# SPCH13011 *Fluency Disorders and Clinical Practice*

## Term 2 - 2021

Profile information current as at 03/05/2024 04:04 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 TherapyALLH12006 Evidence Based Practice for Allied HealthSPCH13004 Communication Disorders across the School YearsSPCH13001 Speech Pathology Work Integrated Learning 3Co-requisites:SPCH13006 Speech Pathology Work Integrated Learning 4
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

## Offerings For Term 2 - 2021

- Rockhampton

## Attendance Requirements

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

## Website

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

# Class and Assessment Overview

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

## Class Timetable

**Regional Campuses**

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

**Metropolitan Campuses**

Adelaide, Brisbane, Melbourne, Perth, Sydney

## Assessment Overview
1. **Practical Assessment**
Weighting: 50%
2. **Practical Assessment**
Weighting: 50%
3. **On-campus Activity**
Weighting: Pass/Fail

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

# CQUniversity Policies

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

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

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

# Previous Student Feedback

## Feedback, Recommendations and Responses

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

### Feedback from Have your say

**Feedback**
Students reported they would like this unit paired with the stuttering clinic at CQU's health clinic.

**Recommendation**
It is recommended that in 2021 students will attend the stuttering clinic while participating in the academic content for stuttering in SPCH13011 to consolidate practical and theoretical learning.

### Feedback from Have your say

**Feedback**
Students appreciated the video resources to rate stuttering severity.

**Recommendation**
It is recommended that the stuttering video resources continue to be implemented in this unit to support student learning and online rating of stuttering behaviours.

### Feedback from Have your say

**Feedback**
Students responded negatively to learning this content (stuttering) in an online capacity.

**Recommendation**
Online learning was unavoidable during the COVID restrictions, hence it is recommended that this unit be taught in the face-to-face and interactive manner that was intended prior to COVID.

# 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's Professional standards.

# Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ○ Introductory Level | ● Intermediate Level | ● Graduate Level | ○ Professional Level | ○ Advanced Level |

## Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | |
|---|---|---|---|
| | **1** | **2** | **3** |
| **1 - On-campus Activity - 0%** | ● | ● | |

| Assessment Tasks | Learning Outcomes | | |
| --- | --- | --- | --- |
| | 1 | 2 | 3 |
| 2 - Practical Assessment - 50% | | | • |
| 3 - Practical Assessment - 50% | | | • |

## Alignment of Graduate Attributes to Learning Outcomes

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

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - On-campus Activity - 0% | • | • | | | | | • | • | | |
| 2 - Practical Assessment - 50% | • | • | • | • | | | • | • | | |
| 3 - Practical Assessment - 50% | • | • | • | • | | | • | • | | |

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

**Additional Textbook Information**
You are not required to purchase textbooks for SPCH13011. You will be accessing documents from the Australian Stuttering Research Centre as your core learning material for this unit.

### 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](mailto:t.janes@cqu.edu.au)

## Schedule

### Week 1 - 12 Jul 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • Introduction to the unit<br>• Outline assessments and requirements<br>• Speech Pathology Australia (SPA) – Range of Practice (ROP) terminology for stuttering; clinical guidelines<br>• Mark Onslow's (2021) lectures 1, 2 and 3<br>• Video analysis tasks | Readings will be posted on Moodle. | |

### Week 2 - 19 Jul 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • Onslow (2021) – Lecture 4: Clinical measurement of stuttering<br>• Practical activities to reinforce measurement of rate of speech and stuttering<br>• Assessment process for children who stutter | Readings will be posted on Moodle. | |

### Week 3 - 26 Jul 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

- Evidence-based practice for stuttering
- Evidence-based treatments for early stuttering
- The early stuttering intervention base
- Practical analysis activities

Readings will be posted on Moodle.

**Week 4 - 02 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • The Lidcombe program<br>• Practical administration of the Lidcombe program<br>• Video analysis tasks<br>• Selection of therapy activities<br>• Creation of tasks for therapy | Readings will be posted on Moodle. | |

**Week 5 - 09 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • Continue the Lidcombe program | Readings will be posted on Moodle. | |

**Vacation Week - 16 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

**Week 6 - 23 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • Oakville and Westmead programs for school age children who stutter<br>• Other evidence-based speech treatments for school age population<br>• Revise Lidcombe | Readings will be posted on Moodle. | |

**Week 7 - 30 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • Paediatric practical assessment Tuesday 31/08/21<br>• Paediatric case histories due Tuesday 31/08/21<br>• Commence stuttering in the adolescent and adult population | Readings will be posted on Moodle. | **Paediatric simulation** Due: Week 7 Tuesday (31 Aug 2021) 9:00 am AEST<br>**On-campus activity** Due: Week 7 Tuesday (31 Aug 2021) 9:00 am AEST |

**Week 8 - 06 Sep 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • Adolescents and adults who stutter<br>• Smooth speech strategies<br>• Introduce the Camperdown program | Readings will be posted on Moodle. | |

**Week 9 - 13 Sep 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • The Camperdown program<br>• Practical activities | Readings will be posted on Moodle. | |

**Week 10 - 20 Sep 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • Cluttering vs Stuttering<br>• Neurogenic Stuttering<br>• Psychogenic stuttering<br>• Stuttering, social anxiety and mental health<br>• Treatment of social anxiety | Readings will be posted on Moodle. | |

**Week 11 - 27 Sep 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

- The Camperdown program
- Video analysis
- Revision of content

Readings will be posted on Moodle.

**Week 12 - 04 Oct 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| • Adolescent and adult practical assessment Tuesday 5/10/21<br>• Adolescent and adult case histories due Tuesday 5/10/21 | | **Adolescent/adult simulation** Due: Week 12 Tuesday (5 Oct 2021) 9:00 am AEST |

**Review/Exam Week - 11 Oct 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

**Exam Week - 18 Oct 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

# Term Specific Information

Welcome to SPCH13011, Stuttering and clinical practice for Term 2, 2021. There are two scheduled classes per week in addition to two days set aside for your paediatric and adult practical assessments (Weeks 7 and 12). Tina Janes is your lecturer and unit coordinator and can be contacted by email on t.janes@cqu.edu.au.

# Assessment Tasks

## 1 Paediatric simulation

**Assessment Type**
Practical Assessment

**Task Description**
This assessment requires you to assess and provide intervention to a simulated child and/or a caregiver of a child who is stuttering. You will be provided with scenario/s where you will need to select assessments and intervention techniques suitable to the scenario/s you are presented with. Following the delivery of relevant assessment and intervention techniques will be an oral reflection where you will be required to demonstrate your clinical reasoning skills and respond to questions by the examiner.

**Assessment Due Date**
Week 7 Tuesday (31 Aug 2021) 9:00 am AEST
Times will be allocated on Moodle.

**Return Date to Students**
Week 8 Tuesday (7 Sept 2021)
Results and feedback will be uploaded to Moodle.

**Weighting**
50%

**Minimum mark or grade**
A minimum grade of 50% (i.e., 25/50) is required to pass this assessment and the unit.

**Assessment Criteria**
The complete assessment criteria are detailed in the rubric, but in summary you are assessed on:

- Assessment delivery
- Demonstration of the appropriate treatment program and stage/s in the program depending upon the scenario/s you are presented with
- Knowledge of content
- Clinical reasoning
- Oral reflection skills

**Referencing Style**

- American Psychological Association 7th Edition (APA 7th edition)

**Submission**
No submission method provided.

**Learning Outcomes Assessed**

- 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

# 2 Adolescent/adult simulation

**Assessment Type**
Practical Assessment

**Task Description**
This assessment requires you to assess and provide intervention to a simulated adolescent or adult who is stuttering. You will be provided with the relevant scenario/s where you will need to select appropriate assessments and intervention techniques suitable to the scenario/s you are presented with. Following the delivery of relevant assessment and intervention techniques will be an oral reflection where you will be required to demonstrate your clinical reasoning skills and respond to questions by the examiner in relation to your simulated scenario.

**Assessment Due Date**
Week 12 Tuesday (5 Oct 2021) 9:00 am AEST
Times will be allocated on Moodle

**Return Date to Students**
Review/Exam Week Tuesday (12 Oct 2021)
Results and feedback will be uploaded to Moodle

**Weighting**
50%

**Minimum mark or grade**
A minimum grade of 50% (i.e., 25/50) is required to pass this assessment and the unit.

**Assessment Criteria**
The complete assessment criteria are detailed in the rubric, but in summary you are assessed on:

- Assessment delivery
- Demonstration of the appropriate treatment program and stage/s in the program depending upon the scenario/s you are presented with
- Knowledge of content
- Clinical reasoning
- Oral reflection skills

**Referencing Style**

- American Psychological Association 7th Edition (APA 7th edition)

**Submission**
No submission method provided.

**Learning Outcomes Assessed**

- 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

## 3 On-campus activity

**Assessment Type**
On-campus Activity

**Task Description**
You will be required to complete various tasks that will be outlined on Moodle. These tasks will be submitted to the unit coordinator either in class or via email. For example, you are required to design case history proformas for paediatric and adolescent/adult clients who stutter. These case history proformas will be used in your paediatric and adolescent/adult simulation assessments.

**Assessment Due Date**
Week 7 Tuesday (31 Aug 2021) 9:00 am AEST
The dates for submission of the tasks will be published on Moodle and advised in class

**Return Date to Students**
Review/Exam Week Tuesday (12 Oct 2021)
You will be provided with feedback following submission of each task

**Weighting**
Pass/Fail

**Minimum mark or grade**
You must achieve a 'pass' grade on this 'pass/fail' assessment in order to pass the assessment and the unit

**Assessment Criteria**
This is a pass/fail task which means that you need to complete the designated tasks but you will not be awarded marks. Your unit coordinator will provide you with feedback aimed to improve the quality of the tasks that you submit. You will be required to respond to the feedback.

**Referencing Style**

- American Psychological Association 7th Edition (APA 7th edition)

**Submission**
No submission method provided.

**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
- 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