



SPCH13010 *Dysphagia across the Lifespan*

Term 1 - 2021

Profile information current as at 04/05/2024 09:40 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.

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 - 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. **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

The Moodle website was easy to navigate.

Recommendation

It is recommended that the updated 2020 Moodle format of the presentation of information for this unit continue to be reviewed and adjusted to make navigation as streamlined as possible for students.

Feedback from Have Your Say

Feedback

The balance between the time spent on practical paediatric components and lecture material requires reviewing.

Recommendation

It is recommended that the paediatric content for the unit be reviewed to ascertain how the balance between practical activities and theoretical information can be adjusted to better suit student learning needs.

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

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: 5th (2022)

Authors: Murry, Carrau & Chan

Plural

San Diego , CA , USA

ISBN: ISBN13: 978-1-63550-228-2

Binding: Hardcover

Additional Textbook Information

No

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

Jenni-Lee Rees Unit Coordinator

j.rees2@cqu.edu.au

Schedule

Preparation for SPCH13010 - 01 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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How to prepare for the adult component of this unit:

This is an intensive unit with steep learning objectives and aims 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.

1. Complete the readings listed in this section.
1. Complete the quiz posted in Moodle to review your anatomy and swallowing knowledge.
1. Read the SPCH13010 unit assessment descriptions and requirements carefully and note any questions you wish to discuss with your lecturer in class.

Reading

Cichero, J.A.Y & Murdoch, B.E. (2006). *Dysphagia: Foundation, Theory and Practice*. John Wiley & Sons.
Chap 2. Swallowing from Infancy to Old Age.

Murry, T., Carrau, R.L., & Chan, K. (2022). *Clinical Management of Swallowing Disorders*. (5th ed.). Plural.
Chap 1. Introduction to and Epidemiology of Swallowing Disorders.
Chap 2. Anatomy and Function of the Swallowing Mechanism.

Seikel, J.A., Drumright, D.G., & Hudock, D.J. (2021). *Anatomy & Physiology for Speech, Language and Hearing*. (6th ed.). Cengage Learning.
Chap 8. Physiology of Mastication and Deglutition.
Chap 11. Neuroanatomy.

For this unit you will need a stethoscope with a neonate or paediatric sized diaphragm and penlite torch or ThroatScope. Please contact your lecturer for clarification or if unsure.

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Dysphagia		
<ul style="list-style-type: none"> The typical swallow - practical listening to swallow Facts about dysphagia 	Reading	
Assessment of Dysphagia in Adults		
<ul style="list-style-type: none"> Case history taking Oromotor examination techniques Introduction to the dysphagia screening & the clinical swallow assessment HRM-High Resolution Manometry (Pharyngeal & Oesophageal) 	<p>Murry, T., Carrau, R.L., & Chan, K. (2022). Clinical Management of Swallowing Disorders. (5th ed.). Plural. Chap 5. Clinical Evaluation of Swallowing Disorders pp. 116-126</p>	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Reading	
Clinical Swallow Assessment		
<ul style="list-style-type: none"> The oromotor examination (OMEx) The clinical swallow assessment Instrumental assessment - VFSS/FEES 	<p>Murry, T., Carrau, R.L., & Chan, K. (2022). Clinical Management of Swallowing Disorders. (5th ed.). Plural. Chap. 6. Instrumental Evaluation of Swallowing. pp.134-137 (VFSS), pp. 129-134 (FEES) Chap 7. Treatment of swallowing disorders pp.152-159 Chap 8. Nutrition and Diets pp. 181-189.</p>	
Introduction to swallowing treatment		
<ul style="list-style-type: none"> Texture modified diet/fluids Compensatory swallowing strategies Documentation of the dysphagic adult 	<p>Cichero, J. & Murdoch B.E. (2006) <i>Dysphagia: Foundation, theory and practice</i>. Wiley & Sons. Chap 11. Improving Swallowing Function: Compensation pp. 319-334</p>	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Reading

Investigation of treatment strategies

- 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 & sialorrhea

Murry, T., Carrau, R.L., & Chan, K. (2022). **Clinical Management of Swallowing Disorders. (5th ed.). Plural.**
 Chap 7. Treatment of swallowing disorders. pp.152-159
 Chap 8. Nutrition and diets. pp. 189-196

For a different perspective:

Cichero, J. & Murdoch B.E. (2006) **Dysphagia: Foundation, theory and practice.** Wiley & Sons.
 Chap 12. Swallowing rehabilitation

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Reading	
Review of entry level clinical competence skills	Murry, T., Carrau, R.L., & Chan, K. (2022). Clinical Management of Swallowing Disorders. (5th ed.). Plural. Chap 7. Treatment of swallowing disorders pp.159-168 Chap 9. Swallowing in the Aging Population pp. 200-206 Chap 12. Surgical treatment and prosthetic management of swallowing disorders (overview only)	
<ul style="list-style-type: none"> • 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 	Review relevant chapters on compensatory and rehabilitative swallowing techniques.	

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Reading	
Review of entry level clinical competence skills	Murry, T., Carrau, R.L., & Chan, K. (2022). Clinical Management of Swallowing Disorders. (5th ed.). Plural.	
<ul style="list-style-type: none"> • The oromotor examination • Clinical swallow assessment • Case study examples reflecting a variety of clinical presentations • Documentation requirements 	Review relevant chapters and handouts on compensatory and rehabilitative swallowing techniques	

Break Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Review readings and handouts.	Use this time for preparation for the (50%) Adult Swallow Simulation.

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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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.

Reading

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 be asked to complete a quiz before class this week (takes approx 30 mins) on compensatory & rehabilitative swallowing treatment techniques.

This will help to consolidate your knowledge & prepare you for your simulation assessment.

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Adult Swallow Simulation Assessment
Wednesday 28 April 2021 (week 7)
8am-11am
Schedule & location TBA.

Each simulation assessment will take one hour and more than one session will run at a time.

Preparation for the Paediatric component of this unit:

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/>

To access this module you will need to create an account with CSDS and then register for the course.

Completion of this training module is highly recommended to provide background information that will be discussed and built on during tutorials. This course contains excellent examples relating to the development of swallowing in paediatrics.

Review texts and handouts in preparation for the Adult Simulation Assessment.

Cichero, J.A.Y. & Murdoch, B.E. (2006), *Dysphagia: Foundation, Theory and Practice*. John Wiley & Sons. Chap 2. Swallowing from infancy to old age pp. 26-38

L.M. Justice & E.E. Redle (2014), *Communication sciences and disorders*. (3rd Ed.). Pearson Education. Feeding and swallowing disorders. pp. 511-521.

Moore, Keith L., Persaud, T.V.N., Torchia, Mark G. (2015). *Before We Are Born: Essentials of Embryology and Birth Defects* (9th ed.). Saunders. Chapter 10. Pharyngeal apparatus, face and neck. pp. 101-126

Murry et al. (2022). *Clinical Management of Swallowing Disorders*. (5th ed.). Plural.. Chap 10. Paediatric Dysphagia: Assessment of disorders of swallowing and feeding. pp. 212-222 (read up to Diagnosis)

(50%) Adult Clinical Swallow Assessment Simulation and Written Recommendations Due:
Week 7 Wednesday (28 Apr 2021)
11:00 am AEST

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>Paediatric component of this unit begins. Foundation Knowledge in Paediatrics</p> <ul style="list-style-type: none"> • Prevalence & causes of dysphagia • The dysphagia team • Review of paediatric anatomy and physiology (typical and atypical development) <p>Commencing assessment</p> <ul style="list-style-type: none"> • Anatomy & physiology dysfunction & impact on mealtimes • Mealtime behaviour observation • Identifying symptoms of dysphagia in infants • Assessing the infant • Recognising risk factors 	<p>Reading</p> <p>Groher, M.E. & Crary, M.A. (2015). <i>Dysphagia: Clinical management in adults and children</i>. (2nd ed.). Elsevier. Chap 14. Evaluating feeding and swallowing in infants and children. pp. 305-322.</p> <p>Cichero, J.A.Y & Murdoch, B.E. (2006). <i>Dysphagia: Foundation, theory and practice</i>. John Wiley & Sons. Chap 13. Clinical signs, aetiologies and characteristics of paediatric dysphagia. pp. 391-405.</p>	

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Reading	
Paediatric Assessment continued	Cichero, J.A.Y & Murdoch, B.E. (2006). Dysphagia: Foundation, Theory and Practice. John Wiley & Sons. Chap 13. Clinical Signs, Aetiologies, & Characteristics of Paediatric Dysphagia. pp 405-447. Chap 14. Assessment techniques for babies, infants and children. pp. 466-471.	
<ul style="list-style-type: none">• 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	Murry, T., Carrau, R.L., & Chan, K. (2022). Clinical Management of Swallowing Disorders. (5th ed.). Plural. Chap 10. Pediatric Dysphagia: Assessment of Disorders of Swallowing and Feeding. pp. 224-232	

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Reading	
Treatment Strategies	Groher, M.E. & Crary, M.A. (2015). Dysphagia: Clinical management in adults and children. (2nd ed.). Elsevier. Chap. 15 Treatment of feeding and swallowing difficulties in infants and children. pp. 325-348.	
<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	Murray, T., Carrau, R.L. & Chan, K. (2022). Clinical Management in Swallowing Disorders. (5th ed.). Plural. Chapter 11, Paediatric Dysphagia: Treatment of Feeding and Swallowing Disorders in Infants and Children. pp 236-237. Cichero, J.A.Y. & Murdoch B.E. (2006). Dysphagia: Foundation, theory and practice. John Wiley & Sons. Chap 15: Management of paediatric feeding problems. pp. 487-537	

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Reading	
Integrating strategies for children with specific needs	Groher, M.E. & Crary, M.A. (2015). Dysphagia: Clinical management in adults and children. (2nd ed.). Elsevier. Chap. 15 Treatment of feeding and swallowing difficulties in infants and children. pp. 325-348.	
<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.	Murray, T., Carrau, R.L. & Chan, K. (2022). Clinical Management in Swallowing Disorders. (5th ed.). Plural. Chapter 10, Paediatric Dysphagia: Treatment of Feeding and Swallowing Disorders in Infants and Children. pp 238.-249. Arvedson, J.C. (2013) Feeding children with cerebral palsy and swallowing difficulties. European Journal of Clinical Nutrition. 67, 509-512.	

Week 12 - 31 May 2021

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

Reading

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 - 07 Jun 2021

Module/Topic

Chapter

Events and Submissions/Topic

Paediatric Swallow Simulation Assessment (50%)

Wednesday 9 June 2021 (week 13), 8am-11am.

Schedule & location TBA.

Each simulation assessment will take one hour and more than one session will run at a time.

(50%) Paediatric Feeding Simulation Assessment and Treatment Due: Review/Exam Week Wednesday (9 June 2021) 11:00 am AEST

Assessment Tasks

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

Assessment Type

Practical Assessment

Task Description

Full criteria will be posted on Moodle in the Assessment section.

You will be required to :

1. INTERVIEW CLIENT AND/OR CARER AND PREPARE CLINICAL SWALLOW ASSESSMENT

You will be given a brief written case history of an adult with a swallowing disorder. You will be required to interview the client and/or carer and take relevant notes, and identify any missing information required to conduct the assessment and develop recommendations and management plan. You will be required to discuss with the examiner what you might expect to find with your client and why, how you might need to modify your approach, and indicate what you might need to consider when doing a swallow assessment for this client.

2. CONDUCT AN OROMOTOR EXAMINATION AND CLINICAL SWALLOW ASSESSMENT

You will conduct an oromotor examination and clinical swallow assessment using appropriate food/fluid textures for the situation/client. This will be conducted on a family member who has agreed to act as the client/carer for your simulation.

3. EDUCATE THE CLIENT/CARER AND NEGOTIATE A SWALLOWING MANAGEMENT

PLAN

You will explain your findings from the swallow assessment to the client/carer (played by a family member) demonstrating clear clinical reasoning & problem solving skills and negotiate an EBP therapy plan with the simulated client and then implement it, demonstrating two compensatory and two rehabilitative therapy techniques in a live simulated environment with an actor/s. The most suitable treatment options for the presenting issues should be demonstrated. You will need to facilitate active participation by the client/caregiver and provide feedback on their responses. You will be required to respond to any clinical questions that the client/carer has regarding their dysphagia.

4. DOCUMENT IMPRESSION FROM ASSESSMENT AND RECOMMENDATIONS/PLANS

You will produce written documentation in the form of progress notes that include an impression / summary of your findings, and the recommendations/plans for future therapy (includes rationales for your choice).

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.

Wednesday 28 April 8am-11am. Location and schedule will be put on Moodle in the Assessment section and in the Week 7 section.

Assessment Due Date

Week 7 Wednesday (28 Apr 2021) 11:00 am AEST

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

Return Date to Students

Week 9 Friday (14 May 2021)

Results and feedback will be posted via Moodle gradebook at the end of week 9.

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.

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

ADULT 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 own clinical performance and client care
- Use of well ordered, clear, logical, grammatical and professional verbal and written language following clinical documentation guidelines.

You MUST PASS each section of the rubric in order to pass this assessment.

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 you 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 7th Edition \(APA 7th edition\)](#)

Submission

Offline

Submission Instructions

The simulation's written summary and recommendations as well as other paperwork used in the assessment 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:

1. INTERVIEW CLIENT AND/OR CARER AND PREPARE CLINICAL SWALLOW ASSESSMENT

You will be given a brief written referral/case history of a child with a swallowing disorder. You will be required to interview the client and/or carer (in a simulated environment with an actor playing the role of the parent) and take relevant notes, and identify any missing information required to conduct the assessment and develop recommendations and management plan. You will be required to discuss with the examiner what you might expect to find with your client and why, how you might need to modify your approach and indicate what you might need to consider when doing a swallow assessment for this client.

2. CONDUCT AN OROMOTOR EXAMINATION AND CLINICAL SWALLOW ASSESSMENT

You will be required to watch a video of the child's mealtimes, as brought in by their caregiver and analyse this information as part of your oromotor and clinical swallowing assessment. You will then conduct any additional components of the oromotor examination (if appropriate) on the simulated client (doll) and then conduct any additional elements of the clinical swallowing assessment by supporting the carer to feed their child, and demonstrating techniques on the simulated child when appropriate. You should use suitable food/fluid textures for the situation/client. The caregiver will let you know how the child responds.

3. EDUCATE THE CLIENT/CARER, NEGOTIATE & DEMONSTRATE A SWALLOWING MANAGEMENT PLAN & REFLECT ON CLINICAL SESSION

You will explain your findings from the swallow assessment to the client/carer (played by an actor) demonstrating clear clinical reasoning & problem solving skills and negotiate an EBP therapy plan with the simulated client and then implement it, demonstrating at least two compensatory and two rehabilitative therapy techniques in a live simulated environment with an actor/s. The most suitable treatment options for the presenting issues should be demonstrated. You will need to facilitate active participation by the client/caregiver and provide feedback on their responses. You will be required to respond to any clinical questions that the client/carer has regarding their dysphagia. You will be required to reflect on the clinical session with the assessor using critical reasoning as you discuss your performance and thoughts for ongoing management of the client.

4. DOCUMENT IMPRESSION FROM ASSESSMENT AND RECOMMENDATIONS/PLANS

You will produce written documentation in the form of progress notes that includes an impression / summary of your findings, and the recommendations/plans for future therapy (includes rationales for your choice).

You will be assessed individually utilising different clinical situations.

The Paediatric Simulation Assessments will occur Wednesday 9 June 2021 (review/exam week). Schedule and location to be posted on Moodle in the Assessment section and in the Review/Exam Week section.

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 Wednesday (9 June 2021) 11:00 am AEST

Individual simulations will be held between 8am-11am. Schedules will be posted on Moodle in the Assessment section.

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 pass 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. 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:

PAEDIATRIC 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 own clinical performance and client care
- Use of well ordered, clear, logical, grammatical and professional verbal and written language following clinical documentation guidelines

You MUST PASS each section of the rubric in order to pass this assessment.

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 7th Edition \(APA 7th edition\)](#)

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