



SPCH11001 *Introduction to Communication and Swallowing*

Term 1 - 2024

Profile information current as at 19/05/2024 04:51 am

All details in this unit profile for SPCH11001 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 be introduced to developmental and acquired communication and swallowing difficulties across the lifespan. You will study how we use person-centred, family-centred, and community-centred approaches to assist people in optimising their communication and swallowing in a variety of contexts. You will learn about the principles of evidenced-based practice and strategies to support communication access across the lifespan.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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 - 2024

- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 60%

2. **Presentation**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student Unit Evaluation data

Feedback

Students commented that they enjoyed the group activities in the tutorials as a way to engage with peers and consolidate their learning.

Recommendation

It is recommended that the tutorials continue to contain group activities to allow students to put theory into practice.

Feedback from Student Unit Evaluation data

Feedback

Online students commented that the tutorial activities require more specificity on the PowerPoint slides for required tasks.

Recommendation

It is recommended that the tutorial PowerPoint slides are reviewed to ensure specific instructions are provided for each tutorial activity.

Unit Learning Outcomes

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

1. Explain anatomical basis for the development of communication and swallowing
2. Describe the different types of communication and swallowing difficulties across the lifespan
3. Describe strategies to support communication and swallowing goals and needs across the lifespan
4. Discuss the International Classification of Functioning, Disability and Health framework and the principles of 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 - Online Quiz(zes) - 60%	•	•		
2 - Presentation - 40%			•	•

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

SPCH11001

Supplementary

Communication Sciences and Disorders. A Clinical Evidence Based Approach

3rd edition (2014)

Authors: Justice, L. & Redle, E.

Pearson

Boston, MA, USA

ISBN: 9781486041947

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Tina Janes Unit Coordinator

t.janes@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• An introduction to communication and swallowing across the lifespan• The anatomical basis of communication and swallowing• The theoretical basis of communication• An introduction to the ICF - International Classification of Disability and Health Framework		Readings will be outlined on Moodle

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• The anatomical basis of hearing• Types of hearing loss		Readings will be outlined on Moodle

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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- Communication and swallowing in children aged 0-2 years

Readings will be outlined on Moodle

Week 4 - 25 Mar 2024

Module/Topic

Chapter

Events and Submissions/Topic

- Communication and swallowing in children aged 3-5 years

Readings will be outlined on Moodle

Week 5 - 01 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

- Communication and swallowing in children and adolescents aged 6-18 years

Readings will be outlined on Moodle

Vacation Week - 08 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

Week 6 - 15 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

- Acquired communication conditions - part one

Readings will be outlined on Moodle

Week 7 - 22 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

- Acquired communication conditions - part two

Readings will be outlined on Moodle

Week 8 - 29 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

- Difficulties with swallowing

Readings will be outlined on Moodle

Week 9 - 06 May 2024

Module/Topic

Chapter

Events and Submissions/Topic

- Developmental disabilities across the lifespan

Readings will be outlined on Moodle

Week 10 - 13 May 2024

Module/Topic

Chapter

Events and Submissions/Topic

- Complex communication needs across the lifespan

Readings will be outlined on Moodle

Week 11 - 20 May 2024

Module/Topic

Chapter

Events and Submissions/Topic

- Hearing loss across the lifespan

Readings will be outlined on Moodle

Week 12 - 27 May 2024

Module/Topic

Chapter

Events and Submissions/Topic

There will be no recorded lectures or tutorial this week.

There are not readings for this week

Review/Exam Week - 03 Jun 2024

Module/Topic

Chapter

Events and Submissions/Topic

Presentation Due: Review/Exam Week Monday (3 June 2024) 8:00 am AEST

Exam Week - 10 Jun 2024

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

This assessment task requires you to complete six online quizzes throughout the term. Each online quiz will be worth 10% (60% in total). Each quiz will contain mainly multiple choice questions however may also include short answer questions. The number and type of questions for each quiz will be posted on the Moodle page at least one week prior to each quiz opening. Once you enter/commence each quiz, you will have 45 minutes to answer all questions i.e., complete the quiz.

Online quiz one

Content assessed: weeks one and two

Quiz opens: Monday 18 March (week 3), 12:01am

Quiz closes: Tuesday 19 March at 11:59pm

Online quiz two

Content assessed: weeks three and four

Quiz opens: Tuesday 2 April (week 5), 12:01am

Quiz closes: Wednesday 3 April, 11:59pm

Online quiz three

Content assessed: weeks five and six

Quiz opens: Monday 22 April (week 7), 12:01am

Quiz closes: Tuesday 23 April, 11:59pm

Online quiz four

Content assessed: weeks seven and eight

Quiz opens: Tuesday 7 May (week 9), 12:01am

Quiz closes: Wednesday 8 May, 11:59pm

Online quiz five

Content assessed: weeks nine and ten

Quiz opens: Monday 20 May (week 11), 12:01am

Quiz closes: Tuesday 21 May, 11:59pm

Online quiz six

Content assessed: week eleven and revision of earlier content from any week

Quiz opens: Monday 27 May (week 12), 12:01am

Quiz closes: Tuesday 28 May, 11:59pm

Number of Quizzes

6

Frequency of Quizzes

Other

Assessment Due Date

The date and time each quiz will be open has been included under 'task description'. This information will also be provided on the Moodle page.

Return Date to Students

Feedback will be provided to students within one week of each quiz closing.

Weighting

60%

Minimum mark or grade

This is a must pass assessment task. Students must receive a minimum grade of 50% OVERALL on the combined grade of the six quizzes.

Assessment Criteria

Students will be assessed on their knowledge of the anatomical and theoretical basis of communication and swallowing as well as communication and swallowing difficulties across the lifespan. Students will demonstrate this knowledge through correct responses to multiple choice and short answer questions on online quizzes.

Referencing Style

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

Submission

Online

Submission Instructions

Students must complete each quiz in the timeframe provided before the closing date via Moodle.

Learning Outcomes Assessed

- Explain anatomical basis for the development of communication and swallowing
- Describe the different types of communication and swallowing difficulties across the lifespan

2 Presentation

Assessment Type

Presentation

Task Description

For this assessment task, you are required to research a condition that will result in primary or secondary communication or swallowing difficulties. You will then record a presentation on that condition. A list of options has been provided on your Moodle page. In your presentation you will need to:

1. Describe the condition and the communication or swallowing difficulties an individual may experience.
2. Outline how the condition and communication or swallowing difficulties will impact the client with reference to the International Classification of Functioning, Disability and Health framework.
3. Describe strategies that can be used to support the client with their communication or swallowing difficulties. This should include strategies for the client and communication partners as well as relevant environmental modifications.

Your recorded presentation needs to be professional and engaging. Therefore, you are encouraged to utilise recording software that will allow use of visuals such as PowerPoint. Your recorded presentation must be no longer than 5 minutes. While the length of your presentation is not included in the marking rubric, the marker will not watch or mark any content that exceeds 5 minutes.

Assessment Due Date

Review/Exam Week Monday (3 June 2024) 8:00 am AEST

Students must upload their presentation to Moodle by the due date/time. Acceptable submission options for large files have been outlined on the Moodle page.

Return Date to Students

Exam Week Monday (10 June 2024)

Feedback will be uploaded to Moodle.

Weighting

40%

Minimum mark or grade

This is a must pass assessment task. Students must receive a minimum grade of 50% to pass this assessment task.

Assessment Criteria

Criteria one will assess your ability to describe a condition that will result in primary or secondary communication and/or swallowing difficulties, identify the impact of this condition and suggest strategies for the individual and their communication partner based on high quality evidence. This criteria will be worth 80% of your grade for this assessment task.

Criteria two will assess your ability to communicate logically and effectively throughout the presentation including the use of appropriate terminology. This criteria will also assess your ability to create a presentation that is professional in

appearance including the use of effective multi-media tools, correct spelling and grammar in the visual presentation as well as correct use of APA 7th edition referencing. This criteria will be worth 20% of your grade for this assessment task.

Referencing Style

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

Submission

Online

Submission Instructions

Students must upload their presentation to Moodle by the due date/time. Acceptable submission options for large files have been outlined on the Moodle page.

Learning Outcomes Assessed

- Describe strategies to support communication and swallowing goals and needs across the lifespan
- Discuss the International Classification of Functioning, Disability and Health framework and the principles of 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