



# SPCH13004 Communication Disorders across the School Years

## Term 2 - 2020

Profile information current as at 25/04/2024 06:26 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 - 2020

- Rockhampton

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Case Study**

Weighting: 30%

#### 2. **Presentation**

Weighting: 30%

#### 3. **Written Assessment**

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 Informal feedback

**Feedback**

Students commented positively on how the feedback received for their assessment tasks supported their learning needs.

**Recommendation**

It is recommended that feedback continue to be provided in a timely and constructive manner that furthers students' learning.

#### Feedback from Have Your Say Informal feedback

**Feedback**

All students commented how the interactive teaching style with varied activities fosters engagement with the content being taught, their peers and the lecturer.

**Recommendation**

It is recommended that learning experiences continue to be provided in an interactive and engaging manner.

#### Feedback from Have Your Say Informal feedback

**Feedback**

Mixed responses were received regarding the exam with one student reporting that it was a good length but another stating more time was required.

**Recommendation**

It is recommended that the exam be reviewed for 2020 and be returned to the three hours duration that it was prior to 2018 to be consistent with other CB87 examinations that are centrally scheduled.

#### Feedback from Have Your Say Informal feedback

**Feedback**

One student reported that more time to look at school age speech and language assessments would be desirable, but also acknowledged that self-directed learning is necessary here.

**Recommendation**

It is recommended that the unit coordinator for 2020 and the students discuss ways in which the assessments for school age children can be explored both in an independent and supported manner.

## 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 - Written Assessment - 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 - Written Assessment - 40%	•	•	•	•			•	•	•	

## Textbooks and Resources

### Textbooks

SPCH13004

#### Prescribed

##### **Articulatory and Phonological Impairment. A Clinical Focus**

Edition: 6th Revised (2020)

Authors: Bauman-Waengler, Jacqueline.

Pearson

Harlow , Essex , England

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

#### Additional Textbook Information

If you prefer to study with a paper copy you can purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks can be purchased at the publisher's website.

### 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 styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [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 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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- Overview of assessment tasks for SPCH13004
  - Revision of classification of speech sound disorders
  - Assessing speech sound disorders
- Readings will be outlined on Moodle

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Intervention for speech sound disorders</li> </ul>	Readings will be outlined on Moodle	

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Language development in the school aged population</li> <li>• Diagnosing language difficulties in the school aged population</li> </ul>	Readings will be outlined on Moodle	

### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Assessing language abilities using formal and informal methods</li> </ul>	Readings will be outlined on Moodle	

### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Assessing language abilities using formal and informal methods</li> </ul>	Readings will be outlined on Moodle	

### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Language intervention for the school aged population</li> </ul>	Readings will be outlined on Moodle	

### Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Literacy development</li> <li>• Assessing literacy skills</li> </ul>	Readings will be outlined on Moodle	<b>CASE STUDY REPORT</b> Due: Week 7 Friday (4 Sept 2020) 9:00 am AEST

### Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Literacy intervention</li> </ul>	Readings will be outlined on Moodle	

### Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Working in a classroom context</li> <li>• Intervention in the context of the Australian Curriculum</li> </ul>	Readings will be outlined on Moodle	

### Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Assessing and providing intervention to students with disabilities</li> <li>• Assessing and providing intervention to students with Autism</li> </ul>	Readings will be outlined on Moodle	

### Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

Lectures will be replaced by in-class presentations for Assessment Task 2

Readings will be outlined on Moodle

**PRESENTATION: THERAPY PROGRAM** Due: Week 11 Monday (28 Sept 2020) 9:00 am AEST

### Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>Assessing and providing intervention to students from Culturally and Linguistically Diverse backgrounds</li><li>Language assessment and intervention for the adolescent population</li></ul>	Readings will be outlined on Moodle	

### Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		<b>CASE STUDY EXAM</b> Due: Exam Week Monday (19 Oct 2020) 12:00 am AEST

## Term Specific Information

Your weekly lecture and/or tutorial content for this unit will be delivered face-to-face via Zoom during regularly scheduled class time.

## Assessment Tasks

### 1 CASE STUDY REPORT

#### Assessment Type

Case Study

#### Task Description

Speech Pathologists have an important role in the assessment of speech and language in school-aged children. You will be provided with a real case study which includes:

- Case history video with parent.
- Conversational sample (video) of client.
- Previous therapy reports and assessment results.
- Diagnostic letters.
- Educational documentation.

This assessment has two parts.

#### Part A

You will have to:

1. Transcribe the first 50 utterances of the conversational sample.
2. Analyse the language sample in relation to the domains of form, content and use.
3. Write a summary of the results of the language sample with reference to the literature.

#### Part B

You will have to:

1. Identify and explain the factors from the case study that impact on the person, their development and academic learning in relation to the International Classification of Functioning (ICF).
2. Analyse and interpret the results from the conversational sample in contrast with information provided by the parent in the case history and previous therapy reports, diagnostic letters and educational documentation with reference to the literature.
3. Identify two gaps in information (that you would require to commence intervention) and explain the significance of these gaps with reference to the literature.
4. Recommend and explain any specific future action relevant to the scenario. The specific action may include further assessment, intervention or a combination of both assessment and intervention. Justify your recommendations.

### Assessment Due Date

Week 7 Friday (4 Sept 2020) 9:00 am AEST

Assessment to be submitted via Moodle

### Return Date to Students

Week 9 Friday (18 Sept 2020)

Feedback will be uploaded to Moodle

### Weighting

30%

### Minimum mark or grade

This is a MUST PASS assessment task. You must receive a grade of 50% to pass (15/30).

### Assessment Criteria

You will be marked against 3 criteria:

The first criteria assesses your ability to accurately transcribe, qualitatively mark and interpret a conversational sample in relation to the literature (10%)

The second criteria assesses your ability to integrate your assessment results with other data regarding the client, identify pertinent gaps in information and generate recommendations (15%)

The third criteria assesses your writing style, use of grammar and adherence to APA formatting (5%)

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Assessment to be submitted via 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: THERAPY PROGRAM

### Assessment Type

Presentation

### Task Description

Speech Pathologists have an important role in designing and delivering speech and language intervention for school-aged children. In the school context the phrase 'therapy program' often refers to the structured use of an evidence-based intervention. Throughout the term, you will be exploring different therapy approaches or programs appropriate for school-aged children.

You will be progressing your understanding of speech pathology intervention in the context of the case study you covered in assessment task 1. Having completed assessment task 1, you will now have enough information to consider suitable interventions for the client. Therefore, this assessment focuses on the researching, explaining and demonstrating of selected interventions.

In Assessment 2, you will prepare and deliver a **25 to 30-minute presentation** which consists of:

- a 20-minute presentation to the class and
- 5-10 minutes answering questions from the audience at the end of your presentation.

During your presentation you will need to:

1. **Explain how your assessment results inform your choice of therapy.** Although you have submitted a report on the child's assessment, the focus of your presentation is how you present your results in a way that clearly and succinctly communicates the assessment information to a live audience.



2. **Name and describe the therapy.** You must provide enough description to enable the audience to understand what you plan to do with the child.
3. **Explain the evidence base** for your chosen therapy program.
4. **Demonstrate a brief therapy activity consistent with the therapy program.** As this presentation will be completed through Zoom you may choose to:
  1. Complete the demonstration live over Zoom, if that is possible for the therapy activity chosen.
  2. Pre-record your therapy demonstration (e.g. with a peer or family member) and play the video through screen sharing during your presentation.
5. **Answer questions posed by the unit coordinator and peers.** Demonstrate your understanding of the case study child, assessment results and therapy approach chosen by answering questions posed by your peers and unit coordinator.

This assessment will be completed in-class time on Monday the 28th of September and/or Friday the 2nd of October. You must submit your PowerPoint via Moodle prior to 9:00am on Monday the 28th of September regardless of which day you are presenting.

#### **Assessment Due Date**

Week 11 Monday (28 Sept 2020) 9:00 am AEST

Assessment must be submitted via Moodle

#### **Return Date to Students**

Review/Exam Week Monday (12 Oct 2020)

Feedback will be uploaded to Moodle

#### **Weighting**

30%

#### **Minimum mark or grade**

This is a MUST PASS assessment task. You must receive a grade of 50% to pass (15/30).

#### **Assessment Criteria**

You will be marked against three criteria:

Criteria one: Academic presentation style is consistently applied throughout the presentation including ability to accurately answer questions posed by the audience and peers (30 marks)

Criteria two: Therapy program is adequately explained and supported by evidence based practice and knowledge of the client (60 marks)

Criteria three: Clear demonstration of the therapy program (10 marks)

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### **Submission**

Online

#### **Submission Instructions**

Assessment to be submitted via Moodle

#### **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

## 3 CASE STUDY EXAM

**Assessment Type**

Written Assessment

**Task Description**

For this assessment task you will complete a 3-hour online quiz. The quiz will be made available for 48 hours. You will be assessed on your ability to apply the content of this unit from week 1 through to week 12, through case-based questions.

**Assessment Due Date**

Exam Week Monday (19 Oct 2020) 12:00 am AEST

You will have 48 hours to complete this quiz through Moodle. The quiz will open at 12:00am on the 19th of October and close at 11:59pm on the 20th of October.

**Return Date to Students**

Exam Week Friday (23 Oct 2020)

Feedback and marks will be uploaded to Moodle.

**Weighting**

40%

**Minimum mark or grade**

This is a MUST PASS assessment task. You must receive a grade of 50% to pass (20/40).

**Assessment Criteria**

The 3 hour quiz will consist of case based questions covering content from weeks 1 to 12 of this unit. You will be marked on the **accuracy** and **comprehensiveness** of your answers.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Quiz must be completed through Moodle

**Learning Outcomes Assessed**

- Explain the impact of communication and swallowing disorders on academic learning and lifelong achievement for the school aged population
- Identify and interpret formal and informal communication assessments appropriate to the school aged population
- Describe evidence based therapy models appropriate for the school aged population

**Graduate Attributes**

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

## 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