



SPCH13004 Communication Disorders across the School Years

Term 2 - 2019

Profile information current as at 26/05/2022 09:51 pm

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

In this unit, you will apply theoretical knowledge, ethical standards and evidence-based practice to the assessment and management of communication and swallowing disorders in the school-aged population (approximately 5 to 18 years of age). Using the International Classification of Functioning, Disability and Health (ICF) framework, you will interpret assessments, and plan intervention strategies for the management of delays and disorders in this population. Service delivery models that encompass interprofessional practice principles and cross-cultural service provision in metropolitan, rural and remote communities will be discussed.

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 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 2 - 2019

- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Case Study**

Weighting: 30%

2. **Presentation**

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 In-class feedback

Feedback

The students commented positively on the learning provided during their observations at the CQU Health Clinic; and the task-focused assessment items related to these observations.

Recommendation

The unit coordinator should continue to arrange experiential learning experiences in class and at the CQU Health clinic which link to assessment tasks.

Feedback from Have Your Say

Feedback

The general response to assessment tasks was positive, however there was an isolated concern expressed over the role of questions following the oral presentation.

Recommendation

In preparation for the presentation assessment, the unit lecturer should provide students with additional opportunities to practice responding to questions; and more carefully instruct invited audience members regarding the type and scope of their questions.

Feedback from Have Your Say

Feedback

There was an isolated request for more frequent knowledge quizzes throughout the term to assist students to prepare for the examination.

Recommendation

Echo360 resources should be expanded to provide opportunities for students to practice knowledge questions regularly throughout the term.

Unit Learning Outcomes

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

1. Explain the impact of communication and swallowing disorders on academic learning and lifelong achievement for the school aged population
2. Identify and interpret formal and informal communication assessments appropriate to the school aged population
3. Describe evidence based therapy models appropriate for the school aged population
4. Present a structured therapy program for school aged children.

This unit is required learning for CB87 Bachelor of Speech Pathology (Honours). The learning outcomes are therefore linked to Speech Pathology Australia's external accreditation requirements.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Case Study - 30%		•		
2 - Presentation - 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 - Case Study - 30%	•	•	•	•		•	•	•		
2 - Presentation - 30%	•	•	•	•		•	•	•	•	
3 - Examination - 40%	•	•	•	•			•	•	•	

Textbooks and Resources

Textbooks

SPCH13004

Prescribed

Articulatory and Phonological Impairment. A Clinical Focus

Edition: 5th Revised (2017)

Authors: Bauman-Waengler, Jacqueline.

Pearson

Harlow , Essex , England

ISBN: 9780323442343

Binding: Paperback

SPCH13004

Prescribed

Language Disorders from Infancy through Adolescence

Edition: 5th (2018)

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

Elsevier

St Louis , Missouri , USA

ISBN: 978-0-323-07184-0

Binding: Hardcover

SPCH13004

Supplementary

Children's Speech: An evidence based approach.

Edition: 1st (2017)

Authors: McLeod, Sharynne.

Pearson

USA

ISBN: 9780134206257

Binding: eBook

Additional Textbook Information

You will have both the prescribed texts from your studies in SPCH12002 and SPCH12004.

Where paper texts have been identified, e-texts are a suitable alternative for this unit.

The texts in CB87 have been considered as a cumulative library, so you are encouraged to continue to utilise the texts from previous units as you progress through your curriculum.

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: Theoretical frameworks in service delivery - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Orientation to unit and theoretical frameworks You will be introduced to the clinical practice frameworks, vocabulary, learning resources and assessment tasks in the unit. You will review the Range of Practice Areas in speech pathology and their relevance to the school-aged population.	Paul, R., Norbury, C.E. & Gosse (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. (Chapter 1, pp 1-12 & Chapter 10, pp 410-418).	

Week 2: Assessing children across the school years - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
You will explore the speech pathologist's role in the assessment of school-aged children <ul style="list-style-type: none"> • Screening versus diagnosis: what is the purpose of the test? • How are speech, language, learning and reading connected? • What is the role of speech pathology in schools? 	Paul, R., Norbury, C.E. & Gosse (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. (Chapter 10, pp 418-439 & Chapter 11, pp 440-448).	

Week 3: Differential diagnosis of speech disorders - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
You will investigate assessment options for speech disorders which may impact on: <ul style="list-style-type: none"> • Structures • Auditory processing • Motor planning • Multiple systems 	Bauman-Waengler, J. (2014). Articulatory and Phonological Impairment. A Clinical Focus. Pearson New International Edition (4th Ed.). England: Pearson. (Chapter 6, pp 146-158 & 170-171; Chapter 7, pp 177-199).	

Week 4: Treatment of structural and auditory processing disorders - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
You will explain the principles of intervention and intervention planning for school-aged children with speech sound disorders. You will explore interventions for children with: <ul style="list-style-type: none"> • Structural issues • Auditory processing disorders 	Bauman-Waengler, J. (2014). Articulatory and Phonological Impairment. A Clinical Focus. Pearson New International Edition (4th Ed.). England: Pearson. (Chapter 9 & 11, pp 241- 252 & 358-364). Additional readings will be posted on Moodle.	

Week 5: Treatment of motor planning speech disorders - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
You will explore interventions for children with: <ul style="list-style-type: none"> • Motor planning disorders • Multiple diagnoses 	Bauman-Waengler, J. (2014). Articulatory and Phonological Impairment. A Clinical Focus. Pearson New International Edition (4th Ed.). England: Pearson. (Chapter 10, pp 305-341 & .Chapter 11, pp 343-351).	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

There are no classes scheduled for this unit in Break Week.

Week 6: Language for Learning - Assessing reading, narratives and storytelling - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to language for learning components in the context of literacy. <ul style="list-style-type: none"> tests to assess literacy in school aged children phonological awareness and pragmatics of storytelling 	Paul, R., Norbury, C.E. & Gosse (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. (Chapter 10, pp 427-439 & Chapter 11, pp 464-475).	

Week 7: Language for Learning - Differential diagnosis of disorders in syntax and morphology - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
You will explore the components of language for learning. <ul style="list-style-type: none"> Assessing syntax and morphology Developmental Sentence Analysis Systematic Analysis of Language Scripts 	Paul, R., Norbury, C.E. & Gosse (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. (Chapter 8, pp 306-323 & Chapter 11, pp 452-464). Additional readings will be posted on Moodle.	SALT Class - using transcription analysis software

Week 8: Language for Learning - Differential diagnosis of disorders in semantics and pragmatics. - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
You will explore how speech pathologists analyse semantics, pragmatics and metalinguistics in oral language contexts. You will analyse a language sample of a school-aged child. You will discuss the measures of lexical diversity in language samples. You will use the language sample analysis to make decisions about intervention.	Paul, R., Norbury, C.E. & Gosse (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. (Chapter 11, pp 449-452 & pp 475-483). Additional readings will be posted on Moodle.	

Week 9: Language for Learning - Interventions 1 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
You will explore language for learning intervention that focus on: <ul style="list-style-type: none"> Integrating language with reading and writing Scaffolding learning Emergent literacy Phonological awareness, syntax and morphology Voice and fluency 	Paul, R., Norbury, C.E. & Gosse (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. (Chapter 12, pp 503-544). Additional readings will be posted on Moodle.	Focus child assessment Due: Week 9 Friday (20 Sept 2019) 10:00 am AEST

Week 10: Language for Learning - Interventions 2 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
You will explore language for learning intervention that focus on: <ul style="list-style-type: none"> Whole school responses (Response to Intervention) Verification process in Qld Schools Considering the needs of students with severe disability Oral language in classrooms 	Paul, R., Norbury, C.E. & Gosse (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. (Chapter 12, pp 544-558). Additional readings will be placed on Moodle.	

Week 11: Advanced language: Assessing higher level language functioning in adolescents - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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You will: <ul style="list-style-type: none">• compare functional and academic curricular activities.• explore the relationship between language and advanced reasoning.• consider contexts and approaches to the assessment of adolescents.	Paul, R., Norbury, C.E. & Gosse (2018) Language Disorders from Infancy through Adolescence (5th Ed.). St Louis, Missouri: Elsevier, USA. Chapter 13, pp 565-588 & Chapter 13, pp 588-602).	
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Week 12: - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
You will present your case studies and prepare for your examination.		Presentation of therapy program Due: Week 12 Friday (11 Oct 2019) 9:00 am AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Your end of term examination will be scheduled during the examination period.

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Your end of term examination will be scheduled during the examination period.

Term Specific Information

Welcome to Term 2 and your study in SPCH13004 Communication Disorders across the School Years. In preparation for your study this term, you are strongly encouraged to review the materials from earlier in your curriculum, especially physical and cognitive changes in the school years as discussed in ALLH11006 Lifecourse Development for Health Professionals; and the early development of speech and language as discussed in SPCH12002 Communication Development and Disorders in Early Childhood. Your textbooks for this term (Paul et al, 2018; and Bauman-Wraengler, 2016) will be an important part of your learning. You will also be expected to explore other readings and resources outlined in Moodle. Your unit coordinator for this term is Judy Broadhurst. You can contact Judy on email j.broadhurst@cqu.edu.au or by phoning 4930 6481. Please leave a message if you contact Judy by phone.

Assessment Tasks

1 Focus child assessment

Assessment Type

Case Study

Task Description

You will be provided with a scenario (based on a typical scenario that speech pathologists working with the school aged population are likely to encounter). The scenario includes general context and some preliminary assessment data that requires interpretation.

You will need to thoroughly research the context of the scenario and prepare a report which:

- identifies and explains the factors that impact on the person, their development and academic learning determine the range of practice areas that are involved (primary and secondary),
- analyses and interprets any existing results
- identifies gaps in knowledge and
- recommends and explains any specific future action relevant to the scenario. The specific action may include further assessment, intervention or a combination of both assessment and intervention.

Assessment Due Date

Week 9 Friday (20 Sept 2019) 10:00 am AEST

Your assessment must be uploaded through Moodle by the due date and time.

Return Date to Students

Week 11 Friday (4 Oct 2019)

Feedback and the marking rubric will be provided through Moodle.

Weighting

30%

Minimum mark or grade

You MUST achieve a pass mark of 50% (50/100 marks) on this assessment task in order to pass SPCH13004.

Assessment Criteria

You will receive a mark out of 100. This mark will form 30% of your overall grade.

A comprehensive marking rubric will be provided through Moodle.

The assessment task will be marked according to the following criteria:

- academic writing style is consistently applied throughout the assessment task. (5 marks)
- APA referencing is accurately and consistently applied throughout the assessment task. (5 marks)
- quality research from journals and texts is consistently and appropriately selected. (5 marks)
- accurate identification of all factors that impact on the person, their development and their academic learning (5 marks)
- clear and concise explanation of all factors that impact on the person, their development and their academic learning (10 marks)
- accurate, clear and concise analysis of the range of practice areas that are involved (10 marks)
- accurate analysis of all existing results. There will be results from 2 tests to analyse. (20 marks)
- clear and concise explanation of how these results inform intervention decisions (20 marks)
- clear and concise identification of gaps in knowledge (10 marks)
- clear and concise justification for further clinical action (10 marks)

Referencing Style

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

Submission

Online

Submission Instructions

You must submit your assessment task through Moodle using the file names identified in the Assessment guide on Moodle.

Learning Outcomes Assessed

- Identify and interpret formal and informal communication assessments appropriate to the school aged population

Graduate Attributes

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

2 Presentation of therapy program

Assessment Type

Presentation

Task Description

You will prepare and deliver a 15 minute presentation which consists of a 10 minute presentation to the class (supported by audiovisual resources, such as powerpoint slides) and 5 minutes answering questions from the audience at the end of your presentation.

You will be provided with a scenario (based on a typical scenario that speech pathologists working with the school aged population are likely to encounter).

You will need to:

- orientate the audience to your focus person and explain how your assessment results inform your choice of therapy program.
- name and describe the therapy program.
- explain the evidence base for your chosen therapy program.
- demonstrate your chosen therapy program.

The audiovisual resources and planned script (presentation notes) must be uploaded to Moodle by the due date and time. The oral presentation occurs during class time on the due date.

Assessment Due Date

Week 12 Friday (11 Oct 2019) 9:00 am AEST

The audiovisual resources and planned script (presentation notes) must be uploaded to Moodle by 9am on the due date and time. The oral presentation occurs during class time on Friday (2pm-4pm).

Return Date to Students

Exam Week Friday (25 Oct 2019)

Feedback and the marking rubric will be provided through Moodle.

Weighting

30%

Minimum mark or grade

You MUST achieve a pass mark of 50% (50/100 marks) on this assessment task in order to pass SPCH13004.

Assessment Criteria

You will receive a mark out of 100. This mark will form 30% of your overall grade. You must pass (achieve a mark of at least 50/100) in this assessment task to pass SPCH13004.

A comprehensive marking rubric will be provided through Moodle.

The assessment task will be marked according to the following criteria:

- academic presentation style is consistently applied throughout the assessment task. (10 marks)
- active engagement with the audience. (10 marks)
- APA referencing is accurately and consistently applied throughout the assessment task. (10 marks)
- clear and concise summary of how previous assessment results informed your intervention decisions. (10 marks)
- highly appropriate choice of structured, evidence based therapy program. (10 marks)
- thorough description of the evidence base for the therapy program. (20 marks)
- quality research from journals and texts is consistently and appropriately selected to explain the evidence base for the therapy program. (20 marks)
- clear demonstration of the evidence based therapy program. (10 marks)

Referencing Style

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

Submission

Offline Online

Submission Instructions

Your audiovisual resources and planned script (presentation notes) must be uploaded to Moodle by the due date and time. The oral presentation occurs during class time on the due date.

Learning Outcomes Assessed

- Explain the impact of communication and swallowing disorders on academic learning and lifelong achievement for the school aged population
- Describe evidence based therapy models appropriate for the school aged population
- Present a structured therapy program for school aged children.

Graduate Attributes

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

Examination

Outline

Complete an invigilated examination

Date

During the examination period, at a CQUniversity examination centre

Weighting

40%

Length

120 minutes

Minimum mark or grade

You **MUST** achieve a pass mark of 50% (50/100 marks) on this assessment task in order to pass SPCH13004.

Details

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).
Closed Book

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