



SPCH13012 *Voice Disorders and Clinical Practice*

Term 1 - 2020

Profile information current as at 05/05/2024 08:23 am

All details in this unit profile for SPCH13012 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.

Corrections

Unit Profile Correction added on 30-03-20

Assessments 1 and 2 have now been changed to an alternative form of assessment. Further details will be made available in Moodle in due course.

General Information

Overview

In this unit you will advance your knowledge in the aetiology, assessment, diagnosis, prognosis, and management of voice 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 voice disorders. You will directly apply knowledge learned by facilitating treatment sessions in a Voice Care Clinic. 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 interprofessional 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 Health Professionals
ALLH12006 Evidence Based Practice for Allied Health
SPCH13004 Communication Disorders across the School Years
SPCH12007 Speech Pathology Work-Integrated Learning 2
SPCH12003 Functional Anatomy of the Head, Neck and Thorax
Co-Requisites: SPCH13003 Neurogenic Communication Disorders 1

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 1 - 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: 50%

2. **Practical Assessment**

Weighting: 50%

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. Explain the vocal mechanism and the multifactorial elements impacting voice production in children and adults
2. Demonstrate and justify current evidence-based practice according to the International Classification of Functioning, Disability and Health framework in the evaluation, interpretation, and treatment of child and adult voice disorders.

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
1 - Written Assessment - 50%	•	•
2 - Practical Assessment - 50%	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
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		•

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jenni-Lee Rees Unit Coordinator

j.rees2@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Introduction to voice disorders• Voice assessment – instrumental voice assessment & holistic information gathering in order to plan appropriate therapy• Major signs of voice problems• Case history taking and voice assessment in depth.• Practical session	<p>Pre Reading: Colton, R. H., Casper, J. K., & Leonard, R. (2011). <i>Understanding voice problems: A physiological perspective for diagnosis and treatment</i> (4th ed.). Baltimore, MD: Lippincott Williams & Wilkins.</p> <ul style="list-style-type: none">• Chapter 3. Morphology of Vocal Fold Mucosa• Chapter 8. The Voice History, Examination, and Testing	<p>Preparation for this unit: Review laryngeal anatomy and physiology in voice production Seikel, J.A., Drumright, D.G., & King, D.W. (2016). <i>Anatomy and Physiology for Speech, Language and Hearing</i>. (5th ed.). Clifton Park, New York: Cengage Learning.</p> <p>Chapter 4. Anatomy of Phonation Chapter 5. Physiology of Phonation Sapienza, C., & Hoffman Ruddy, B. (2018). <i>Voice Disorders</i>. (3rd ed.). San Diego, CA; Plural Publishing.</p> <p>Chapter 1. Respiratory Anatomy and Physiology Chapter 2. Laryngeal Anatomy and Physiology</p>

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Case history taking and voice assessment in depth. Practical session.• Professional voice users & occupational demands• Breathing techniques to support phonation• Laryngeal deconstriction• Laryngeal massage - who is appropriate and who is not• Demonstration of voice - practical session for students to learn to use a confident modelling technique:<ul style="list-style-type: none">◦ scales/glides◦ increasing awareness of voice use• Vocal hygiene	<p>Pre Reading: Colton, R. H., Casper, J. K., & Leonard, R. (2011). <i>Understanding voice problems: A physiological perspective for diagnosis and treatment</i> (4th ed.). Baltimore, MD: Lippincott Williams & Wilkins.</p> <ul style="list-style-type: none">• Chapter 2. Diagnosis of Voice Issues• Chapter 4. Phonotrauma: It's Effect on Phonatory Physiology• Chapter 10. Vocal Rehabilitation	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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- Laryngeal deconstriction
- Laryngeal massage - who is appropriate and who is not
- Demonstration of voice - practical session for students to learn to use a confident modelling technique:
 - scales/glides
 - increasing awareness of voice use
- Vocal hygiene

Pre Reading:

Colton, R. H., Casper, J. K., & Leonard, R. (2011). *Understanding voice problems: A physiological perspective for diagnosis and treatment* (4th ed.). Baltimore, MD: Lippincott Williams & Wilkins.

• Chapter 10. Vocal Rehabilitation
Sapienza, C., & Hoffman Ruddy, B. (2018). *Voice Disorders*. (3rd ed.). San Diego, CA; Plural Publishing.
Chapter 7. Vocal Rehabilitation
Review articles and handouts given in class.

Listen to the children and adults you might be seeing in clinic or those you come into contact with in social settings

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Paediatric voice disorders • Infants, preschool & school aged • The voice at puberty • Paediatric laryngeal disorders • Paediatric resonance disorders 	<p>Pre Reading: Colton, R. H., Casper, J. K., & Leonard, R. (2011). <i>Understanding voice problems: A physiological perspective for diagnosis and treatment</i> (4th ed.). Baltimore, MD: Lippincott Williams & Wilkins.</p> <p>• Chapter 7. Voice Problems Associated with the Pediatric and the Geriatric Voice Review articles and handouts given in class. Listen to the children and adults you might be seeing in clinic or those you come into contact with in social settings.</p>	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Introduction to voice therapy techniques - paediatric vs adult • Practical case examples- paediatric/adult-discussion, role play, problem solving 	<p>Pre Reading: Colton, R. H., Casper, J. K., & Leonard, R. (2011). <i>Understanding voice problems: A physiological perspective for diagnosis and treatment</i> (4th ed.). Baltimore, MD: Lippincott Williams & Wilkins.</p> <p>• Chapter 10. Vocal Rehabilitation • Chapter 7. Voice Problems Associated with the Pediatric and the Geriatric Voice</p>	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class this week.		Use this time to listen to the voices around you to develop your 'ear' for identifying different vocal qualities, catch up on readings or investigate different topics for greater understanding of related voice matters.

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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- Reflux
- Negotiating voice therapy goals
- Motivational interviewing
- More voice therapy techniques
- Contingency planning and behavioural management
- Factors influencing voice, other considerations impacting on treatment

*****Friday's class will begin at 8am and finish at 10am due to the SPCH13001 Simulation Activity being scheduled from 10am - 1pm.**

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Neurological voice disorders • LSVT® LOUD • Case examples/role play • Multi-disciplinary involvement in voice management • Geriatric voice disorders 	Pre Reading: Colton, R. H., Casper, J. K., & Leonard, R. (2011). <i>Understanding voice problems: A physiological perspective for diagnosis and treatment</i> (4th ed.). Baltimore, MD: Lippincott Williams & Wilkins. <ul style="list-style-type: none"> • Chapter 5. Voice Systems Associated with Nervous System Involvement • Chapter 7. Voice Problems Associated with the Paediatric & Geriatric Voice 	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
(50%) Assessment 1- Paediatric & Adult Voice Analysis, & Written Therapy Plan. Wednesday this week in class time. 30 minutes is allocated to each case (1 hour total time for assessment). Weekly topics: <ul style="list-style-type: none"> • Chronic cough • Paradoxical vocal fold movement (PVFM) disorders 	Review articles and handouts given in class.	(50%) Perceptual Voice Analysis and Therapy Plan Due: Week 8 Wednesday (6 May 2020) 10:00 am AEST

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Surgical management of voice disorders • Shaping voice and giving feedback during voice therapy • Laryngectomy & tracheostomy • Hormonal changes, gender & effects on voice • Voice and role in family and society • Psychogenic voice 	Pre Reading: Colton, R. H., Casper, J. K., & Leonard, R. (2011). <i>Understanding voice problems: A physiological perspective for diagnosis and treatment</i> (4th ed.). Baltimore, MD: Lippincott Williams & Wilkins. <ul style="list-style-type: none"> • Chapter 9. Surgical and medical management of voice disorders • Chapter 11. Voice & Laryngectomy 	

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Honing your voice techniques:

Lectures will focus on filling knowledge gaps and increasing your personal vocal confidence and demonstration techniques through cases examples, modelling, role play and group and individual discussion. If you have any questions/requests, now is the time to ask!

Readings as recommended by your lecturer

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Honing your voice techniques:

Lectures will focus on filling knowledge gaps and increasing your personal vocal confidence and demonstration techniques through cases examples, modelling, role play and group and individual discussion. If you have any questions/requests, now is the time to ask!

Readings as recommended by your lecturer

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Honing your voice techniques:

One session left to focus on filling knowledge gaps and increasing your personal vocal confidence and demonstration techniques through cases examples, modelling, role play and group and individual discussion.

(50%) Voice Simulation Assessment

Readings as recommended by your lecturer

(50%) Voice Simulation Assessment Due: Week 12 Friday (5 June 2020) 12:00 pm AEST

Friday 9 October 2020

To be held in the CQU Student Health Clinic

Schedule TBA.

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks**1 (50%) Perceptual Voice Analysis and Therapy Plan****Assessment Type**

Written Assessment

Task Description

You will be presented with a previously unseen written case history and recorded voice sample of a child and an adult. This history will provide a context for the written components of this assessment. You will be able to listen to the voice sample multiple times within a set time period.

For each case you are required to independently:

- Complete the provided blank Oates Russell Perceptual Voice Profile indicating the voice qualities you hear and

- the severity with which those qualities impact on the sample voice
- Write up a summary/overall impression of your perceptual voice results. Document the goals and evidence-based recommendations and management strategies for intervention.

Minimum mark or grade:

There is a MUST-PASS criteria of 50% (25/50) for this assessment as specified on the rubric. You MUST PASS both adult and paediatric components of the assessment. You MUST PASS this assessment in order to achieve a pass in this unit.

Assessment Due Date

Week 8 Wednesday (6 May 2020) 10:00 am AEST

This assessment is completed in class time with all paperwork handed in to the lecturer at the end of the allocated assessment time.

Return Date to Students

Week 10 Wednesday (20 May 2020)

Results will be uploaded to Moodle and feedback emailed to students.

Weighting

50%

Assessment Criteria

The specific criteria will be outlined by the lecturer and be available on Moodle but includes the following:

- Accurately describe and analyse the audio recording of the child's and adult's voice during real time presentation (multiple viewings of the audio recording during the session are permitted as is consistent with learning theory)
- Accurately summarise the perceptual voice profile
- Document the goals and recommendations for intervention
- Document ongoing plans and evidence-based management strategies
- Provide evidence of age appropriate holistic consideration of the person's voice issues
- Use clear, logical, grammatical and professional language following usual clinical documentation guidelines.

This assessment is worth 50% of the overall marks for SPCH13012 and is a MUST PASS assessment.

Late Arrivals: You should aim to arrive at least 15-minutes prior to the official assessment commencement time. In the extraordinary circumstance that you are late you will be permitted late entry to your assessment of up to 10 minutes after the official assessment commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e. arriving beyond the permitted late entry period), you should make an online application for deferred assessment (which may or may not be granted in line with CQU policy). If your application for deferred assessment is denied, you will receive a score of zero percent (0%) for your assessment item and you may be eligible for a supplementary assessment in line with CQU policy.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Explain the vocal mechanism and the multifactorial elements impacting voice production in children and adults
- Demonstrate and justify current evidence-based practice according to the International Classification of Functioning, Disability and Health framework in the evaluation, interpretation, and treatment of child and adult voice disorders.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 (50%) Voice Simulation Assessment

Assessment Type

Practical Assessment

Task Description

This assessment involves a simulated treatment session in which you demonstrate the clinical skills required during intervention in this range of practice (voice). Each student will have a different case scenario (paediatric or adult) presented to them at the time of their assessment. An actor will play the role of the client.

Voice Treatment Simulation (50%):

Part A:

1. Analyse a child/adult voice sample to rate and determine the severity level of dysphonia (and other complications)
2. Based on the case information provided and the completed voice profile, you will plan and write evidence-based voice intervention for a child/adult case
3. Based on the evidence-based therapy plan, you will develop contingency plans for each targeted intervention. Identification of further information to ask the client/caregiver will be identified and noted.

Part B:

1. Conduct a brief case history interview with the client/ parent of a child or directly with a teenager/adult who has voice problems
2. Describe and demonstrate age appropriate direct intervention techniques for a child/adult with voice issues. This will involve simulating directly working with the adult/child and explaining the techniques to the parent/teenager/adult.
3. Describe and demonstrate age appropriate indirect intervention techniques for a child/adult with voice issues. This will involve simulating directly working with the adult/child and explaining the techniques to the parent/teenager/adult.
4. Conduct and explain at least one treatment technique/program to a child/adult with voice issues that are similar to the assessment case given.

Part C:

- Document the voice therapy session, summarising the overall findings in the form of an impression
- Document the goals and ongoing plan for intervention along with recommendations and management strategies.

All written information provided at the beginning of the assessment, notes made during the simulation assessment and approved checklists must be submitted to the assessor prior to leaving the examination room.

Minimum mark or grade:

There is a MUST-PASS criteria of 50% (25/50) for this assessment as specified on the rubric. You MUST PASS this assessment in order to achieve a pass in this unit.

Assessment Due Date

Week 12 Friday (5 June 2020) 12:00 pm AEST

The voice simulation assessment schedule will be held during class time in the CQUniversity Student Health Clinic at a time TBA.

Return Date to Students

Exam Week Friday (19 June 2020)

Results will be uploaded to Moodle and feedback emailed to students.

Weighting

50%

Minimum mark or grade

There is a MUST-PASS criteria of 50% (25/50) for this assessment as specified on the rubric. You MUST PASS this assessment in order to achieve a pass in this unit.

Assessment Criteria

The specific criteria will be outlined by the lecturer and be available on Moodle but includes the following:

- Accurately describe and analyse the audio recording of the child's voice during real time presentation
- Write an evidence-based voice intervention plan which is client-centred and includes direct and indirect voice therapy techniques
- Develop alternative voice therapy plans for each targeted intervention
- Independently investigate issues for further consideration
- Manage the clinical situation independently in a dynamic way
- Accurately demonstrate and shape a variety of evidence-based direct and indirect voice techniques appropriate

- to both paediatric and adult scenarios
- Document ongoing plans and evidence based management strategies
- Provide evidence of age appropriate holistic consideration of the person's voice issues
- Use clear, logical, grammatical and professional language following usual clinical documentation guidelines.

This assessment is worth 50% of the overall marks for SPCH13012 and is a must pass assessment.

Late Arrivals: You should aim to arrive at least 15-minutes prior to the official assessment commencement time. In the extraordinary circumstance that you are late you will be permitted late entry to your assessment of up to 10 minutes after the official assessment commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e. arriving beyond the permitted late entry period), you should make an online application for deferred assessment (which may or may not be granted in line with CQU policy). If your application for deferred assessment is denied, you will receive a score of zero percent (0%) for your assessment item but may be eligible for a supplementary assessment in line with CQU policy.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Submission Instructions

The simulation's written summary and recommendations must be submitted prior to leaving the examination room.

Learning Outcomes Assessed

- Explain the vocal mechanism and the multifactorial elements impacting voice production in children and adults
- Demonstrate and justify current evidence-based practice according to the International Classification of Functioning, Disability and Health framework in the evaluation, interpretation, and treatment of child and adult voice disorders.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- 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