinator.

Learning Outcomes Assessed

- Identify and explain the development and disorders of communication and swallowing in the school aged population and the impact this will have on academic learning and lifelong achievement.
- Identify, administer and interpret formal and informal communication and swallowing assessments appropriate to the school aged population.
- Describe various therapy delivery models appropriate for the school aged population with consideration of evidence based practice principles, cross cultural differences, ethical standards, interprofessional practice and the International Classification of Functioning and Disability (ICF) framework.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Practical and Written Assessment - 30%

Assessment Type
Practical and Written Assessment

Task Description
This assessment task is directly linked to the literacy clinic you are involved in as part of the unit. The practical aspect relates to your participation in the literacy clinic sessions and the written component relates to client report writing. The literacy clinic runs for 10 weeks during term - from week 2 through to week 11. The practical aspects include leading group and individual sessions, writing session plans and notes in a timely fashion, communicating with parents, peers and supervisors and administering assessments. The written component involves the report writing requirements of the clinic.
Further information is provided in class as the number of children participating and structure of the sessions is established.

Assessment Due Date
Review/Exam Week Monday (9 Oct 2017) 9:00 am AEST
The Written component is to be uploaded to Moodle. The Practical component involves weekly participation in the clinical program.

Return Date to Students
Exam Week Friday (20 Oct 2017)
Final grades and feedback are uploaded to Moodle. Feedback on clinical performance is provided weekly.

Weighting
30%

Minimum mark or grade
Must pass - 50%. A minimum mark of 15/30 must be achieved in order to pass this unit.

Assessment Criteria
The rubric (on Moodle) contains the complete assessment criteria, but in summary you are graded on the following:

- **PRACTICAL:**
    - Professionalism
    - Communication skills - oral and written
    - Organisational skills
    - Clinical skills

- **WRITTEN (reporting):**
    - Conventions
    - Content
    - Interpretation
    - Audience suitability

Referencing Style

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

Submission
Online

Submission Instructions
Written component to be uploaded to Moodle.

Learning Outcomes Assessed

- Identify and explain the development and disorders of communication and swallowing in the school aged population and the impact this will have on academic learning and lifelong achievement.
- Identify, administer and interpret formal and informal communication and swallowing assessments appropriate to the school aged population.
- Implement a structured therapy program with school aged children.
- Describe various therapy delivery models appropriate for the school aged population with consideration of evidence based practice principles, cross cultural differences, ethical standards, interprofessional practice and the International Classification of Functioning and Disability (ICF) framework.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 On-campus Activity

Assessment Type
On-campus Activity

Task Description
This task is awarded a pass/fail grade and is a hurdle or 'must-pass' task.
To reflect the practical nature of the speech pathology course and this unit, you are required to participate in a range of on-campus activities including (but not limited to):

- administering and scoring assessments
- demonstrating intervention techniques
- literacy clinic
- reflective practice
- peer discussions
- class presentations on selected topics

Attendance is required in class and clinic to be able to complete these tasks. Attendance is recorded and an 80% rate is stipulated, with the EXCEPTION of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Assessment Due Date
Week 12 Friday (6 Oct 2017) 9:00 am AEST

Return Date to Students
Monday (9 Oct 2017)

Weighting
Pass/Fail

Minimum mark or grade
A 'pass' grade is required in order to pass this unit.

Assessment Criteria
This task is awarded a pass/fail grade and is a hurdle or 'must-pass' task.
To reflect the practical nature of the speech pathology course and this unit, you are required to participate in a range of on-campus activities including (but not limited to):

- administering and scoring assessments
- demonstrating intervention techniques
- literacy clinic
- reflective practice
- peer discussions
- class presentations on selected topics

Attendance is required in class and clinic to be able to complete these tasks. Attendance is recorded and an 80% rate is stipulated, with the EXCEPTION of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline

Learning Outcomes Assessed

- Identify and explain the development and disorders of communication and swallowing in the school aged population and the impact this will have on academic learning and lifelong achievement.
- Identify, administer and interpret formal and informal communication and swallowing assessments appropriate to the school aged population.
- Describe various therapy delivery models appropriate for the school aged population with consideration of evidence based practice principles, cross cultural differences, ethical standards, interprofessional practice and the International Classification of Functioning and Disability (ICF) framework.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- 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
Must pass - 50%. A minimum mark of 20/40 must be achieved in order to pass this unit.

Exam Conditions
Closed Book.

Materials
No calculators permitted
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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