



SPCH13010 *Dysphagia across the Lifespan*

Term 1 - 2020

Profile information current as at 27/04/2024 04:08 am

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.

Corrections

Unit Profile Correction added on 30-03-20

Assessment simulations 1 and 2 have now been changed to an alternative form of assessment. Further details will be made available in Moodle in due course.

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

Pre-requisites: ALLH11009 Research Methods for Health Professionals OR ALLH12007 Research Methods for Health Professionals
ALLH12006 Evidence Based Practice for Health Professionals
SPCH12007 Speech Pathology Work-Integrated Learning
2SPCH13004 Communication Disorders Across the School Years
SPCH12003 Functional Anatomy of the Head, Neck and Thorax
Co-requisites: SPCH13001 Speech Pathology Work-Integrated Learning
1SPCH13003 Neurogenic Communication Disorders 1

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 - 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. **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 Have Your Say

Feedback

Students responded positively to the practical and interactive nature of this unit.

Recommendation

It is recommended that the practical nature of teaching and learning will continue for both adult and paediatric components of this unit in 2020 as students actively engage with this process.

Feedback from Have Your Say

Feedback

Students indicated they were satisfied with the level of support provided by lecturers and their approachable nature.

Recommendation

It is recommended that the lecturers and unit coordinator for SPCH13010 in 2020 continue to provide students with support to complete the unit requirements.

Feedback from Have Your Say

Feedback

There were mixed opinions among students regarding the adequate provision of information regarding assessment requirements.

Recommendation

It is recommended that the lecturers and unit coordinator ensure assessment requirements are clearly outlined and explained for all students to understand.

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 Areas:

- Adult - swallowing
- Paediatric - swallowing

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

Alignment of Learning Outcomes, Assessment and Graduate Attributes



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

Edition: 4th (2019)

Authors: Murry, T., Carrau, R.L., & Chan. K.

Plural

San Diego , CA , US

ISBN: 978-1597569347

Binding: Hardcover

SPCH13010

Supplementary

Communication sciences and Disorders: A clinical evidence-based approach

Edition: 3rd (2014)

Authors: Justice, L.M., & Redle, E.E.

Pearson

Boston , MA , US

ISBN: 9780133123715

Binding: Paperback

SPCH13010

Supplementary

Dysphagia Following Stroke

Edition: 3rd (2019)

Authors: Daniels, K.S., Huckabee, M., & Gozdizkowska, K.

Plural

San Diego , CA , US

ISBN: 9781635500301, 1635500303

Binding: Paperback

Additional Textbook Information

The prescribed Murry, Carrau, & Chan textbook covers both paediatric and adult disorders of swallowing and feeding reflecting your background reading needs for the entire unit content.

The Daniels et al textbook is an excellent resource for information regarding up to date swallowing treatment and rehabilitation, and despite the title, is pertinent for all dysphagic adult populations, not just stroke. v

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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

Preparation for SPCH13010 - 02 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>How to prepare for the adult component of this unit:</p> <p>This is an intensive unit with steep learning objectives and an aim for you to be at entry level by the end of each component. It is highly recommended that you engage in early preparation and revision to facilitate full immersion as soon as possible. Suggestions for reading and preparation are included in this section of the unit profile schedule and will be replicated in Moodle for easy access and reference.</p> <ol style="list-style-type: none">1. Complete the readings listed in this section2. Complete the quiz posted in Moodle to review your anatomy and swallowing knowledge3. Read the SPCH13010 unit assessment descriptions and requirements carefully and note any questions you wish to discuss with your lecturer in class	<p>Unit Reading Preparation (some readings available on Moodle):</p> <p>Speech Pathology Australia Clinical Guidelines-Dysphagia.</p> <p>Cichero, J., & Murdoch, B.E. (2006) <i>Dysphagia: Foundation, Theory and Practice</i>. Chichester, England: Wiley & Sons.</p> <p>Chap 2. Swallowing from Infancy to Old Age.</p> <p>Murry et al (2018). <i>Clinical management of swallowing disorders</i> (4th ed.). San Diego, CA: Plural Publishing.</p> <p>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.</p> <p>Seikel, J.A., Drumwright, D.G., & King D.W. (2016). <i>Anatomy and Physiology for Speech Language and Hearing</i> (5th ed.). Cengage Learning:Clifton Park, New York, US.</p> <p>Chap 8. Physiology of Mastication and Deglutition. Chap 11. Neuroanatomy pp.655-675.</p>	<p>You should bring a stethoscope with a neonate or paediatric sized diaphragm and penlite torch or Throat Scope. Please contact your lecturer if unsure as to what to order.</p>

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Dysphagia

- Discussion of SPCH13010 unit assessment requirements
- What is Dysphagia?
- The typical swallow - practical listening to swallow
- Prevalence of dysphagia
- Classification of dysphagia
- Causes of dysphagia
- The dysphagia team

Murry et al. (2018). *Clinical management of swallowing disorders* (4th ed.). Plural Publishing: San Diego, CA.
Chap 6. Instrumental evaluation of swallowing disorders.

Assessment of Dysphagia in Adults

- Case history taking
- Oromotor examination techniques
- Introduction to the clinical swallow assessment
- Instrumental assessment - VFSS/FEES
- HRM-High Resolution Manometry (Pharyngeal & Oesophageal)
- Aged swallow characteristics

Speech Pathology Australia Clinical Guidelines-Video Fluoroscopic Swallow Study (VFSS)

Speech Pathology Australia Clinical Guidelines-Flexible Endoscopic evaluation of Swallowing

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Clinical Swallow Assessment <ul style="list-style-type: none">• The Oromotor examination• The clinical swallow assessment• Review of Instrumental assessment	Murry et al. (2018). <i>Clinical management of swallowing disorders</i> (4th ed.). Plural Publishing: San Diego, CA. Chap 7. Treatment of swallowing disorders Chap 8. Nutrition and diets	
Introduction to swallowing treatment <ul style="list-style-type: none">• Texture modified diet/fluids• Compensatory swallowing strategies• Documentation of the dysphagic adult	Cichero, J. & Murdoch B.E. (Eds) <i>Dysphagia: Foundation, theory and practice</i> . Chap 11. Improving swallowing function: Compensation (pp 319-334)	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Investigation of treatment strategies <ul style="list-style-type: none">• Free water protocol• Swallowing compensatory strategies• Texture modified diets/fluids• Swallowing rehabilitation• Respiratory Muscle Strength Training (RMST) for swallowing rehabilitation• Biofeedback in swallowing therapy - using sEMG• Oral hygiene• Xerostomia	Murry et al. (2018). <i>Clinical management of swallowing disorders</i> (4th ed.). Plural Publishing: San Diego, CA. Chap 7. Treatment of swallowing disorders Chap 8. Nutrition and diets Cichero, J.A.Y. & Murdoch B.E. (Eds) <i>Dysphagia: Foundation, theory and practice</i> . Chap 12. Swallowing rehabilitation	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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

Murry et al. (2018). *Clinical management of swallowing disorders* (4th ed.). Plural Publishing: San Diego, CA.
Chap 11. Surgical treatment and prosthetic management of swallowing disorders

Review relevant chapters on compensatory and rehabilitative swallowing techniques

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.

Week 5 - 06 Apr 2020

Module/Topic

Review of entry level clinical competence skills

- The oromotor examination
- Clinical swallow assessment
- Case study examples reflecting a variety of clinical presentations
- Documentation requirements

Chapter

Murry et al. (2018). *Clinical management of swallowing disorders* (4th ed.). Plural Publishing: San Diego, CA.

Review relevant chapters on compensatory and rehabilitative swallowing techniques

Events and Submissions/Topic

No class Friday 10 April 2020 (Good Friday). We will make up time next week.

Vacation Week - 13 Apr 2020

Module/Topic

Make up class for Good Friday on Wednesday 15 April 2020, 9am-12pm.

Chapter

Catch up or review readings.

Events and Submissions/Topic

Use this time for preparation for the (50%) adult swallowing simulation.

Week 6 - 20 Apr 2020

Module/Topic

Practical session

- Case study examples reflecting a variety of clinical presentations in acute, sub-acute, aged care and community settings
- Documentation

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 or Throat Scope.

Chapter

You should be reviewing your readings and conducting independent research to deepen your knowledge and understanding of the topics covered in preparation for the clinical practice you'll be participating in and to help you prepare for your swallow simulation assessment.

Events and Submissions/Topic

*****Friday's class will begin at 1.30pm and finish at 4.30pm due to the SPCH13001 Interprofessional Simulation Activity scheduled that day. 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.**

Week 7 - 27 Apr 2020

Module/Topic

Chapter

Events and Submissions/Topic

Wednesday 29 April 2020 - Adult Swallow Simulation Assessment

Each simulation assessment will take one hour. Times TBA.

Friday 1 May 2020 - Paediatric component of this unit begins with Haylee Stevens: Foundation Knowledge in paediatrics

- Prevalence of dysphagia
- Causes of dysphagia
- The dysphagia team
- Review of paediatric anatomy and physiology (typical and atypical development)

Cichero, J. (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. pp. 26-38.

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. pp. 511-521.

Moore, Keith L., Persaud, T.V.N., Torchia, Mark G. (2016). *Before we are born: essentials of embryology and birth defects* (9th ed.). Philadelphia, PA: Saunders. Chapter 10.

Murry, T., Carrau, R.L. & Chan, K. (2018) *Clinical management in swallowing disorders*. (4th ed.). San Diego, USA: Plural Publishing. Chapter 9, pp. 166-176.

(50%) Adult Clinical Swallow Assessment Simulation and Written Recommendations Due: Week 7 Wednesday (29 Apr 2020) 12:00 pm AEST

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
	Review last week's readings.	
	Dodrill, P. (2016). Evaluating feeding and swallowing in infants and children. In Groher, M.E. & Crary, M.A. (Eds). <i>Dysphagia: Clinical management in adults and children</i> . (2nd ed.). St Louis, Missouri. Elsevier. Chapter 14.	
Foundation Knowledge in Paediatrics Continued / Paediatric Assessment	Morgan, A. & Reilly, S. (2006). Clinical signs, aetiologies and characteristics of paediatric dysphagia. In Cichero, J.A.Y & Murdoch, B.E. (Eds). <i>Dysphagia: Foundation, theory and practice</i> . West Sussex, England: John Wiley & Sons. pp. 391-405.	
<ul style="list-style-type: none"> • Identifying factors which influence mealtime behaviour • Anatomy and physiology dysfunction and impact on mealtimes • Mealtime behaviour observation • Identifying symptoms of dysphagia in infants • Assessing the infant • Recognising risk factors 	The Clinical Skills Development Service (CSDS) has a free online training module called Paediatric Feeding and Swallowing Education (PFASE). It is available at https://csds.qld.edu.au/ Completion of this training module is highly recommended to provide background information and examples relating to the development of swallowing in paediatrics. To access this module you will need to create an account with CSDS and then register for the course.	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Paediatric Assessment continued

- Assessing young children
- Considerations in acute care
- Considerations in community settings
- Transitional feeding and sensory issues
- Role of alternative nutrition options
- Setting goals with family and carers
- Instrumental assessment

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 405-447.

Murray, T., Carrau, R.L. & Chan, K. (2018) *Clinical Management in Swallowing Disorders*. (4th ed.). San Diego, USA: Plural Publishing. Chapter 9, pp 176-183.

Rommel, N. (2006). Assessment techniques for babies, infants and children. In Cichero, J.A.Y. & Murdoch B.E. (Eds). *Dysphagia: Foundation, theory and practice*. West Sussex, England: John Wiley & Sons.

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Treatment Strategies <ul style="list-style-type: none">• Identifying the key concerns• Oral facial techniques• Alternative feeding techniques• Transitional feeding techniques• Equipment used in paediatric treatment• Optimal positioning of the infant and child	<p>Dodrill, P. (2016). Treatment of feeding and swallowing difficulties in infants and children. In Groher, M.E. & Crary, M.A. (Eds). <i>Dysphagia: Clinical management in adults and children</i>. (2nd ed.). St Louis, Missouri: Elsevier.</p> <p>Murray, T., Carrau, R.L. & Chan, K. (2018) <i>Clinical Management in Swallowing Disorders</i>. San Diego, USA: Plural Publishing. Chapter 10, pp 187-199.</p> <p>Starr, S. (2006) Management of paediatric feeding problems. In Cichero, J.A.Y. & Murdoch B.E. (Eds). <i>Dysphagia: Foundation, theory and practice</i>. West Sussex, England: John Wiley & Sons.</p>	

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Integrating strategies for children with specific needs <ul style="list-style-type: none">• Considerations for specific populations• 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• Interprofessional collaboration with infants with swallowing difficulties.	<p>Arvedson, J.C. (2013) Feeding children with cerebral palsy and swallowing difficulties. <i>European Journal of Clinical Nutrition</i>. 67, 509-512.</p>	

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Review of material

Practical session

- Case study examples reflecting children of different ages
- Documentation

You should be reviewing your readings and conducting independent research to deepen your knowledge and understanding of the topics covered in preparation for the clinical practice you'll be participating in and to help you prepare for your swallow simulation assessment.

You will use case examples to hone your clinical swallow assessment skills. These cases will feature children of different ages, so that you can identify what skills are expected and the next skills for the child to learn.

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 or Throat Scope.

Review/Exam Week - 08 Jun 2020

Module/Topic

Chapter

Events and Submissions/Topic

(50%) Paediatric Feeding Simulation Assessment

You will be required to attend the simulation assessment as scheduled on Moodle once actor availability is confirmed and the examination timetable has been released.

(50%) Paediatric Feeding Simulation Assessment and Treatment Due: Review/Exam Week Friday (12 June 2020) 5:00 pm AEST

Assessment Tasks

1 (50%) Adult 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. Actors are used to simulate the role of the client.
- 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 or Throat Scope**
- **Oromotor/swallow checklist**
- **Documentation checklist**

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

All written information provided at the beginning of the assessment, 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 Wednesday (29 Apr 2020) 12:00 pm AEST

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

Return Date to Students

Week 9 Wednesday (13 May 2020)

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 both the Adult and Paediatric Swallow Simulation Assessments in order to pass this unit.

Assessment Criteria

Each student will be assessed individually using different case studies. Actors are used to simulate the role of the client.

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

SIMULATION:

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**

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 critically appraise and draw appropriate and accurate conclusions about the client's presenting dysphagia**
- **Demonstrate understanding of anatomical and physiological factors impacting on client's presentation**

Summary and Recommendations

- **Highlights the most important information, in all relevant areas (e.g. communication and feeding) succinctly and clearly links this information to feed back to the client demonstrating evidence based 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**
- **Use of well ordered, clear, logical, grammatical and professional verbal and written language following clinical documentation guidelines**

You MUST PASS BOTH the Adult and Paediatric simulation assessments in order to pass this unit.

Late Arrivals: You should aim to arrive at least 15 minutes prior to the official assessment commencement time. In the extraordinary circumstance you are late you will be permitted late entry to your assessment of up to 10 minutes after the official commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e. arriving beyond the permitted late entry period), you should make an online application for deferred assessment (which may or may not be granted in line with CQU policy). If your application for deferred assessment is denied, you will receive a score of zero percent (0%) for your assessment item but may be eligible for a supplementary assessment in line with CQU policy.

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.

Learning Outcomes Assessed

- 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.

Graduate Attributes

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

2 (50%) Paediatric Feeding Simulation Assessment and Treatment

Assessment Type

Practical Assessment

Task Description

You will be required to complete:

- **A real time clinical swallow simulation (role play) using a previously unseen case based scenario which includes receiving a referral, watching a video of a child's mealtime, identifying gaps in your knowledge, conducting an interview with a carer, clinical assessment of the client and subsequent reflection and feedback of results to client and/or carer.**
- **You will also need to respond to any clinical questions that the caregiver has regarding their child's dysphagia. Actors are used to simulate the role of the carer. Sim babies, toddlers or children (mannequins/dolls) are used to simulate the role of the paediatric client.**
- **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 Assessments will occur during the exam week. A date and time will be provided once the exam timetable has been released. You will be assessed individually utilising different clinical situations.

You can bring the following items to your assessment:

- **Blank note paper**
- **Black pen**
- **Own stethoscope and penlight torch or Throat Scope Oral peripheral and swallowing checklists**
- **Developmental checklists**
- **Documentation checklist**

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

All written information provided at the beginning of the assessment, notes made during the simulation assessment and approved checklists must be submitted to the assessor prior to leaving the examination room.

Assessment Due Date

Review/Exam Week Friday (12 June 2020) 5:00 pm AEST

The Paediatric Feeding Simulation Assessment will be held in the Review/Exam Week of Term 1 (8-12 June 2020).

Schedules will be announced once negotiations with actors are complete and after the official examination timetable has been released.

Return Date to Students

Student results and feedback will be posted through Moodle at a date compliant with CQUniversity guidelines for assessment result returns.

Weighting

50%

Minimum mark or grade

Students must achieve a PASS (50%) in both the Adult and Paediatric Swallow Simulation Assessments in order to pass this unit.

Assessment Criteria

Each student will be assessed individually using different case studies. Actors are used to simulate the role of the caregiver. Sim babies, toddlers or children (i.e. mannequins/dolls) are used to simulate the role of the paediatric client.

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

SIMULATION:

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.

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 critically appraise and draw appropriate and accurate conclusions about the client's presenting dysphagia**
- **Demonstrate understanding of anatomical and physiological factors impacting on client's presentation**

Summary and Recommendations

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

You MUST PASS BOTH the Adult and Paediatric simulation assessments in order to pass this unit.

Late Arrivals: You should aim to arrive at least 15 minutes prior to the official assessment commencement time. In the extraordinary circumstance you are late you will be permitted late entry to your assessment of up to 10 minutes after the official commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e. arriving beyond the permitted late entry period), you should make an online application for deferred assessment (which may or may not be granted in line with CQU policy). If your application for deferred assessment is denied, you will receive a score of zero percent (0%) for your assessment item but may be eligible for a supplementary assessment in line with CQU policy.

Referencing Style

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

Submission

Offline

Submission Instructions

The simulation assessment components occur offline.

Learning Outcomes Assessed

- 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.

Graduate Attributes

- 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