



# SPCH13011 *Fluency Disorders and Clinical Practice*

## Term 2 - 2020

Profile information current as at 05/05/2024 11:10 pm

All details in this unit profile for SPCH13011 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will advance your knowledge in the aetiology, diagnosis, prognosis, and management of fluency disorders for children and adults. The use of interprofessional practice will be emphasised and you will explore evidence-based practice in the diagnosis and treatment of fluency disorders. The International Classification of Functioning, Disability, and Health framework and current research evidence will provide context and structure to assist you in developing interventions. The principles of cultural diversity and reflective practice will be embedded throughout the unit.

### 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 Therapy  
ALLH12006 Evidence Based Practice for Allied Health  
SPCH13004 Communication Disorders across the School Years  
SPCH13001 Speech Pathology Work Integrated Learning 3

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2020

- Rockhampton

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 40%

#### 2. **Reflective Practice Assignment**

Weighting: 30%

#### 3. **Practical Assessment**

Weighting: 30%

### 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](#).

## Unit Learning Outcomes

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

1. Discuss the different theories, behaviours, and characteristics of fluency disorders in children and adults
2. Apply the International Classification of Functioning, Disability, and Health framework in the management of fluency disorders in children and adults
3. Demonstrate and justify current evidence-based practice in the evaluation, interpretation, and treatment of fluency disorders in children and adults.

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
<b>1 - Written Assessment - 40%</b>	•	•	
<b>2 - Practical Assessment - 30%</b>		•	•
<b>3 - Reflective Practice Assignment - 30%</b>	•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
<b>1 - Communication</b>	•	•	•
<b>2 - Problem Solving</b>	•	•	•
<b>3 - Critical Thinking</b>	•	•	•
<b>4 - Information Literacy</b>	•		•
<b>5 - Team Work</b>			
<b>6 - Information Technology Competence</b>	•		
<b>7 - Cross Cultural Competence</b>	•	•	
<b>8 - Ethical practice</b>		•	•
<b>9 - Social Innovation</b>	•		

## Alignment of Assessment Tasks to Graduate Attributes

## Textbooks and Resources

## Textbooks

**There are no required textbooks.**

## 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

**Tina Janes** Unit Coordinator  
t.janes@cqu.edu.au

## Schedule

**Week 1 - 13 Jul 2020**[illegible]

- Introduction to, and history of, the unit
- Outline assessments and requirements
- Entry level competencies
- Quiz – fluency revision
- SPA – ROP terminology for fluency
- Onslow (2020) lectures one, two and three
- Video analysis – A fresh look at stuttering
- Video analysis - Stuttering for kids, by kids

Onslow (2020). Stuttering and it's treatment. 11 lectures.

- Lecture One: Basic Information
- Lecture Two: More Basic Information
- Lecture Three: The Cause of Stuttering

Other readings may be posted on Moodle.

## Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Onslow (2020) – Lecture Four: Clinical measurement of stuttering</li> <li>• Practical activities to reinforce measurement of rate of speech and stuttering</li> <li>• Assessment processes</li> </ul>	<p>Onslow (2020). Stuttering and it's treatment. 11 lectures.</p> <ul style="list-style-type: none"> <li>• Lecture Four: Clinical measurement of stuttering</li> </ul> <p>Other readings may be posted on Moodle.</p>	

## Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Practical analysis activities</li> <li>• Evidence based practices for stuttering</li> <li>• Early intervention practices</li> </ul>	<p>Onslow (2020). Stuttering and it's treatment. 11 lectures.</p> <ul style="list-style-type: none"> <li>• Lecture Five: Evidence-based practice with stuttering</li> <li>• Lecture Six: Evidence-based treatments for early stuttering</li> <li>• Lecture Seven: The early stuttering intervention base</li> </ul> <p>Other readings may be posted on Moodle.</p>	

## Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• The LIDCOMBE program</li> <li>• Practical administration of the Lidcombe program</li> <li>• Videos of the Lidcombe program</li> <li>• Selection of therapy activities</li> <li>• Creation of tasks for therapy</li> </ul>	<p>Additional readings for the Lidcombe program will be posted on Moodle.</p>	

## Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Continue the Lidcombe program</li> </ul>	<p>Additional readings for the Lidcombe program will be posted on Moodle.</p>	

## Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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<ul style="list-style-type: none"> <li>• Other Evidence-Based Speech Treatments for Persistent Stuttering</li> <li>• Evidence-Based Speech Restructuring Treatments for Persistent Stuttering</li> <li>• CAMPERDOWN program</li> </ul>	<p>Onslow (2020). Stuttering and it's treatment. 11 lectures.</p> <ul style="list-style-type: none"> <li>• Lecture Eight: Other Evidence-Based Speech Treatments for Persistent Stuttering</li> <li>• Lecture Nine: Evidence-Based Speech Restructuring Treatments for Persistent Stuttering</li> </ul> <p>Additional readings for the Camperdown program will be posted on Moodle.</p>	<p><b>Stuttering information kit - 40% - due Monday Week 6, 24th August, 9am.</b> Due: Week 6 Monday (24 Aug 2020) 9:00 am AEST</p>
<b>Week 7 - 31 Aug 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<ul style="list-style-type: none"> <li>• CAMPERDOWN program practical application</li> </ul>	<p>Additional readings for the Camperdown program will be posted on Moodle.</p>	
<b>Week 8 - 07 Sep 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<ul style="list-style-type: none"> <li>• Practical implementation of other EBP strategies such as smooth speech, the Westmead program or syllable timed speech and self-imposed time out (SITO)</li> </ul>	<p>Readings will be posted on Moodle.</p>	
<b>Week 9 - 14 Sep 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<ul style="list-style-type: none"> <li>• Stuttering, social anxiety and mental health</li> <li>• Video analysis</li> </ul>	<p>Onslow (2020). Stuttering and it's treatment. 11 lectures.</p> <ul style="list-style-type: none"> <li>• Lecture Ten: Stuttering, Social anxiety and mental health</li> <li>• Lecture Eleven: Treatment of social anxiety</li> </ul>	
<b>Week 10 - 21 Sep 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<ul style="list-style-type: none"> <li>• Cluttering vs Stuttering</li> <li>• Neurogenic Stuttering</li> <li>• Psychogenic stuttering</li> <li>• Other content that needs covering</li> </ul>	<p>Readings will be posted on Moodle.</p>	<p>Information for Reflective Practice Assignment will be released on Moodle.</p>
<b>Week 11 - 28 Sep 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<p>No scheduled classes this week as you will each be assigned an hour to complete your oral reflection in class time on Tuesday 29/09/20. This assessment task will be via Zoom.</p>		<p><b>ORAL REFLECTION (VIVA) - 30%, Due Tuesday Week 11, 29th September, class times</b> Due: Week 11 Tuesday (29 Sept 2020) 9:00 am AEST</p>
<b>Week 12 - 05 Oct 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<p>As for week 11, there are no scheduled classes this week as your practical assessment will occur in a scheduled time on Tuesday 06/10/20. This assessment task will be via Zoom.</p>		
<b>Review/Exam Week - 12 Oct 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

**Exam Week - 19 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Welcome to the first iteration of SPCH13011, Fluency Disorders and Clinical Practice. Previously the subjects of stuttering and voice were taught within the one unit of Voice and Fluency. Having a full term dedicated to stuttering will allow us to explore this very interesting area in greater depth and to spread assessment requirements across the whole term. You aren't required to purchase a textbook for this unit but you do need to download Onslow (2020). *Stuttering and it's treatment. 11 lectures.* from the Australian Stuttering Research Centre (ASRC) at <https://www.uts.edu.au/research-and-teaching/our-research/australian-stuttering-research-centre>.

## Assessment Tasks

### 1 Stuttering information kit - 40% - due Monday Week 6, 24th August, 9am.

**Assessment Type**

Written Assessment

**Task Description**

You are required to produce an information kit / pack that can be used in your clinical experiences as a student and as a future practitioner. The pack will include the following:

1. Case History proforma - child
2. Case History proforma - adolescent / adult
3. Brochure on stuttering - general
4. Information sheet on stuttering - early childhood (up to 6 years of age)
5. Information sheet on stuttering - school aged (6 - 12 years of age)
6. Information sheet on stuttering - adolescents and adults
7. Information sheet for parents on the Lidcombe program
8. Information sheet for participants on the Camperdown program

**Assessment Due Date**

Week 6 Monday (24 Aug 2020) 9:00 am AEST

To be uploaded to Moodle

**Return Date to Students**

Week 8 Monday (7 Sept 2020)

To be uploaded to Moodle

**Weighting**

40%

**Minimum mark or grade**

A minimum grade of 50% is required to pass this assessment task and the unit. That is, you must achieve a minimum mark of 20/40 for your information kit.

**Assessment Criteria**

The complete marking criteria are detailed on the rubric, but in summary you will be graded on the following:

- The completeness of each of the eight elements stated above in the task description
- Audience suitability
- Professional layout
- Correct use of grammar, syntax and spelling etc.
- The ability to integrate research from a variety of sources to produce accurate and succinct documents suitable for public distribution

- Accurate referencing using either APA 6 or APA 7 with appropriate adjustments for brochures and pamphlets

## Referencing Style

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

## Submission

Online

## Submission Instructions

Each document is to be uploaded separately in Moodle. Please do not upload in PDF format.

## Learning Outcomes Assessed

- Discuss the different theories, behaviours, and characteristics of fluency disorders in children and adults
- Apply the International Classification of Functioning, Disability, and Health framework in the management of fluency disorders in children and adults

## Graduate Attributes

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

## 2 ORAL REFLECTION (VIVA) - 30%, Due Tuesday Week 11, 29th September, class times

### Assessment Type

Reflective Practice Assignment

### Task Description

You will be provided with video and/or audio footage and written case information about children and adults who stutter on Tuesday Week 10 (22/09/20) at 5pm. This information will form the basis of your reflection in an allocated time on Tuesday Week 11 (29/09/20). At the time of the video/audio and case information release (through Moodle) you will also be provided with a task sheet that will outline the types of information required in your oral reflection. This will include tasks such as counting syllables stuttered, completing stuttering severity ratings, establishing goals, identifying appropriate treatments, reflecting on the client's presentation, problem solving etc. You have a week to prepare your clinical reflection on the tasks that you have been given. On Tuesday Week 11 in our class time you will be allocated an hour each to orally reflect on your cases and information provided as well as respond to novel questions posited by the examiner (unit coordinator). You will also reflect upon your experiences in the stuttering unit this term and how you will apply these skills in a clinical setting.

### Assessment Due Date

Week 11 Tuesday (29 Sept 2020) 9:00 am AEST

No submissions are required

### Return Date to Students

Week 12 Tuesday (6 Oct 2020)

Grade and feedback will be uploaded to Moodle

### Weighting

30%

### Minimum mark or grade

A minimum grade of 50% is required to pass this assessment task and the unit. That is, you must achieve a minimum mark of 15/30.

### Assessment Criteria

The complete marking criteria are detailed in the rubric, but in summary you will be marked on:

- Your ability to provide a detailed, yet succinct and relevant reflection on the tasks you were assigned
- Your ability to accurately complete the tasks assigned
- Your ability to apply the principles of reflective practice
- Your ability to discuss relevant evidence-based practices (EBP) for the assessment and management of fluency



disorders

- Your ability to integrate the literature on EBP in the fluency range of practice with client-centred principles

### Referencing Style

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

### Submission

Offline

### Submission Instructions

No submissions to Moodle are required for this task

### Learning Outcomes Assessed

- Discuss the different theories, behaviours, and characteristics of fluency disorders in children and adults
- Demonstrate and justify current evidence-based practice in the evaluation, interpretation, and treatment of fluency disorders in children and adults.

### Graduate Attributes

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

## 3 STUTTERING INTERVENTION - 30%, Due Tuesday Week 13, October 13th.

### Assessment Type

Practical Assessment

### Task Description

You are required to demonstrate assessment and intervention techniques for children and adults who stutter. Intervention techniques will be based on the Lidcombe, syllable-timed speech, smooth speech and Camperdown treatment methods. You are assessed on the delivery of appropriate assessments (formal and informal) and evidence-based intervention strategies relevant to the scenarios you have been given. You are presented with two scenarios. One will be a paediatric scenario and the other will be an adolescent/adult scenario. This will be delivered via Zoom at a time arranged with the unit coordinator.

### Assessment Due Date

Review/Exam Week Tuesday (13 Oct 2020) 9:00 am AEST

No documents to be uploaded to Moodle

### Return Date to Students

Exam Week Tuesday (20 Oct 2020)

Results and feedback to be published on Moodle

### Weighting

30%

### Minimum mark or grade

A minimum grade of 50% is required to pass this unit. That is, you must achieve a minimum mark of 15/30.

### Assessment Criteria

The complete assessment criteria are detailed on the rubric, but in summary you are marked on the following:

- Selection and delivery of appropriate formal and informal assessment methods for both a paediatric and adult client
- Demonstration of the appropriate stage of the Lidcombe program according to your scenario
- Your ability to respond to novel questions with respect to paediatric stuttering
- Demonstration of the appropriate stage of the Camperdown program according to your scenario
- Your ability to respond to novel questions with respect to adult or adolescent stuttering
- Your knowledge of stuttering intervention methods
- Your ability to communicate your knowledge confidently and in a manner that best suits the situations you have been presented with

**Referencing Style**

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

**Submission**

Offline

**Learning Outcomes Assessed**

- Apply the International Classification of Functioning, Disability, and Health framework in the management of fluency disorders in children and adults
- Demonstrate and justify current evidence-based practice in the evaluation, interpretation, and treatment of fluency disorders in children and adults.

**Graduate Attributes**

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