



SPCH13012 Voice Across the Lifespan

Term 1 - 2023

Profile information current as at 13/05/2024 10:15 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.

General Information

Overview

In this unit you will advance your knowledge in the aetiology, assessment, diagnosis, prognosis, and management of voice for children and adults. The use of interprofessional practice will be emphasised and you will explore evidence-based practice in the diagnosis and management of voice. The International Classification of Functioning, Disability, and Health framework and current research evidence will provide context and structure to assist you in assessment, prevention, and management planning.

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 Health Professionals SPCH12003 Functional Anatomy of the Head, Neck, and Thorax SPCH12007 Speech Pathology Work Integrated Learning 2 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 1 - 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. **Written Assessment**

Weighting: 50%

2. **Objective Structured Clinical Examinations (OSCEs)**

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](#).

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 Verbal feedback from student in class.

Feedback

A focus in class on developing students' ability to accurately develop their listening skills for completing perceptual voice profiles is greatly appreciated.

Recommendation

It is recommended to continue with tasks which focus on students' listening skills to ensure accurate perception of a range of voice qualities.

Feedback from Self-reflection

Feedback

Consider reviewing the topic of psychogenic voice disorders to increase students' clinical confidence and competence in this area.

Recommendation

It is recommended that the research evidence about treatment of psychogenic voice disorders is reviewed together with the inclusion of a case study for students to work through in class to increase depth of understanding.

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. Conduct a holistic assessment to differentially diagnose voice conditions in children and adults
3. Analyse and synthesise assessment data to create a holistic prevention and management plan for various voice conditions
4. Justify your clinical decisions using the International Classification of Functioning, Disability and Health framework and current evidence based practice

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•		•	•
2 - Objective Structured Clinical Examinations (OSCEs) - 50%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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

Wenonah Gardiner Unit Coordinator
w.gardiner@cqu.edu.au

Tina Janes Unit Coordinator
t.janes@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Reflux, Therapy Planning, and Other Factors: Part 1 (Learning resources are located in Week 6 of Moodle)	Readings will be outlined on Moodle.	NOTE: Content posted on Moodle for Weeks 1 to 5 will be covered in a pre-term intensive on February 28, March 1, and March 3 as described in the Term Specific Information section on the e-profile, as well as in the Unit Introduction section of Moodle. This schedule outlines the topics that will be covered in your weekly 2-hour tutorials with a note on where to locate the content on Moodle.

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Reflux, Therapy Planning, and Other Factors: Part 2 (Learning resources are located in Week 6 of Moodle)	Readings will be outlined on Moodle.	

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Neurological and Geriatric Voice: Part 1 (Learning resources are located in Week 7 of Moodle)	Readings will be outlined on Moodle.	

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Neurological and Geriatric Voice: Part 2 (Learning resources are located in Week 7 of Moodle)	Readings will be outlined on Moodle.	

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Assessment 1 will take place during your scheduled tutorial this week.		Perceptual Voice Analysis and Therapy Plan Due: Week 5 Monday (3 Apr 2023) 5:00 pm AEST

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Chronic Cough and Paradoxical Vocal Fold Movement: Part 1 (Learning resources are located in Week 8 of Moodle)	Readings will be outlined on Moodle.	

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Chronic Cough and Paradoxical Vocal Fold Movement: Part 2 (Learning resources are located in Week 8 of Moodle)	Readings will be outlined on Moodle.	

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
No Tutorial Due to Public Holiday		

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Surgical Management of Voice: Part 1 (Learning resources are located in Week 9 of Moodle)	Readings will be outlined on Moodle.	

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Surgical Management of Voice: Part 2 (Learning resources are located in Week 9 of Moodle)	Readings will be outlined on Moodle.	

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Considerations and Using Vocal Energy (Learning resources are located in Week 10 of Moodle)	Readings will be outlined on Moodle.	

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Review of Unit Content and Preparation for OSCE (Some learning resources are located in Weeks 11 and 12 of Moodle but you should review content across the full term)		

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
		OSCE Due: Review/Exam Week Thursday (8 June 2023) 9:00 am AEST

Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Term Specific Information

This is a 12-week unit that includes two practical assessment tasks. Part of the unit will be delivered via a pre-term intensive and the remainder of the unit will be delivered in weekly two hour tutorials. Please note that the tutorial in Week 5 has been extended to three hours to accommodate completion of your first assessment task.

The learning resources for this unit (e.g., powerpoint slides, readings, video examples, etc.) can be found on Moodle across Weeks 1 to 12. However, Weeks 1 to 5 of your unit will be taught via a pre-term intensive and weeks 6 to 12 in weekly 2-hour tutorials across the full term. Additional information is provided below.

Pre-term Intensive

Weeks 1 to 5 of your unit will be taught across a 2.5 day intensive (on-campus) in the week before term. A list of the dates and times is below. This list also includes which content will be covered on each of these days and where to find your learning content and resources on Moodle.

- Tuesday 28 February 2023 - 8am-11am (Week 1 Moodle content - Introduction to Voice)
- Wednesday 1 March 2023 - 8am - 4.30pm (Weeks 2 and 3 Moodle content - Case history, breathing, deconstriction, professional demand on voice, and vocal warm-ups)
- Friday 3 March 2023 - 8am - 4.30pm (Weeks 4 and 5 Moodle content - Paediatrics and puberty).

Weekly Tutorials Across Term

The unit content for weeks 6 to 12 material will be delivered face-to face on a weekly basis across Term 1 during your two-hour tutorial. Given you will have already completed the content for Weeks 1 to 5 prior to term, your weekly schedule on this e-profile lists the content relevant to Weeks 6 to 12 with information on where to find the learning resources on Moodle.

Assessment Tasks

1 Perceptual Voice Analysis and Therapy Plan

Assessment Type

Written Assessment

Task Description

You will be presented with two novel case histories and recorded voice samples (one of a child and one of an adult) during this assessment task. The case 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 5 Monday (3 Apr 2023) 5:00 pm AEST

This assessment is conducted in class time during Week 5 with all paperwork handed in to the lecturer at the end of the allocated assessment time.

Return Date to Students

Week 7 Monday (24 Apr 2023)

Results and feedback will be available via Moodle gradebook within two weeks of the assessment.

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 each section of the rubric for both adult and paediatric components of the assessment (i.e., minimum 50% on each component)

Assessment Criteria

A detailed task description and rubric is available on Moodle. Overall, you need to demonstrate that you can:

- 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)
- 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
- Analyse and synthesise assessment data to create a holistic prevention and management plan for various voice conditions
- Justify your clinical decisions using the International Classification of Functioning, Disability and Health framework and current evidence based practice

2 OSCE

Assessment Type

Objective Structured Clinical Examinations (OSCEs)

Task Description

You will be given a brief case history/referral outlining details regarding a child or an adult who has dysphonia and who has been referred for a voice assessment. After listening to a recorded voice sample of the client's voice, you will be assessed in a simulated (roleplay) setting with an actor as the client / caregiver and / or a simulated patient for the purpose of assessing and treating dysphonia. You will then be asked to explain a treatment program for a client with similar voice characteristics but of a different age (i.e., if you initially receive an adult case, you will need to explain treatment for a paediatric case). After finishing your 'client' session you will complete the documentation part of your assessment in the write-up room.

Assessment Due Date

Review/Exam Week Thursday (8 June 2023) 9:00 am AEST

You will be assigned a specific time for your assessment via Moodle. The assessment will take place on campus.

Return Date to Students

Exam Week Friday (16 June 2023)

You will receive assessment feedback via Moodle.

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 each section of the rubric (i.e., minimum 50% on each component)

Assessment Criteria

A detailed task description and rubric is available on Moodle. Overall, you need to demonstrate '*proficient clinical competency requiring minimal support*' in the following areas:

- Accurately describe, analyse and complete a Perceptual Voice Profile for a client's voice
- Identify an appropriate evidence-based intervention plan for direct and indirect therapy, including developing a range of contingency plans
- Conduct a case history and implement client-centred intervention
- Explain and demonstrate intervention with a client
- Concisely document assessment impression and accurately record short- and long-term goals using appropriate terminology

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Explain the vocal mechanism and the multifactorial elements impacting voice production in children and adults
- Conduct a holistic assessment to differentially diagnose voice conditions in children and adults
- Analyse and synthesise assessment data to create a holistic prevention and management plan for various voice conditions
- Justify your clinical decisions using the International Classification of Functioning, Disability and Health framework and current evidence based 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