



SPCH14001 Complex Disorders in Speech Pathology

Term 1 - 2017

Profile information current as at 16/05/2024 07:48 pm

All details in this unit profile for SPCH14001 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

This unit will expose students to clients with more complex disorders in communication and/or swallowing, allowing them to explore current models of best practice in assessment and intervention. The International Classification of Functioning, Disability and Health (ICF) framework, Speech Pathology Code of Ethics, reflective practice and principles of evidence based practice will be applied at entry level.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-Requisites: Students will have successfully completed 84 credit points of SPCH coded units.

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 - 2017

- 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. **In-class Test(s)**

Weighting: 50%

2. **Presentation and Written 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 and in class feedback.

Feedback

Overall, the students enjoyed the topics presented - in particular the practical components of the course.

Recommendation

It is recommended that the topics remain similar but the manner in which they are presented and assessed needs re-evaluating.

Action

This occurred and the student feedback to the topics each week was positive, apart from the craniofacial week. The assessment schedule was changed such that the 50% in-class test occurred at the conclusion of the 5 weeks and the 50% presentation and written assessment was in exam week 2 when the students returned from placement. The case study for the final presentation and written assessment was based on a case of choice from clinical placement.

Feedback from Have Your Say

Feedback

The majority of the feedback provided related to the rushed nature of the course and the limited time.

Recommendation

The actual time frame allocated is a difficult one to address given that students are limited to 5 weeks on campus prior to block placement, however what is expected of the students to complete in that time frame will be reviewed.

Action

In an attempt to reduce the workload for the students during the 5 week period prior to going on their 8 week block placement, the final assessment task was based on a complex case from their block placement. This meant that students only completed the in-class test prior to leaving campus at the end of week 5 and were able to work on their complex case presentation over the 2 month period in clinic. They presented their cases during exam week 2 upon their return to class. From the unit coordinator's perspective this worked extremely well.

Feedback from Have Your Say and in class feedback.

Feedback

Other feedback related to scheduling of the course around public holidays and requesting that the time allocated to each topic be provided.

Recommendation

The time allocated to each topic was provided, however contingency plans were not put in place adequately for public holidays within an already very tight time frame. Contingency plans will need to be considered prior to the timetable coming out in case the blocks of classes coincide with multiple public holidays.

Action

This was addressed as much as possible around the public holidays so that students were able to receive the same time allocation for each topic area of Mental Health, Craniofacial abnormalities, Head and Neck Cancer and Palliative Care.

Unit Learning Outcomes

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

1. Provide an overview of the nature, causes, maintaining factors, opportunities and barriers arising in relation to clients with complex communication and swallowing needs.
2. Apply current models of best practice in assessment and intervention for a client with complex communication and/or swallowing needs.
3. Discuss the role and scope of practice of speech pathologists and other professionals involved in the multidisciplinary management of a client with complex communication and/or swallowing disorders.
4. Demonstrate entry level reflective practice as a skill crucial to lifelong learning and professional practice in speech pathology.

Speech Pathology Range of Practice covered:

- Adult - Dysphagia, Language, Speech, Voice, Multimodal communication and potentially Fluency (depending on the case allocated)
- Child - Dysphagia, Language, Speech, Multimodal communication and potentially Fluency (depending on the case allocated)

Competency-based Occupational Standards for Speech Pathology (CBOS 2011):

- Unit 1 Assessment: Elements 1.1, 1.2, 1.3 and 1.4 to Entry level
- Unit 2 Analysis and interpretation: Elements 2.1, 2.2, 2.3, 2.4 and 2.5 to Entry level
- Unit 3 Planning evidence based speech pathology practices: Elements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7 to Entry level
- Unit 4 Implementation of speech pathology practice: Elements 4.2 and 4.5 to Entry level
- Unit 5 Planning, providing and managing speech pathology services - Elements 5.4, 5.5, 5.6 and 5.8 to Entry level
- Unit 7 Lifelong learning and reflective practice - Elements 7.1, 7.2, 7.3 and 7.4 to Entry level

Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

Unit 1 Reasoning: Elements 1.1, 1.2 and 1.3 to Entry level

Unit 2 Communication: Elements 2.1, 2.2 and 2.3 to Entry level

Unit 3 Learning: Elements 3.1, 3.2, 3.3 and 3.4 to Entry level

Unit 4 Professionalism: Elements 4.1, 4.2, 4.4 and 4.5 to Entry level

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - In-class Test(s) - 50%	•	•	•	•
2 - Presentation and Written Assessment - 50%	•	•	•	•
3 - On-campus Activity - 0%	•	•	•	•

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				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - In-class Test(s) - 50%	•	•	•	•	•	•	•	•		
2 - Presentation and Written Assessment - 50%	•	•	•	•		•	•			
3 - On-campus Activity - 0%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

No textbook required for this subject.

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Tina Janes Unit Coordinator

t.janes@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Introduction to course requirements.• Topic 1: Palliative Care.• Assessment - on-campus activities related to the topic.	<p>Pollens, R. (2004). Role of the speech-language pathologist in palliative hospice care. <i>Journal of Palliative Medicine</i>, 7(5), 694-702.</p> <p>Pollens, Robin D. (2012). Integrating Speech-Language Pathology Services in Palliative End-of-Life Care. <i>Topics in Language Disorders</i>, 32(2), 137-148.</p> <p>O'Reilly, A., & Walshe, M. (2015). Perspectives on the role of the speech and language therapist in palliative care: An international survey. <i>Palliative Medicine</i>, 29(8), 756-761.</p> <p>Chater, K., & Tsai, C. (2008). Palliative care in a multicultural society: A challenge for western ethics. <i>Australian Journal of Advanced Nursing (Online)</i>, 26(2), 95-100.</p> <p>Toner, M. A., & Shadden, B. B. (2012). Foreword: End-of-life care for adults: What speech-language pathologists should know. <i>Topics in Language Disorders</i>, 32(2), 107-110.</p> <p>Other readings may be posted on Moodle as required.</p>	<ul style="list-style-type: none">• Assessments provided to students.• Participation in on-campus activities including but not limited to reflections, group discussions, chapter reviews, simulations of scenarios and role play.

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

- Topic 2: Head and Neck Cancer.
- Assessment - on-campus activities related to the topic.

Speech Pathology Australia Clinical Guidelines - Laryngectomy. Beukleman, Garrett, and Yorkston. Augmentative Communication Strategies for Adults with Acute or Chronic Medical Conditions. Chapter 11 AAC for people with head and neck cancer. The Cambridge Handbook of Communication Disorders - Louise Cummings (Ed.). Chapter 10 Head and Neck Cancer and Communication. Other readings may be posted on Moodle as required.

- Participation in on-campus activities including but not limited to reflections, group discussions, chapter reviews, simulations of scenarios and role play.

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Topic 3: Craniofacial disorders. • Assessment - on-campus activities related to the topic. 	<p>Persaud, T. V. N., Keith L. Moore, and Mark G. Torchia. Before We Are Born, edited by T. V. N. Persaud, et al., Elsevier Health Sciences, 2011. ProQuest Ebook Central, http://ebookcentral.proquest.com/lib/cqu/detail.action?docID=1430239. Chapters 10 and 19.</p> <p>Singh, V., & Moss, P. (2015). Psychological impact of visible differences in patients with congenital craniofacial anomalies. Progress in Orthodontics, 16(1), 1-9.</p> <p>Other readings may be posted on Moodle as required.</p>	<ul style="list-style-type: none"> • Participation in on-campus activities including but not limited to reflections, group discussions, chapter reviews, simulations of scenarios and role play.

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Topic 4: Speech Pathology in Mental Health. • Assessment - on-campus activities related to the topic. 	<ul style="list-style-type: none"> • Speech Pathology Australia - Position Statement - Mental Health. • Speech Pathology Australia - Clinical Guidelines for SP in Mental Health. • Speech Pathology Australia - Fact Sheet on Mental Health. • The Cambridge Handbook of Communication Disorders - Louise Cummings (Ed.). Chapter 8 Emotional Disturbance and Communication • The Cambridge Handbook of Communication Disorders - Louise Cummings (Ed.). Chapter 17. Psychiatric Disorders and Communication • The Communication Disorders Workbook - Louise Cummings (Ed.). Chapter 4. Communication Disorders in Mental Illness • France, J., & Kramer, S. (2001). Communication and Mental Illness Theoretical and Practical Approaches. London: Jessica Kingsley. Chapter 7. • Perrott, Deborah. (2012). Talk to me: The link between communication and psychiatric disorders. Psychotherapy in Australia, 19(1), 58-64. • Sekhon, J., Douglas, J., & Rose, M. (2015). Current Australian speech-language pathology practice in addressing psychological well-being in people with aphasia after stroke. International Journal of Speech-Language Pathology, 2015, Vol.17(3), P.252-262, 17(3), 252-262. • Other readings may be posted on Moodle as required. 	<ul style="list-style-type: none"> • Participation in on-campus activities including but not limited to reflections, group discussions, chapter reviews, simulations of scenarios and role play.

Week 5 - 03 Apr 2017

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

- Review of Topics 1-4 and discussions of other potential complex disorders and situations in Speech Pathology.
- Assessment - on-campus activities related to Topics 1-4 including group summary presentation and discussions.
- ASSESSMENT 1: In class test 05/04/2017.

• Other readings may be posted on Moodle as required.

- Participation in on-campus activities including but not limited to reflections, group discussions, chapter reviews, simulations of scenarios and role play.
- In class test assessment 1 on 05/04/2017.

(50%) In-Class Test Due: Week 5
Wednesday (5 Apr 2017) 1:00 pm
AEST

Vacation Week - 10 Apr 2017

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

Week 6 - 17 Apr 2017

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

No classes scheduled - students on block clinical placements.

Week 7 - 24 Apr 2017

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

No classes scheduled - students on block clinical placements.

Students to confirm complex case presentation topic with unit coordinator by 26/04/2017 5pm.

Week 8 - 01 May 2017

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

No classes scheduled - students on block clinical placements.

Week 9 - 08 May 2017

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

No classes scheduled - students on block clinical placements.

Week 10 - 15 May 2017

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

No classes scheduled - students on block clinical placements.

Week 11 - 22 May 2017

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

No classes scheduled - students on block clinical placements.

Week 12 - 29 May 2017

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

No classes scheduled - students on block clinical placements.

Review/Exam Week - 05 Jun 2017

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

No classes scheduled - students on block clinical placements.

Exam Week - 12 Jun 2017

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

Written assessment due 9am Monday
12th June via Moodle.
Presentations from 1pm Wednesday
14th June - presentations to be
emailed to unit coordinator prior to
1pm.

**(50%) Presentation and Written
Assessment** Due: Exam Week
Monday (12 June 2017) 9:00 am AEST
**On-Campus Activity - Must Pass
(Hurdle) tasks** Due: Exam Week
Wednesday (14 June 2017) 5:00 pm
AEST

Term Specific Information

Welcome to SPCH14001 Complex Disorders in Speech Pathology.

This unit is delivered **intensively** with 12 weeks condensed to 5 weeks of learning that occurs prior to block clinical placements. The topic format of this unit will require you to integrate learning from previous units of study.

Typical time allocation for 6 credit point units is 12.5 hours of work per week inclusive of 4 hours of scheduled classes. In this intensive format this equates to 30 hours per week which includes 9.6 hours of scheduled classes. In 2017, there are 9 hours of scheduled classes per week (3 x 3hour lecture/tutorials) which is an increase of contact hours from previous years in response to feedback and to allow for scheduling of guest speakers.

As a final year unit there is also an expectation that you will be able to plan your own self directed learning to support the face to face classes.

Additionally, in response to feedback, assessment due dates have been modified to allow for more time for completion.

You should consider the requirements of your block clinical placements in planning the preparation required for your assessment tasks in SPCH14001 Complex Disorders in Speech Pathology.

In order to get the most from the unit you will need to:

- review previously completed units
- attend all classes (80% attendance rate is required to pass the unit with absences requiring explanations and supporting documentation).
- complete all recommended and suggested readings prior to class
- participate in all in-class activities and discussions

Judy Broadhurst is Unit Coordinator. Her contact details are (email) j.broadhurst@cqu.edu.au and (phone) 49306481. You are encouraged to stay in contact with your Unit Coordinator via email or phone.

The schedule for each week enables educators with specific experience in the topic area to guide your learning experiences.

Assessment Tasks

1 (50%) In-Class Test

Assessment Type

In-class Test(s)

Task Description

This is an intensive unit format which presents you with a different complex speech pathology topic each week. You will complete one in-class assessment task (short and long response) in week 5, which is related to each topic that has been discussed in class:

- Topic 1, Week 1 - Palliative Care
- Topic 2, Week 2 - Head and Neck Cancer
- Topic 3, Week 3 - Craniofacial Disorders
- Topic 4, Week 4 - Speech Pathology in Mental Health

Questions will primarily be case based, focusing on readings covered in class and scenarios. Reflection tasks will require you to integrate information from readings with information and experiences gained in previous units and information covered in the unit.

Assessment Due Date

Week 5 Wednesday (5 Apr 2017) 1:00 pm AEST

Return Date to Students

Week 6 Friday (21 Apr 2017)

Weighting

50%

Minimum mark or grade

You must achieve a pass grade in all assessments in this unit to pass the unit overall.

Assessment Criteria

This in-class assessment is worth 50% of your grade for this unit.

You will receive a mark for each question. Your total mark must meet the 'pass grade' criteria for you to pass this assessment. You must pass this assessment to pass the unit.

The test (short and long responses) will be assessed on your ability to:

- Accurately and comprehensively integrate your knowledge of clinical speech pathology practice.
- Meet the entry level competencies (CBOS, 2011), generic professional competencies and range of practice areas relevant to each question.

Referencing Style

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

Submission

Offline

Submission Instructions

You will submit the test paper and response booklet to the assessor at the end of the in-class test.

Learning Outcomes Assessed

- Provide an overview of the nature, causes, maintaining factors, opportunities and barriers arising in relation to clients with complex communication and swallowing needs.
- Apply current models of best practice in assessment and intervention for a client with complex communication and/or swallowing needs.
- Discuss the role and scope of practice of speech pathologists and other professionals involved in the multidisciplinary management of a client with complex communication and/or swallowing disorders.
- Demonstrate entry level reflective practice as a skill crucial to lifelong learning and professional practice in speech pathology.

Graduate Attributes

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

2 (50%) Presentation and Written Assessment

Assessment Type

Presentation and Written Assessment

Task Description

This must pass assessment is comprised of two activities: a written assessment piece and an oral presentation, based on a single case study.

You will choose a clinical case study they have experienced during their clinical block placements. You may not get the opportunity to complete assessment and intervention with your chosen client in your clinical block placement however for this assessment you should provide a hypothetical evidence based management plan.

The clinical situation must be a situation where:

- The client needs assessment and treatment for communication and/or swallowing difficulties, AND also meets at least one of the following criteria:
- There are a number of key issues impacting the management of a client or,
- A multidisciplinary team approach is required for effective management of the client or,
- There are a number of social or psychosocial issues that are influencing the management of the client.

You must confirm with the unit coordinator their chosen complex case by the end of Week 7 (3pm, 28 April 2017).

The written assessment piece is due via Moodle on Monday 12th June at 5pm, followed by the oral presentation on

Wednesday 14th June with the time to be advised. The written assessment must be submitted 2 days before the oral presentation.

The written assessment will identify the presentation and key issues for the client and discuss an evidence based, holistic approach for the management of this client. The written assessment is the evidence of the your research and an in-depth explanation of the presentation.

The oral presentation is a 20 minute presentation based on a selected client and should outline the clinical management as identified in the written assessment.

Presentations must be accompanied by suitable presentation resources which must be submitted to the coordinator prior to the commencement of presentations.

Presentations will be made to a broad forum of staff and students. There will be a question and answer discussion following each presentation.

Assessment Due Date

Exam Week Monday (12 June 2017) 9:00 am AEST

Written assessment due Monday 12th June and presentations to be held on Wednesday 14th June.

Return Date to Students

Feedback will be provided within two weeks of the due date.

Weighting

50%

Minimum mark or grade

You must pass this assessment. The combined mark for the two components of this assessment must be a pass grade.

Assessment Criteria

This assessment is comprised of two activities:

- a written assessment piece and
- an oral presentation.

You must pass this assessment task to pass the unit. Your combined mark for the written assessment and oral presentation must be a pass grade.

Equal weighting will be designated to the written assessment and oral presentation, with the total assessment being worth 50% of the unit grade. You are assessed at Entry level across CBOS (2011) standards and the Generic Professional Competencies.

The written assessment must be 3000 to 4000 words and comply with APA 6 referencing and formatting styles.

You must confirm with the unit coordinator your chosen clinical situation by the end of Week 7 (3 pm, 28 April 2017).

The written assessment piece is due via Moodle on Monday 12th June at 5pm, followed by the oral presentation on Wednesday 14th June.

Written Assessment Marking Criteria (out of 25 marks)

This component is worth 25% of your overall grade. You will receive a mark (out of 25) for this component. The marks will be allocated according to the following criteria:

You will be marked at speech pathology entry level (CBOS, 2011).

- Content: integrated analysis of general and specific aspects of the situation; addresses all relevant elements of CBOS units 1-7; addresses generic professional competencies and addresses range of practice areas (out of 15).
- Professional Writing style: including grammar and spelling; clarity of expression; use of appropriate terminology; use of conventions - grammar, spelling, syntax; organisation and structure (out of 5 marks).
- Referencing and Research: Evidence of extensive and widely varied research; accurate APA referencing; evidence a wide range of high level EBP (out of 5 marks).

Oral Presentation Marking Criteria (out of 25 marks)

This component is worth 25% of your overall grade. You will receive a mark (out of 25) for this component. The marks will be allocated according to the following criteria:

You will be marked at speech pathology entry level (CBOS, 2011).

- Content: integrated analysis of general and specific aspects of the situation; addresses all relevant elements of CBOS units 1-7; addresses generic professional competencies and addresses range of practice areas. (out of 10)
- Professional Practice and Communication: interactive teaching style acknowledging different styles of learning; reflects quality research; well presented materials; fluent responses to questions; depth of knowledge on topic; sophisticated appropriate presentation conventions including speaking to the audience rather than your notes (out of 10)
- Structure and Organisation: quality presentation materials; coherent and logical structure and sequence; effective use of presentation materials (out of 5)

Referencing Style

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

Submission

Online

Submission Instructions

The written component is submitted online via Moodle, however the presentation is held in class in exam week 2.

Learning Outcomes Assessed

- Provide an overview of the nature, causes, maintaining factors, opportunities and barriers arising in relation to clients with complex communication and swallowing needs.
- Apply current models of best practice in assessment and intervention for a client with complex communication and/or swallowing needs.
- Discuss the role and scope of practice of speech pathologists and other professionals involved in the multidisciplinary management of a client with complex communication and/or swallowing disorders.
- Demonstrate entry level reflective practice as a skill crucial to lifelong learning and professional practice in speech pathology.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

3 On-Campus Activity - Must Pass (Hurdle) tasks

Assessment Type

On-campus Activity

Task Description

You are required to attend lectures and tutorials on campus. Attendance in class is recorded and an 80% attendance rate is stipulated, with the exception of explained absences with supporting documentation (e.g. medical certificates, funerals, family illness).

You will be required to participate in on-campus tasks, which reflects the practical learning nature of this intensive unit. On-campus activities will be related to the topic being covered that week, with week 5 being a review of all topics covered.

Activities will vary, depending on the topic, but will include tasks such as:

- o Group based discussion and presentations
- o Counselling skills
- o Reflective practice
- o Exploration of ethics
- o Simulations of assessments and therapy techniques
- o Chapter and literature reviews
- o Group topic reviews and presentation

Assessment Due Date

Exam Week Wednesday (14 June 2017) 5:00 pm AEST

Return Date to Students

Exam Week Friday (16 June 2017)

Weighting

Pass/Fail

Minimum mark or grade

Must pass

Assessment Criteria

You are allocated specific tasks that are to be completed for each week and demonstrated during class time. On-campus activities are designed to enhance your learning opportunities, teamwork and engagement with the course.

Attendance is required in lectures and tutorials to be able to complete these tasks. Attendance is recorded and an 80% rate is stipulated, with the exception of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Provide an overview of the nature, causes, maintaining factors, opportunities and barriers arising in relation to clients with complex communication and swallowing needs.
- Apply current models of best practice in assessment and intervention for a client with complex communication and/or swallowing needs.
- Discuss the role and scope of practice of speech pathologists and other professionals involved in the multidisciplinary management of a client with complex communication and/or swallowing disorders.
- Demonstrate entry level reflective practice as a skill crucial to lifelong learning and professional practice in speech pathology.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- 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