SPCH13011 *Fluency Disorders and Clinical Practice*

Term 2 - 2022

Profile information current as at 20/05/2024 07:02 am

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 SPCH12002 Communication Development and Disorders in Early Childhood SPCH12004 Speech Pathology Work Integrated Learning 1 Co-requisites: SPCH12007 Speech Pathology Work Integrated Learning 2SPCH13004 Communication Disorders across the School Years

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 - 2022

- 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 suggested that more time be spent on assessments and outcome measures in addition to the time spent on intervention.

Recommendation
It is recommended that the unit coordinator consider the viability of increasing the time allocated for assessment and outcome measures of stuttering when revising the content for T2, 2022.

Feedback from Have Your Say

Feedback
Students greatly appreciated the many role playing and scenario opportunities to help them learn assessment and intervention for stuttering disorders.

Recommendation
It is recommended that the implementation of scenarios and role plays continue to be a key feature of the interactive nature of classes for this unit.

Feedback from Have Your Say

Feedback
It was suggested that the Moodle page could be altered so that the headings for each week list the topic (in addition to the week and date).

Recommendation
It is recommended that the design of the Moodle heading for each week be reconsidered for this unit in 2022.

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%	•	•	
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			

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 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
• The history of stuttering • Theories of stuttering • Lidcombe behavioural data • Terminology	Reading: Onslow (2022): • Lectures 1 and 2 Justice & Redle (2014): • Chapter 10 Stuttering	

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Theories of stuttering continued • Causes of stuttering • Clinical measurement of stuttering • Revise terminology	Reading: Onslow (2022): • Lectures 3 and 4	

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Clinical measurement of stuttering continued • Evidence-based practice (EBP) for stuttering • EBP for early intervention	Reading: Onslow (2022): • Lectures 5, 6 and 7	

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Lidcombe program - theory and practical	Reading: • Lidcombe manual	

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

- Lidcombe program - theory and practical continued
- Revision of content to date

Reading:
- Lidcombe manual

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Syllable timed speech (Westmead) • Oakville program	Reading: Onslow (2022): • Lecture 9 Oakville and Westmead manuals	

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Revision of all paediatric treatment programs	Reading: Onslow (2022): • Lecture 9	

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
		PAEDIATRIC STUTTERING - A SIMULATED ASSESSMENT Due: Week 8 Monday (5 Sept 2022) 11:45 pm AEST

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Stuttering disorders in adolescents and adults • Camperdown program • Smooth speech	Reading: Onslow (2022): • Lecture 8 Camperdown manual	

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Camperdown program - practical implementation	Camperdown manual	

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Anxiety and stuttering • Cluttering	Reading: Onslow (2022): • Lectures 10 and 11	

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Related disorders of fluency • Revision of Camperdown program		

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		ADOLESCENT & ADULT STUTTERING - A SIMULATED ASSESSMENT Due: Review/Exam Week Monday (10 Oct 2022) 11:45 pm AEST **On-campus Activity** Due: Review/Exam Week Friday (14 Oct 2022) 11:45 pm AEST

Term Specific Information

Welcome to SPCH13011 where we study how to analyse and treat stuttering behaviours in children, adolescents and adults. Your weekly face-to-face session is supported by completion of the assigned readings and associated tasks and online activities uploaded to Moodle. It is important that the readings are completed prior to the tutorial each week. There is no textbook assigned for this unit, but it is recommended that pre-reading of Justice and Redle's (2014) chapter 10 on stuttering occur. Your main readings are from Professor Mark Onslow's (2022) *Stuttering and its treatment. Eleven lectures*. This can be downloaded from the https://www.uts.edu.au/asrc for free. I look forward to learning with you in SPCH13011 this term.

Assessment Tasks

1 PAEDIATRIC STUTTERING - A SIMULATED ASSESSMENT

Assessment Type
Practical Assessment

Task Description
You are required to demonstrate assessment and intervention techniques for children who stutter. Intervention techniques will be based on the evidence-based programs explored in class and your readings. You are assessed on the delivery of appropriate assessments and evidence-based intervention strategies relevant to the case 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. You will be required to demonstrate and reflect upon several aspects of all three Domains of Speech Pathology Australia's professional standards (i.e., Professional conduct; Reflective practice and life-long learning; Speech pathology practice). The specifics of this assessment task are included in the rubric, which is available on Moodle.

Assessment Due Date
Week 8 Monday (5 Sept 2022) 11:45 pm AEST
This is a practical assessment and as such does not require any submissions through Moodle.

Return Date to Students
Week 10 Friday (23 Sept 2022)
The completed rubric will be uploaded to Moodle for students to view.

Weighting
50%

Minimum mark or grade
A minimum mark of 25/50 (i.e., 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.

2 ADOLESCENT & ADULT STUTTERING - A SIMULATED ASSESSMENT

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. You will be required to demonstrate and reflect upon several aspects of all three Domains of Speech Pathology Australia's professional standards (i.e., Professional conduct; Reflective practice and life-long learning; Speech pathology practice). The specifics of this assessment task are included in the rubric, uploaded to Moodle.

Assessment Due Date
Review/Exam Week Monday (10 Oct 2022) 11:45 pm AEST

Return Date to Students
Exam Week Friday (21 Oct 2022)
A copy of the rubric will be posted on Moodle within the ten day timeframe for assessment return

Weighting
50%

Minimum mark or grade
A minimum mark of 25/50 (i.e., 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.

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 will be 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. Additionally, you will be required to offer both verbal and written reflections on the content covered in class, your readings and online activities.

Assessment Due Date
Review/Exam Week Friday (14 Oct 2022) 11:45 pm AEST

Return Date to Students
Exam Week Monday (17 Oct 2022)
You will be provided with due dates for any on-campus activities in class and on Moodle.

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 to achieve a pass grade.

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

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