



# SPCH13011 *Fluency Disorders and Clinical Practice*

## Term 2 - 2022

Profile information current as at 09/05/2024 09:58 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 2 SPCH13004 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



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

## Schedule

### Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• The history of stuttering</li><li>• Theories of stuttering</li><li>• Lidcombe behavioural data</li><li>• Terminology</li></ul>	Reading: Onslow (2022): <ul style="list-style-type: none"><li>• Lectures 1 and 2</li></ul> Justice & Redle (2014): <ul style="list-style-type: none"><li>• Chapter 10 Stuttering</li></ul>	

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Theories of stuttering continued</li><li>• Causes of stuttering</li><li>• Clinical measurement of stuttering</li><li>• Revise terminology</li></ul>	Reading: Onslow (2022): <ul style="list-style-type: none"><li>• Lectures 3 and 4</li></ul>	

### Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Clinical measurement of stuttering continued</li><li>• Evidence-based practice (EBP) for stuttering</li><li>• EBP for early intervention</li></ul>	Reading: Onslow (2022): <ul style="list-style-type: none"><li>• Lectures 5, 6 and 7</li></ul>	

### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Lidcombe program - theory and practical</li></ul>	Reading: <ul style="list-style-type: none"><li>• Lidcombe manual</li></ul>	

### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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- 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
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### Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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- 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
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- Revision of all paediatric treatment programs

Reading:  
Onslow (2022):  
• Lecture 9

### Week 8 - 05 Sep 2022

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

Camperdown manual

### Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
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- Anxiety and stuttering
- Cluttering

Reading:  
Onslow (2022):  
• Lectures 10 and 11

### Week 12 - 03 Oct 2022

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

### Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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**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