



# SPCH13012 Voice Disorders and Clinical Practice

## Term 1 - 2022

Profile information current as at 26/04/2024 06:40 am

All details in this unit profile for SPCH13012 have been officially approved by CQU University 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, 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  
2SPCH12003 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 - 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. **Written 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**

The handouts were very useful.

**Recommendation**

Continue to provide handout material to embed newly learned content.

#### Feedback from Have Your say

**Feedback**

Students would like more focus on the differences between providing adult versus paediatric voice therapy.

**Recommendation**

Provide practical activities that highlight the similarities and differences in therapeutic approaches to voice rehabilitation for children and adults.

## 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'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
<b>1 - Written Assessment - 50%</b>	•	•
<b>2 - Practical Assessment - 50%</b>	•	•
<b>3 - On-campus Activity - 0%</b>	•	•

## 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		•
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 - Written Assessment - 50%	•	•	•	•	•	•	•	•	•	
2 - Practical Assessment - 50%	•	•	•		•		•	•	•	
3 - On-campus Activity - 0%	•	•	•		•				•	

## Textbooks and Resources

### Textbooks

SPCH13012

#### Prescribed

##### Voice Disorders

Edition: 4th (2022)

Authors: Sapienza C., & Hoffman, B.

Plural

San Diego , CA , USA

ISBN: 9781635502510

Binding: Paperback

SPCH13012

#### Supplementary

##### Clinical Management of Childrens' Voice Disorders

Edition: 1st (2010)

Authors: Hartnick, C.J., & Bosely, M.E.

Plural

San Diego , CA , USA

ISBN: 1597563544

Binding: Paperback

### 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

**Jenni-Lee Rees** Unit Coordinator

[j.rees2@cqu.edu.au](mailto:j.rees2@cqu.edu.au)

## Schedule

### Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Readings to be completed before Week 1

### Recommended material:

Sapienza, C., & Hoffman, B. (2022). *Voice Disorders*. (4th ed.). Plural Publishing.

Chap 1. Respiratory Anatomy and Physiology

Chap 2. Laryngeal Anatomy and Physiology

Chap 3. Vocal Health

In this unit we use the Voice Analyst app to measure pitch, volume and duration. If you wish you can purchase this at the app store for \$9.99 and download it to your phone/tablet. This is not compulsory. We also have the app downloaded to some of the school's iPads for use in class but it can be a useful assessment and biofeedback tool for clinics.

### 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

### Reading:

Sapienza, C., & Hoffman, B. (2022). *Voice Disorders*. (4th ed.). Plural Publishing. Chap 4. Evaluation pp. 79-81, 120-124, 130-134 (Appendices 4-1 & 4-2)

There is also a very good section on Voice Assessment in Shipley & McAfee (2021). Chap 13.

At the end of the chapter there is an excellent variety of forms for assessing voice across a broad range of parameters.

## Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Case history taking and more on voice assessment (practical session).</li><li>• Professional voice users &amp; occupational demands</li><li>• Breathing techniques to support phonation</li><li>• Laryngeal deconstriction</li><li>• Laryngeal massage - who is appropriate and who is not</li><li>• Demonstration of voice - practical session for students to learn to use a confident modelling technique:<ul style="list-style-type: none"><li>• Scales/glides</li><li>• Increasing awareness of voice use</li><li>• Vocal hygiene</li></ul></li></ul>	<p>Reading:</p> <p>Sapienza, C., &amp; Hoffman, B. (2022). <i>Voice Disorders</i>. (4th ed.). Plural Publishing. Chap 7. Vocal rehabilitation pp. 227-237</p>	

## Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Laryngeal deconstriction</li><li>• Laryngeal massage - who is appropriate and who is not</li><li>• Demonstration of voice - practical session for students to learn to use a confident modelling technique:<ul style="list-style-type: none"><li>◦ scales/glides</li><li>◦ increasing awareness of voice use</li></ul></li><li>• Vocal hygiene</li></ul>	<p>Reading:</p> <p>Sapienza, C., &amp; Hoffman, B. (2022). <i>Voice Disorders</i>. (4th ed.). Plural Publishing. Chap 7. Vocal rehabilitation pp. 227-237.</p> <p>Review articles and handouts given in class.</p>	<p><b>Reflection 1 due 8pm Monday.</b> Pay attention to the children and adults you might be seeing in clinic or those you come into contact with in social settings. Listen for the various vocal characteristics discussed in class.</p>

## Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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<ul style="list-style-type: none"> <li>• Paediatric voice disorders (infants, preschool &amp; school aged)</li> <li>• The voice at puberty</li> </ul>	<p><b>Reading:</b>  <b>Sapienza, C., &amp; Hoffman, B. (2022). <i>Voice Disorders</i>. (4th ed.). Plural Publishing. Chap 2. Laryngeal Anatomy &amp; Physiology pp. 48-49</b>  <b>Chap 7. Vocal rehabilitation pp. 238-262</b></p> <p><b>Hartnick, C.J., &amp; Boseley, M.E. (2010). <i>Clinical Management of Children's Voice Disorders: Learning, Language and the Brain</i>. Plural Publishing. (available online via CQU library)</b>  <b>Chap 3 . Evaluation of the Child with a Vocal Disorder pp. 53-67, 81-83</b>  <b>Chap 4. Voice Quality of Life Instruments pp. 84-95</b></p> <p>Review articles and handouts given in class.</p>	<p>Pay attention to the children and adults you might be seeing in clinic or those you come into contact with in social settings. Listen for the various vocal characteristics discussed in class.</p>
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**Week 5 - 04 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Puberphonia</li> <li>• Introduction to voice therapy techniques - paediatric vs adult</li> <li>• Practical case examples- paediatric/adult-discussion, role play, problem solving</li> </ul>	<p><b>Reading:</b>  <b>Sapienza, C., &amp; Hoffman, B. (2022). <i>Voice Disorders</i>. (4th ed.). Plural Publishing. Chap 7. Vocal rehabilitation pp. 238-262</b></p> <p><b>Hartnick, C.J., &amp; Boseley, M.E. (2010). <i>Clinical Management of Children's Voice Disorders: Learning, Language and the Brain</i>. Plural Publishing. (available online via CQU library)</b>  <b>Chap 3. Evaluation of the Child with a Vocal Disorder pp. 53-67, 81-83.</b>  <b>Chap 4. Voice Quality of Life Instruments pp. 84-95</b>            Nelson, R., Peterson, E.A., Pierce, J.L., Smith, M.E., &amp; Houtz, D.R. (2017). Manual Laryngeal Reposturing as a Primary Approach for Mutational Falsetto. <i>Laryngoscope</i>, 127(3), pp.645-650. DOI: 10.1002/lary.26053            Review articles and handouts given in class.</p>	<p>Pay attention to the children and adults you might be seeing in clinic or those you come into contact with in social settings. Listen for the various vocal characteristics discussed in class.</p>

**Vacation Week - 11 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>No class this week.</b></p>	<p><b>Reading:</b>  <b>Sapienza, C., &amp; Hoffman, B. (2022). <i>Voice Disorders</i>. (4th ed.). Plural Publishing. Chap 7. Vocal rehabilitation (review)</b></p> <p>Colton, R. H., Casper, J. K., &amp; Leonard, R. (2011). <i>Understanding voice problems: A physiological perspective for diagnosis and treatment</i>. (4th ed.). Lippincott Williams &amp; Wilkins. (available online via CQU library)            Chap 10. Vocal Rehabilitation (for other voice therapy techniques)</p>	<p>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. Conduct voice assessments and try out therapy techniques on friends and family.</p>

**Week 6 - 18 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Reflux</li> <li>• Negotiating voice therapy goals</li> <li>• More voice therapy techniques</li> <li>• Contingency planning and behavioural management</li> <li>• Factors influencing voice, other considerations impacting on treatment</li> <li>• Psychogenic voice</li> </ul>	<p><b>Reading:</b>  <b>Sapienza, C., &amp; Hoffman, B. (2022). <i>Voice Disorders</i>. (4th ed.). Plural Publishing. Chap 7. Vocal Rehabilitation pp. 231-233</b></p>	

## Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Neurological voice disorders</li><li>• LSVT®LOUD</li><li>• Case examples/role play</li><li>• Multi-disciplinary involvement in voice management</li><li>• Geriatric voice disorders</li></ul>	<p><b>Reading:</b> <b>Sapienza, C., &amp; Hoffman, B. (2022). <i>Voice Disorders</i>. (4th ed.). Plural Publishing. p 100, pp. 213-214, pp. 251-252, p 98, pp. 168-169,</b> Colton, R. H., Casper, J. K., &amp; Leonard, R. (2011). <i>Understanding voice problems: A physiological perspective for diagnosis and treatment</i>. (4th ed.). Lippincott Williams &amp; Wilkins. (available online via CQU library) Chap.5 Voice Systems Associated with Nervous System Involvement. Chap.7. Voice Problems Associated with the Pediatric and the Geriatric Voice pp. 202-212 Applebaum, J., Harun, A., Davis, A., Hillet, A.T., Best, S.R.A., &amp; Akst, L.M. (2019). Geriatric Dysphonia: Characteristics of Diagnoses in Age-Based Cohorts in a Tertiary Clinic. <i>Annals of Otology, Rhinology &amp; Laryngology</i>, 1-7.</p>	

## Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Chronic cough</li><li>• Paradoxical vocal fold movement (PVFM) disorders</li></ul>	<p><b>Reading:</b> <b>Sapienza, C., &amp; Hoffman, B. (2022). <i>Voice Disorders</i>. (4th ed.). Plural Publishing. pp. 183-184, pp. 262-264, pp. 443-444, pp. 447- 448</b> Review articles and handouts given in class.</p>	<p><b>Reflection 2 due 8pm Monday.</b></p> <p><b>Perceptual Voice Analysis &amp; Therapy Plan Due: Week 8 Friday (6 May 2022) 12:00 pm AEST</b></p>

## Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Surgical management of voice disorders</li><li>• Shaping voice and giving feedback during voice therapy</li><li>• Laryngectomy &amp; tracheostomy</li></ul>	<p><b>Reading:</b> <b>Sapienza, C., &amp; Hoffman, B. (2022). <i>Voice Disorders</i>. (4th ed.). Plural Publishing. Chap 8. Phonosurgery (overview only) Chap 9. Team Management of Head &amp; Neck Cancer (overview only)</b></p>	

## Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
<p><b>Honing your voice techniques:</b></p> <ul style="list-style-type: none"><li>• Hormonal changes, gender &amp; effects on voice</li><li>• Voice and role in family and society</li></ul> <p>Lectures will also 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!</p>	<p>Readings and review of learning material as recommended by your lecturer.</p>	

## Week 11 - 23 May 2022

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 and review of learning material as recommended by your lecturer.

**Reflection 3 due 8pm Monday.**

**Week 12 - 30 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Honing your voice techniques:</b> One session left to focus on filling knowledge gaps and increasing your personal vocal confidence and demonstration techniques through case examples, modelling, role play and group and individual discussion.	Readings and review of learning material as recommended by your lecturer.	<b>Voice Simulation Assessment Due:</b> Week 12 Friday (3 June 2022) 5:00 pm AEST

**Review/Exam Week - 06 Jun 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 13 Jun 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

In weeks 1-6 there will only be one face-to-face lecture/tutorial per week. Pre-recorded lectures will be posted on Moodle and will form part of an independent learning requirement where you will need to follow the learning instructions found on Moodle each week and then come to class prepared to engage in a more practical, experiential component. From weeks 8-12, there will be two face-to-face lecture/tutorials designed to build your confidence and clinical reasoning in the practical application of assessment and management of voice disorders.

## Assessment Tasks

### 1 Perceptual Voice Analysis & 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 will be required to independently:

- Complete the provided blank Oates Russell Perceptual Voice Profile template indicating the voice qualities you hear and the severity with which those qualities impact on the sample voice.
- Write a summary/overall impression of your perceptual voice results and document the goals and evidence-based recommendations and management strategies for intervention.

**Assessment Due Date**

Week 8 Friday (6 May 2022) 12:00 pm AEST

Schedule and location TBA. This assessment is conducted in class time during the second weekly lecture time with all paperwork handed in to the lecturer at the end of the allocated assessment time.

**Return Date to Students**

Week 10 Friday (20 May 2022)

Results and feedback will be available via Moodle gradebook.

## Weighting

50%

## Minimum mark or grade

There is a MUST-PASS criteria of 50% (25/50 adjusted score) for this assessment as specified on the rubric. You MUST PASS both adult and paediatric components of the assessment (i.e., minimum 50% on each component)

## Assessment Criteria

This assessment relates to the following learning outcomes (LO):

- LO1: Explain the vocal mechanism and the multifactorial elements impacting voice production in children and adults
- LO2: 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 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 (multiple opportunities to listen to the audio recording during the session are permitted consistent with learning theory)
- Accurately summarise the perceptual voice profile
- Accurately document the goals and recommendations for intervention using evidence-based management strategies
- Provide clear evidence of age appropriate holistic consideration of the person's voice issues
- Use clear, logical, grammatical and professional language following usual clinical documentation guidelines.

**Late arrivals:** You should aim to arrive at least 15 minutes prior to the 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 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 a 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 7th Edition \(APA 7th edition\)](#)

## Submission

Offline

## Submission Instructions

All documentation associated with the assessment must be submitted to the lecturer 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
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 2 Voice Simulation Assessment

### Assessment Type

Practical Assessment

## Task Description

This assessment involves a simulated treatment session in which you demonstrate the clinical skills required to independently treat a child/adult with a voice disorder. Each student will have a different case scenario (paediatric or adult) presented to them at the time of their assessment. The simulation assessment consists of the following:

**Part 1:** Assess the voice disorder, write and therapy plan with suitable contingencies and prepare for the client interview.

**Part 2:** Interview the client and/or carer and implement client-centred intervention.

**Part 3:** Reflect on the clinical session and explain and demonstrate voice therapy for an alternative scenario.

**Part 4:** Document your impression from the assessment and write recommendations/plans.

Details regarding the clinical competencies you are expected to demonstrate within each part are provided in the Voice Simulation Assessment Task Description & Rubric on Moodle.

## Assessment Due Date

Week 12 Friday (3 June 2022) 5:00 pm AEST

Time, location & schedule will be posted on Moodle in the Assessment section & week 12 section of the unit. Your simulation will be scheduled during week 12 no later than 3 June 2021 at 5pm. All paperwork used in the assessment must be submitted to the assessor prior to leaving the examination room. Assessment schedule TBA.

## Return Date to Students

Exam Week Friday (17 June 2022)

Results and feedback will be available via Moodle gradebook.

## Weighting

50%

## Minimum mark or grade

There is a MUST-PASS criteria of 50% (25/50 adjusted score) for this assessment as specified on the rubric.

## Assessment Criteria

This assessment relates to the following learning outcomes (LO):

- LO1: Explain the vocal mechanism and the multifactorial elements impacting voice production in children and adults
- LO2: 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.

You will be assessed on criteria related to the clinical competencies expected of an entry-level clinician, as outlined in CBOS and in the updated Professional Standards. Details regarding these criteria will be included on Moodle. A list of the core competencies are provided below:

- Accurately describe and analyse the audio recording of the child's voice during real time presentation (multiple opportunities to listen to the audio recording during the session are permitted consistent with learning theory)
- Write an evidence-based voice intervention plan which is client-centred and includes a variety of direct and indirect voice therapy techniques
- Develop alternative voice therapy contingency plans for each targeted intervention
- independently manage the clinical situation in a dynamic way
- Accurately explain, demonstrate and shape a variety of direct and indirect voice therapy techniques appropriate to both adult and paediatric scenarios
- Demonstrate clear, concise, logical clinical reasoning and insight during verbal reflection of the clinical session
- Accurately document the goals, and recommendations for intervention using evidence-based management strategies
- Provide clear documented evidence of age appropriate holistic consideration of the person's voice issues
- Use clear, logical, grammatical and professional language following usual clinical documentation guidelines.

**Late arrivals:** You should aim to arrive at least 15 minutes prior to the assessment commencement time. In extraordinary circumstance that you are late, you will be permitted late entry to your assessment of up to 10 minutes after the 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 a 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 7th Edition \(APA 7th edition\)](#)

## Submission

Offline

### Submission Instructions

All documentation associated with the assessment must be submitted to the lecturer 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
- Team Work
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 3 On-Campus Activity (PASS/FAIL)

### Assessment Type

On-campus Activity

### Task Description

To assist you in planning, navigating and applying the content independently learned in SPCH13012, your participation and engagement will be graded via three written reflections. If you feel it would be helpful, you can use the Description-Interpretation-Outcome framework with which you should already be familiar. Alternatively, you may prefer to structure your reflections differently. The reflections provide an opportunity for you to consider your learning style, identify your independent learning strategies and scheduling over the term using the various means available (i.e., Moodle, readings, textbooks, websites, home practice etc.) to educate yourself, and build your knowledge and confidence in Voice for class and the two main assessments for this unit.

### Due Dates & Submission

Due dates are summarised below. Details regarding the reflective requirements of focus for each reflection will be available available in the Task Description and Marking Guide on Moodle in the Assessment section under On Campus Activity.

#### 1. Reflection 1:

The first reflection is to be submitted after your first two weeks of learning by 8pm on Monday of Week 3 (**maximum of 250 words** in length).

#### 2. Reflection 2:

The second reflection is to be submitted after seven weeks of learning by 8pm Monday of Week 8 (**maximum of 250 words** in length).

#### 3. Reflection 3:

The third and final reflection will be due by 8pm Monday of Week 11 (**maximum of 250 words** in length). Further details regarding this task are provided on your Moodle page.

**This is a MUST PASS task with PASS/FAIL marking criteria. You must meet the requirements of all three reflection tasks to meet the pass criteria for the On-Campus Activity.**

### Assessment Due Date

Submission is via a forum on Moodle. The three written reflections will be due on the Monday at 8pm in Weeks 3, 8, and 11.

### Return Date to Students

Results will be available on Moodle gradebook in accordance with CQU assessment returns policy.

### Weighting

Pass/Fail

### Minimum mark or grade

You must achieve a Pass grade on each reflection to pass this assessment task.

## Assessment Criteria

This assessment relates to the following learning outcomes (LO):

- LO1: Explain the vocal mechanism and the multifactorial elements impacting voice production in children and adults
- LO2: 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 PASS criteria for this assessment include the following:

- Provides a total of 3 written reflections which are submitted into the Moodle forum for SPCH13012 within the required timeframes.
- The three submissions have a maximum word count of 250 words each.
- Written reflections follow the Description-Interpretation-Outcome (DIO) framework if used. Alternatively, if the DIO framework is not used, reflections should follow a systematic approach answering the questions of “What did I do and why? How did I feel about this and why? What went well/badly and why? What did I learn and how did I learn it? How will I make changes and why? What shall I continue to do? What shall I stop doing? What shall I start doing?”
- Written reflections demonstrate evidence of an increasing independence and depth of understanding and knowledge of all aspects of voice assessment and intervention that reflect a standard considered approaching intermediate including clear awareness of personal development status and needs.
- Written reflections are professionally, clearly and logically written with attention to grammar and spelling.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Via Moodle forum for SPCH13012

## 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
- Team Work
- Social Innovation

## 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