SPCH13011 *Stuttering and related conditions*
Term 2 - 2023

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 stuttering and related conditions for children and adults. You will explore evidence-based practice in the diagnosis and management of stuttering. The International Classification of Functioning, Disability, and Health framework and current research evidence will provide context and structure to assist you in administering management plans.

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: ALLH12006 Evidence Based Practice for Allied Health - pre-requisite SPCH12004 Speech Pathology Work Integrated Learning 1 Co-requisites: SPCH13004 Communication Goals and Needs 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 - 2023
- 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. **Online Quiz(zes)**
Weighting: 20%
2. **Practical Assessment**
Weighting: 40%
3. **Practical Assessment**
Weighting: 40%

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 SUTE comments

Feedback

It is a privilege to have such a knowledgeable and supportive tutor who is enthusiastic, answers questions, provides quality learning, and is willing to share their experience in the profession

Recommendation

It is recommended that the unit coordinator continue to provide the students with high quality and evidence-based learning experiences in the field of stuttering and related disorders

Feedback from SUTE comments

Feedback

I have absolutely loved taking this unit. Very enjoyable and I was well supported throughout by teaching staff

Recommendation

It is recommended that the unit coordinator continue to support students but at the same time encourage their independent and lifelong learning

Feedback from SUTE ratings

Feedback

Upon reflection of the substandard score for the category of 'clear unit requirements' it is apparent that students did not find that the expectations of the unit were clearly explained

Recommendation

It is recommended that the unit coordinator focus on ensuring the unit requirements are clearly explained and outlined in detail on Moodle

Feedback from SUTE ratings

Feedback

Upon reflection of the score for the 'useful learning materials' it is apparent that not all students found the materials provided beneficial to the learning of the unit content

Recommendation

It is recommended that the unit coordinator review the learning materials for this unit in 2023 to ensure they are relevant and up-to-date for effective learning and teaching

Unit Learning Outcomes

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

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

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 - Online Quiz(zes) - 20%	●		
2 - Practical Assessment - 40%		●	●

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 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Introduction to stuttering - definitions/terminology and taxonomies of stuttering • The impact of stuttering • Introduction to analysis of stuttering • Speech Pathology Australia Stuttering Management document	Readings will be placed on Moodle.	

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Terminology continued • The cause of stuttering • Clinical measurement of stuttering • Rating of stuttering	Readings will be placed on Moodle.	

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Rating of stuttering • Analysis tasks • Evidence-based practice for management of early stuttering	Readings will be placed on Moodle.	

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic

- The Lidcombe program
- Early intervention stuttering base continued
- Commercial assessments of stuttering

Readings will be placed on Moodle.

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
• The Lidcombe program continued	Readings will be placed on Moodle.	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
• The Westmead program • The Oakville program	Readings will be placed on Moodle.	

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Practice of combined paediatric treatments - Lidcombe, Oakville and Westmead	Readings will be placed on Moodle.	

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Paediatric assessment	Readings will be placed on Moodle.	**Paediatric simulation 40%** Due: Week 8 Wednesday (6 Sept 2023) 8:00 am AEST

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Speech restructuring treatments and other EBP treatments for persistent stuttering • Adult treatments - Smooth Speech and the Camperdown program	Readings will be placed on Moodle.	

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Camperdown program continued • Cluttering and other related conditions • Stuttering and social anxiety	Readings will be placed on Moodle.	

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Revision of content to date	Readings will be placed on Moodle.	**Online quiz (20%)** Due: Week 11 Tuesday (26 Sept 2023) 5:00 pm AEST

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
• Camperdown program continued		

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Adolescent/adult simulation (40%) Due: Review/Exam Week Wednesday (11 Oct 2023) 11:45 pm AEST

Exam Week - 16 Oct 2023

Term Specific Information

Welcome to SPCH13011 Stuttering and related conditions. In this unit you will learn about stuttering and related conditions in children and adults. The website that is invaluable to your learning this term is the Australian Stuttering Research Centre - https://www.uts.edu.au/research/australian-stuttering-research-centre. On this website you will find Mark Onslow's Stuttering and its Treatment. Twelve lectures. Download this free resource as this document forms the majority of your reading for SPCH13011 as there is no textbook attached to this unit. Onslow's resource is updated regularly and therefore has the latest best practice in the management of stuttering.

Assessment Tasks

1 Online quiz (20%)

Assessment Type
Online Quiz(zes)

Task Description
The quiz assesses your knowledge of the unit content covering the history, diagnosis, treatment and psychosocial impacts of stuttering and related conditions (e.g. cluttering).

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date
Week 11 Tuesday (26 Sept 2023) 5:00 pm AEST
The quiz will open at 5pm Tuesday 26/09/23 and close at 9am Thursday 28/09/23

Return Date to Students
Week 12 Monday (2 Oct 2023)
Students will be provided with written feedback upon marking of the online quiz via Moodle

Weighting
20%

Minimum mark or grade
A minimum mark of 10/20 (i.e., 50%) is required to pass this assessment and the unit

Assessment Criteria
Students will be assessed according to the marking guide designed for the quiz.

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 stuttering and related conditions in children and adults

2 Paediatric simulation 40%

Assessment Type
Practical Assessment

Task Description
You are required to demonstrate assessment and intervention techniques for children who stutter. Your selected 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 scenario you are presented with. As this is a paediatric simulation assessment and the intervention programs are often

dependent upon parent participation there will be two actors in your assessment - the parent or caregiver and the child.

Assessment Due Date
Week 8 Wednesday (6 Sept 2023) 8:00 am AEST
Your allocated time will be outlined on Moodle by week two

Return Date to Students
Week 9 Friday (15 Sept 2023)
Results and feedback will be uploaded to Moodle

Weighting
40%

Minimum mark or grade
A minimum mark of 20/40 (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

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

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

3 Adolescent/adult simulation (40%)

Assessment Type
Practical Assessment

Task Description
You are required to demonstrate assessment and intervention techniques for adolescents or adults who stutter. Your selected 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 scenario you are presented with. As this is an adolescent/adult simulation assessment you will be presented with one actor as the person who stutters.

Assessment Due Date
Review/Exam Week Wednesday (11 Oct 2023) 11:45 pm AEST
Your allocated time will be outlined on Moodle by week four

Return Date to Students
Exam Week Friday (20 Oct 2023)
Results and feedback will be uploaded to Moodle

Weighting
40%

Minimum mark or grade
A minimum mark of 20/40 (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

Referencing Style

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

Submission
No submission method provided.

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