SPCH13010 *Dysphagia across the Lifespan*
Term 1 - 2018

Profile information current as at 12/10/2024 03:57 pm

All details in this unit profile for SPCH13010 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 will advance your competency in the assessment, analysis, planning and treatment of swallowing disorders across the lifespan. You will consider the aetiology, diagnosis and treatment of swallowing in the context of the International Classification of Functioning, Disability and Health (ICF) framework. Evidence based practice will provide the foundation for your learning in all stages of diagnosis and treatment.

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
ALLH12007 Research Methods for Therapy ALLH12006 Evidence Based Practice for Allied Health SPCH12007 Speech Pathology Work Integrated Learning 2 SPCH12003 Functional Anatomy of the Head, Neck and Thorax
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2018

- 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. **Practical Assessment**
Weighting: 50%
2. **Practical Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation feedback.

Feedback

The assessment process in this unit is valuable, prepares students for real life situations and expands their knowledge.

Recommendation

The current method of assessment will continue to use a simulation model utilising individual real life case studies. Comprehensive feedback so students can consider future learning goals for clinical placements is also an important component of this process.

Feedback from Student evaluation feedback.

Feedback

A required textbook for the paediatric component of the unit would be beneficial to student learning.

Recommendation

Source a suitable textbook that covers both adult and paediatric components of dysphagia assessment and treatment.

Unit Learning Outcomes

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

1. Describe the mechanism of a safe swallow and its variation across the lifespan
2. Analyse swallowing behaviour using both formal and informal assessment techniques, and make appropriate recommendations for the management and rehabilitation of a swallowing disorder
3. Provide information and counselling to clients and others, as appropriate, about the swallowing disorder and its implications for safety, nutrition, and hydration
4. Work ethically, making independent decisions within an interprofessional team.

Range of Practice Area:

- Adult - swallowing
- Paediatric - swallowing

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

- Unit 1 Assessment - Elements 1.1, 1.2, 1.3, 1.4 (adult and paediatric) to intermediate level.
- Unit 2 Analysis and Interpretation - Elements 2.1, 2.2, 2.3, 2.4, 2.5 (adult and paediatric) to intermediate level.
- Unit 3 Planning evidence based speech pathology intervention - Elements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 (paediatric and adult) to intermediate level
- Unit 4 Implementation of speech pathology practice - Elements 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 (paediatric and adult) to novice level
- Unit 5: Planning, Providing and managing speech pathology services - Elements 5.1, 5.2, 5.3, 5.5, 5.6 and 5.8 to intermediate level
- Unit 6: Professional and Supervisory Practice - Elements 6.1 to novice level and 6.2 to intermediate level
- Unit 7 Lifelong learning and reflective practice - 7.1, 7.2, 7.3, 7.4 to intermediate level

Competency Assessment in Speech Pathology (COMPASS)Generic Professional Competencies

- Unit 1 Reasoning - Units 1.1, 1.2, 1.3 (adult and paediatric) to intermediate level
- Unit 2 Communication - Units 2.1, 2.2, 2.3 (adult and paediatric) to intermediate level
- Unit 3 Learning - Units 3.1, 3.2, 3.3, 3.4 (adult and paediatric) to intermediate level
- Unit 4 Professionalism - Units 4.1, 4.2, 4.3, 4.4, 4.5 (adult and paediatric) to intermediate level

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 - Practical Assessment - 50%	•	•	•	•
2 - Practical Assessment - 50%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication		•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work			•	•
6 - Information Technology Competence		•	•	•
7 - Cross Cultural Competence			•	•
8 - Ethical practice			•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical Assessment - 50%	•	•	•	•			•	•		
2 - Practical Assessment - 50%	•	•	•	•	•			•		

Textbooks and Resources

Textbooks

SPCH13010

Prescribed

Clinical Management of Swallowing Disorders
Fourth Edition (2018)
Authors: Thomas Murray, Ricardo L. Carrau & Karen Chan
Plural Publishing
San Diego, , CA , United States
ISBN: 978-1-59756-934-7
Binding: Hardcover

Additional Textbook Information
For the dysphagia course, you will be required to have your own neonatal-sized stethoscope (or stethoscope that comes with adjustable diaphragms and bells) and a penlight torch - available from the bookshop. The alternative online sources for the Cichero & Murdoch (2006) text will be discussed in Week 1 of this unit and will be posted in Moodle. The Seikel et al (2016) text was prescribed for SPCH12003 Functional Anatomy of the Head, Neck and Thorax and will be an important reference for Year 3 units in the Bachelor of Speech Pathology (Honours) Course. For pre reading for this unit - Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson. Specifically Chapter 15 on Feeding and Swallowing Disorders.

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

Jenni-Lee Rees Unit Coordinator
j.rees2@cqu.edu.au

Schedule

O Week - 26 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic

Introduction to Course • Discussion of SPCH13010 unit assessment requirements **Introduction to Dysphagia** • What is Dysphagia? • The typical swallow - practical listening to swallow • Prevalence of dysphagia • Classification of dysphagia • Causes of dysphagia • The dysphagia team	Murray et al (2018). Clinical management of swallowing disorders (4th ed). San Diego, CA: Plural Publishing. Chap 1. Introduction to and epidemiology of swallowing disorders. Chap 2. Anatomy and function of the swallowing mechanism. Chap 5. Clinical evaluation of swallowing disorders.	**Unit Reading Preparation:** Speech Pathology Australia Clinical Guidelines-Dysphagia Cichero, J., & Murdoch, B.E. (2006) Dysphagia: Foundation, Theory and Practice. Chichester, England: Wiley & Sons. Chap 2. Swallowing form infancy to old age. Seikel, J.A., Drumwright, D.G., & King D.W. (2016). Anatomy and Physiology for Speech Language and Hearing (5th ed). Cengage Learning:Clifton Park, New York, US. Chap 8. Physiology of Mastication and Deglutition. Chap 11. Neuroanatomy pp.655-675.

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of Dysphagia in Adults **Independent learning tutorial including:** • Case History taking • Oromotor examination techniques • Introduction to the clinical swallow assessment • Instrumental assessment - VFSS/FEES • Aged swallow characteristics	Murray et al. (2018). Clinical management of swallowing disorders (4th ed). Plural Publishing: San Diego, CA. Chap 6. Instrumental evaluation of swallowing disorders.	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Clinical Swallow Assessment • The Oromotor examination • The clinical swallow assessment • Review of Instrumental assessment **Introduction to swallowing treatment** • Texture modified diet/fluids • Compensatory swallowing strategies • Documentation of the dysphagic adult	Murray et al. (2018). Clinical management of swallowing disorders (4th ed). Plural Publishing: San Diego, CA. Chap 7. Treatment of swallowing disorders Chap 8. Nutrition and diets Cichero, J. & Murdoch B.E. (Eds) Dysphagia: Foundation, theory and practice. Chap 11. Improving swallowing function: Compensation (pp 319-334)	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic

Investigation of treatment strategies • Free water protocol • Swallowing rehabilitation • Respiratory Muscle Strength Training (RMST) for swallowing rehabilitation • Swallowing compensatory strategies • Texture modified diet/fluids • Oral hygiene • Xerostomia	Murray et al. (2018). Clinical management of swallowing disorders (4th ed). Plural Publishing: San Diego, CA. Chap 7. Treatment of swallowing disorder Chap 8. Nutrition and diets Cichero, J.A.Y. & Murdoch B.E. (Eds) Dysphagia: Foundation, theory and practice. Chap 12. Swallowing rehabilitation	***Reminder - No class in week 4 (next week) due to Easter public holiday. **Use this time to catch up on reading and preparing for the VFSS problem based learning task in week 5.**

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review of entry level clinical competence skills • The oromotor examination • Clinical swallow assessment • Case study examples reflecting a variety of clinical presentations • Adults and palliative care • Overview of impact of laryngectomy and tracheostomy on swallowing	Murray et al. (2018). Clinical management of swallowing disorders (4th ed). Plural Publishing: San Diego, CA. Review relevant chapters on compensatory and rehabilitative swallowing techniques Chap 11. Surgical treatment and prosthetic management of swallowing disorders	**Formative Assessment - Video Fluoroscopic Swallow Study (VFSS).** This activity, in the form of a problem based learning task, will assist your understanding of adult dysphagia in preparation for the summative adult swallowing simulation assessment in week 7.

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Use this time for preparation for the (50%) adult swallowing simulation.

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Practical session • Case study examples reflecting a variety of clinical presentations in acute, sub-acute, aged care and community settings. • Documentation	**You should be reviewing your readings in preparation for the clinical practice you'll be participating in and to help you prepare for your swallow simulation assessment.**	**This week's class begins with a quiz (30 mins) on compensatory & rehabilitative swallowing treatment techniques. This will help to consolidate your knowledge & prepare you for your simulation assessment. The format will be in a series of questions requiring short written answers.** Also this week, you will use case examples to hone your clinical swallow assessment skills. These cases will be set in different settings e..g acute, sub-acute, palliative, aged care etc so you can compare different approaches that might be utilised depending on the setting. We will also look at a format for documenting the findings of the assessment. You will be set up in small groups and take turns role playing each case example with as much reality as possible. Bring your stethoscope and penlite torch.

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

(50%) Adult Clinical Swallow Simulation Assessment and Written Recommendations. Assessment schedule to be advised.		**Friday 27 April 2018. Each simulation assessment will take one hour.** **(50%) Clinical Swallow Assessment Simulation and Written Recommendations** Due: Week 7 Friday (27 Apr 2018) 6:00 pm AEST

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Foundation Knowledge in Paediatrics • Identifying factors which influence mealtime behaviour. • Review of paediatric anatomy and physiology (typical and atypical development). • Anatomy and physiology dysfunction and impact on mealtimes. **Mealtime behaviour observation**	Cichero, J.A.Y. (2006) Swallowing from Infancy to Old Age. In Cichero, J.A.Y. & Murdoch B.E. (Eds) Dysphagia: Foundation, theory and practice. West Sussex, England: John Wiley & Sons. pp32-36. O'Donoghue C. & Redle E. (2014) Feeding and swallowing disorders. In L.M. Justice & E.E Redle (Eds) Communication sciences and disorders (3rd Ed). Upper Saddle River, NJ: Pearson Education.pp511-521. Moore, Keith L., Persaud, T. V. N., Torchia, Mark G. (2016). Before We Are Born: Essentials of Embryology and Birth Defects. Before We Are Born: Essentials of Embryology and Birth Defects. (9th Ed). Philadelphia, PA: Saunders. Chapter 10.	

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric Assessment • Identify symptoms of dysphagia in infants and children • Assessing the infant • Assessing young children • Recognising risk factors • Considerations in acute care • Considerations in community settings • Transitional feeding and sensory issues • Role of alternative nutrition options **Setting goals with family and carers**	Arvedson, J.C. & Brodsky, L.(2002) Paediatric Swallowing and Feeding: Assessment and Management. Clifton Park: Delmar Cengage Learning. Chapters 2, 3, 7. Morgan A & Reilly S. (2006) Clinical signs, aetiologies, and characteristics of paediatric dysphagia. In Cichero, J.A.Y. & Murdoch B.E. (Eds) Dysphagia: Foundation, theory and practice. West Sussex, England: John Wiley & Sons. pp 38-46.	

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic

Treatment Strategies • Identifying the key concerns • Oral facial techniques • Alternative feeding techniques • Transitional feeding techniques **Interprofessional collaboration with infants with swallowing difficulties**	Arvedson, J.C. & Brodsky, L.(2002) Paediatric Swallowing and Feeding: Assessment and Management. Clifton Park: Delmar Cengage Learning. Chapters 9,13. Evans Morris, S. & Dunn Klein, Marsha (2000). Pre-feeding Skills. Texas: Proed Inc. Chapters 3, 10, 13, 14, 15, 17. Puntil-Sheltman J. & Taylor H. (2010) Treatment for infants and children. In M.E. Groher & M.A. Crary Dysphagia: Clinical Management in adults and children. Missouri: Mosby Elsevier	

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Integrating strategies for children with specific needs • Consideration of school delivered mealtimes • Development of meal management plans • Working with families and schools • To eat or not to eat? • Advocacy and safety in school settings • Saliva management Consumer decision making - introduction to ethical issues	Arvedson, J.C. & Brodsky, L.(2002) Paediatric Swallowing and Feeding: Assessment and Management. Clifton Park: Delmar Cengage Learning. Chapters 10, 11, 12. Evans Morris, S. & Dunn Klein, Marsha (2000). Pre-feeding Skills. Texas: Proed Inc. Chapters 21-25.	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review		

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
50%) Paediatric Viva Schedule. You will be required to attend the viva assessment as scheduled on Moodle.		**(50%) Paediatric Simulation Assessment and Treatment** Due: Review/Exam Week Friday (8 June 2018) 9:00 am AEST

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Welcome to Term 1, 2018 and your study in Dysphagia across the Lifespan.
In preparation for your study this term, you are strongly encouraged to review the following materials from earlier in your curriculum:

- Physical and cognitive changes in adulthood as discussed in ALLH11006 Lifecourse Development for Health Professionals.
- Developmental stages in childhood as discussed in ALLH11006 Lifecourse Development for Health Professionals and SPCH12002 Communication Development and Disorders in Early Childhood.
- Anatomy and physiology of the head and neck (including development of the foetus and all aspects of cranial nerves and the larynx) as discussed in SPCH12003.
- Seikel, J.A., Drumwright, D.G., & King, D.W. (2016). Anatomy and Physiology for Speech Language and Hearing. Cengage: Clifton Park, New York, USA.
- Justice, L. & Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson. Specifically Chapter 15 on Feeding and Swallowing Disorders.
- Other reading material as per suggestions on Moodle.

You are also reminded that the following resources are required for your study in this unit:

- penlight torch
- stethoscope with infant sized diaphragm and bell

Assessment Tasks

1 (50%) Clinical Swallow Assessment Simulation and Written Recommendations

Assessment Type
Practical Assessment

Task Description

(50%) Adult Swallowing Simulation

Full criteria will be posted on Moodle.

You will be required to complete :

- A real time clinical swallow simulation (role play) using a previously unseen case based scenario which includes a client/carer interview, clinical assessment of the client and subsequent reflection and feedback of results to client and/or carer.
- A written summary (overall impression) of your findings and plan/recommendations for holistic ongoing management. Clinical documentation guidelines and format apply. Appropriate writing conventions, including accurate spelling, grammar, and punctuation, with demonstrated cohesion, clarity, and organisation will be required.

The simulation assessment:

Times will be scheduled for each student and will occur in Week 7.

You can bring the following items to your assessment:

- blank note paper
- black pen
- own stethoscope and penlight torch
- oro-motor/swallow checklist
- documentation checklist

All checklists brought into the assessment must be approved by the assessor at the beginning of the simulation

assessment.

All notes made during the simulation assessment and approved checklists must be submitted to the assessor prior to

leaving the examination room.

Assessment Due Date
Week 7 Friday (27 Apr 2018) 6:00 pm AEST

Individual simulation assessment sessions will occur in Week 7 - schedule TBA.

Return Date to Students
Week 9 Friday (11 May 2018)

Students will be emailed practical feedback for ongoing learning purposes regarding their individual simulation assessment results.

Weighting
50%

Minimum mark or grade
Students must achieve a PASS (50%) in ALL components of the Adult Swallow Simulation Assessment.

Assessment Criteria

Each student will be assessed individually using different case studies.

A marking rubric for the simulation assessment will be available on Moodle. The following criteria will form the rubric.

SIMULATION:

1. Structure and Organisation

· Clearly and logically explain the purpose and intent of the assessment based on the presenting information with a clear hypothesis of expected findings that are contextual and holistic.
· Clarity of expression, succinctness, logical sequences; cohesion during verbal and written reporting.
· Independently able to manage the client/carer, equipment and clinical environment.

2. Content

· Identification of pertinent information from the interview including: physical, behavioural, motor, oral-motor, sensory, environmental and key risk factors.
· Independent interpretation of information gained from the case history and clinical assessment, and ability to draw appropriate conclusions about the client's presenting dysphagia.
· Understanding of anatomical and physiological factors impacting on client's presentation.

3. Summary and Recommendations

· Highlights the most important information, in all relevant areas (e.g. communication and feeding) succinctly and clearly links this information to recommendations which are holistic, client-centered, appropriate and practical.
· Evidence of self learning evident during reporting using an evidence based practice approach and reflective practice to all aspects of client care.
· Uses well ordered, clear, logical, grammatical and professional verbal and written language following clinical documentation guidelines.

Referencing Style

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

Submission
Offline

Submission Instructions
The simulation's written summary and recommendations must be submitted prior to leaving the examination room.

assessmentOutcome

- Describe the mechanism of a safe swallow and its variation across the lifespan
- Analyse swallowing behaviour using both formal and informal assessment techniques, and make appropriate recommendations for the management and rehabilitation of a swallowing disorder
- Provide information and counselling to clients and others, as appropriate, about the swallowing disorder and its implications for safety, nutrition, and hydration
- Work ethically, making independent decisions within an interprofessional team.

assessmentGradAttribute

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

2 (50%) Paediatric Simulation Assessment and Treatment

Assessment Type
Practical Assessment

Task Description
This assessment is divided into two sections:

1. Simulation Assessment A
2. Simulation Assessment B

You will be required to:

Simulation Assessment A (the focus of this simulation is on Learning Outcomes 2 and 4)

- Reflect on a case based history provided to you at the beginning of the simulation and identify gaps in your information (30 minutes)
- Complete a real time interview with a simulated carer to obtain additional information (30 minutes)
- Watch a real time video of a child with swallowing difficulties
- Provide verbal feedback to the assessor about your initial impressions
- Provide a written summary and initial impressions. Clinical documentation guidelines and format will be required.
- Answer FIVE assessment target questions

Simulation Assessment B (the focus of this simulation is on Learning outcomes 1, 3 and 4)

- Submit a therapy plan (which you have completed in your own time) to the assessor at the beginning of the simulation assessment. Clinical documentation guidelines and format will be required.
- Demonstrate reflective practice skills in discussing your plan with the assessor
- Demonstrate 2 therapy techniques specific to the client's needs
- Answer 5 treatment target questions

The Simulation Assessments will occur during Review week. Each student will be assessed individually using different case studies.

Students can bring the following items to their assessment:

- blank note paper
- black pen
- own stethoscope and penlight torch
- oro-motor/swallow checklist
- developmental checklists
- documentation checklist

Written information provided at the beginning of the assessment must be submitted to the assessor prior to leaving the examination room.

Assessment Due Date
Review/Exam Week Friday (8 June 2018) 9:00 am AEST

Simulation assessment sessions are scheduled during Review/Exam Week. Written component will need to be submitted by the commencement of simulation asssessment B.

Return Date to Students

Students will be provided with results within two weeks of their assessment

Weighting
50%

Assessment Criteria

This Simulation Assessment has MUST PASS Criteria. You must PASS this assessment task in order to pass this unit of study.

You must demonstrate all the following **six** criteria in order to pass this assessment task:

1. Identify all the relevant risk factors.
2. Recommend appropriate strategies to address each risk factor.
3. Accurately describe and analyse the video of the child eating/drinking.
4. Write an accurate, coherent and logical summary of the presenting situation.
5. Develop an evidence based therapy plan consistent with the observations of the child and information obtained from the adult.
6. Demonstrate two evidence based treatment techniques.

You will receive a mark out of 100. This mark will form 50% of the grade for this unit.

Referencing Style

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

Submission
Offline Online

Submission Instructions
The simulation assessment components occur offline. The written therapy plan will need to be submitted online by the commencement of Simulation Asssessment B.

assessmentOutcome

- Describe the mechanism of a safe swallow and its variation across the lifespan
- Analyse swallowing behaviour using both formal and informal assessment techniques, and make appropriate recommendations for the management and rehabilitation of a swallowing disorder
- Provide information and counselling to clients and others, as appropriate, about the swallowing disorder and its implications for safety, nutrition, and hydration
- Work ethically, making independent decisions within an interprofessional team.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Ethical practice

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