



SPCH13004 Communication Disorders across the School Years

Term 2 - 2021

Profile information current as at 25/04/2024 08:20 am

All details in this unit profile for SPCH13004 have been officially approved by CQU University 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 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 - 2021

- 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%

3. **Electronic Focused Interactive Learning (eFIL)**

Weighting: Pass/Fail

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 Survey

Feedback

Students enjoyed the weekly quizzes which revised content previously taught in the unit.

Recommendation

The Unit Coordinator should continue to include weekly quizzes to assist students in revising course content.

Feedback from Have Your Say Survey

Feedback

Students reported that they would have liked more time allocated to literacy and language intervention.

Recommendation

The Unit Coordinator should review the unit to identify how more time can be spent covering literacy and language intervention in 2021.

Unit Learning Outcomes

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

1. Explain the impact of communication 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 and present a structured therapy program.

The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia's Professional standards.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Case Study - 50%	•	•	
2 - Oral Examination - 50%	•	•	•
3 - Electronic Focused Interactive Learning (eFIL) - 0%			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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 - 50%	•	•	•	•		•	•	•		
2 - Oral Examination - 50%	•	•	•	•			•	•	•	
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	•	•		•	•	•	•	

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 text, you can purchase one 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

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures/activities:

- Review of assessment and differential diagnosis of speech sound disorders.
- Treatment of speech sound disorders.

Readings will be outlined on Moodle.

Face to face tutorial:

- Treatment of speech sound disorders.

Week 2 - 19 Jul 2021**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Treatment of speech sound disorders.

Readings will be outlined on Moodle.

Face to face tutorial:

- Treatment of speech sound disorders.

Week 3 - 26 Jul 2021**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Language development in the school years.

Readings will be outlined on Moodle.

Face to face tutorial

- Assessment of general language capabilities.

Week 4 - 02 Aug 2021**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Informal assessment methods

Readings will be outlined on Moodle.

Face to face tutorials:

- Informal assessment methods

Week 5 - 09 Aug 2021**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Differential diagnosis of language disorders.

Readings will be outlined on Moodle.

Face to face tutorial:

- Assessment of narrative language.

Vacation Week - 16 Aug 2021**Module/Topic****Chapter****Events and Submissions/Topic****Week 6 - 23 Aug 2021****Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Language intervention in the school years.

Readings will be outlined on Moodle.

CASE STUDY Due: Week 6 Friday (27 Aug 2021) 9:00 am AEST

Face to face tutorial:

- Language intervention in the school years.

Week 7 - 30 Aug 2021**Module/Topic****Chapter****Events and Submissions/Topic**

Online lectures/activities:

- Literacy development.

Readings will be outlined on Moodle.

Face to face tutorial:

- Literacy assessment.

Week 8 - 06 Sep 2021**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Literacy intervention.

Readings will be outlined on Moodle.

Face to face tutorial:

- Literacy intervention.

Week 9 - 13 Sep 2021**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Inclusion in the school setting.
- Intervention in the context of the Australian Curriculum.

Readings will be outlined on Moodle.

Face to face tutorial:

- Intervention in the context of the Australian Curriculum.

Week 10 - 20 Sep 2021**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Language assessment and intervention for the adolescent population.

Readings will be outlined on Moodle.

Face to face tutorial:

- Language assessment and intervention for the adolescent population.

Week 11 - 27 Sep 2021**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Assessment and intervention for children with disabilities in the school years.

Readings will be outlined on Moodle.

Face to face tutorial:

- Assessment and intervention for children with Autism Spectrum Disorder.

Week 12 - 04 Oct 2021**Module/Topic****Chapter****Events and Submissions/Topic****Online lectures/activities:**

- Assessment and intervention for Culturally and Linguistically Diverse clients.

Readings will be outlined on Moodle.

Face to face tutorials:

- Assessment and intervention for Culturally and Linguistically Diverse clients.

Review/Exam Week - 11 Oct 2021**Module/Topic****Chapter****Events and Submissions/Topic**

eFil Due: Review/Exam Week Monday
(11 Oct 2021) 9:00 am AEST

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		VIVA Due: Exam Week Tuesday (19 Oct 2021) 8:00 am AEST

Assessment Tasks

1 CASE STUDY

Assessment Type

Case Study

Task Description

You will be provided with a real case study which includes:

- Parent case history
- Conversational sample (video) of client
- Previous speech pathology report
- Diagnostic letter
- Recent report card from educational facility

For Part A of this assessment task you will need 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.

For Part B of this assessment task you will need to:

1. Compare and contrast your assessment results with the results from a previous speech pathology assessment to highlight the strengths and weaknesses present in the clients' communication profile
2. Based on the assessment results and information provided, outline the communication-based diagnosis you would give this client. Justify your choice with reference to the literature and background information on the client
3. Explain the impact the client's communication condition and any other co-occurring difficulties will have on activity and participation with reference to the literature.

Assessment Due Date

Week 6 Friday (27 Aug 2021) 9:00 am AEST

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

Return Date to Students

Week 8 Friday (10 Sept 2021)

Feedback will be uploaded to Moodle.

Weighting

50%

Minimum mark or grade

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

Assessment Criteria

Criteria 1 assesses your ability to analyse and interpret the results of a conversational sample in relation to form, content and use.

Criteria 2 assesses your ability to integrate and interpret assessment results from informal and informal assessment measures to draw accurate and realistic conclusions about the client's communication condition and the impact it will have on participation.

Criteria 3 assesses your writing style including your ability to use appropriate word choice, grammar, sentence structure and APA referencing.

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

- Explain the impact of communication 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

Graduate Attributes

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

2 VIVA

Assessment Type

Oral Examination

Task Description

This oral exam will follow the following steps:

1. You will be allocated a time to complete your Viva on your Moodle page.
2. 48 hours prior to your viva, you will be provided with basic case history information and the assessment results of a paediatric client which can pertain to the developmental areas of speech, language, and/or literacy. 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).
3. Your examiner will commence your viva by asking questions in relation to the 'analysis and interpretation' of the background information and assessment results you were previously provided.
4. Next, your examiner will ask questions in relation to the 'planning of evidence-based speech pathology practices'. As part of this section you will be expected to explain your management of the case including goal setting and intervention strategies. You will also be posed with a question in relation to a change in the background information of your case.
5. Last, your examiner will ask you to reflect on your performance within the viva to identify areas of strength and areas for improvement. You will also be asked to identify and justify strategies to support your learning and development.
6. You will be given 60 minutes to complete your Viva.

Assessment Due Date

Exam Week Tuesday (19 Oct 2021) 8:00 am AEST

Students will complete their Viva face to face on the Rockhampton North Campus. Students will be allocated a specific time to attend their Viva via Moodle.

Return Date to Students

Exam Week Friday (22 Oct 2021)

Feedback will be uploaded to Moodle.

Weighting

50%

Minimum mark or grade

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

Assessment Criteria

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

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

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Explain the impact of communication 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 and present a structured therapy program.

Graduate Attributes

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

3 eFil

Assessment Type

Electronic Focused Interactive Learning (eFIL)

Task Description

As part of this unit, you are required to engage with interactive, online content to support your learning. This content is referred to as eFIL. eFIL refers to any activities included on your Moodle page in relation to course content. This may include (but is not limited to) recorded lectures, H5P interactive learning activities, discussion forums, tasks set by your lecturer requiring you to email or upload content including work samples or videos, surveys and formative (i.e., non-graded) Moodle quizzes.

Assessment Due Date

Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST
Students are to complete the activities allocated through Moodle.

Return Date to Students

Exam Week Friday (22 Oct 2021)

Some online activities will provide you immediate feedback (e.g., H5P interactive learning activities). For other eFIL activities (e.g., work sample submissions, discussion forums), you will be provided feedback in the form of 1-2 comments by your lecturer, provided the activities are completed by 11:59pm on Sunday of the week the activity was set.

Weighting

Pass/Fail

Minimum mark or grade

This is a MUST PASS assessment task. Students must receive a grade of 100% on all Moodle quizzes and must complete 80% of eFIL activities.

Assessment Criteria

There are two requirements to pass this assessment task:

- You must complete a minimum of 80% of the eFIL activities. An activity will be considered 'complete', when it has met the task requirements set for the individual activity (e.g., completion of an H5P activity, meeting activity instructions and guidelines such as posting a reflection in the discussion forum).
- You must complete 100% of the formative Moodle Quizzes and must receive a mark of 100% on each quiz. You may re-attempt each quiz as many times as you need to achieve the minimum grade of 100%. Your Moodle quiz will appear on your Moodle page in the 'Quiz' section for each associated week.

Referencing Style

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

Submission

Online

Submission Instructions

Students are to complete the activities allocated through Moodle.

Learning Outcomes Assessed

- Describe evidence based therapy models appropriate for the school aged population and present a structured therapy program.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- 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