



SPCH13004 *Language, literacy and hearing in school aged children*

Term 2 - 2024

Profile information current as at 12/07/2025 11:25 am

All details in this unit profile for SPCH13004 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 apply theoretical knowledge and evidence-based practice to the assessment and management of language, literacy and hearing in the school-aged population. Using the International Classification of Functioning, Disability and Health (ICF) framework, you will interpret assessments, and plan prevention and intervention strategies for children in the school years. Service delivery models that encompass interprofessional practice principles and cross-cultural service provision in diverse communities and contexts will be discussed.

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: SPCH12002 Language and literacy in early childhood

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 2 - 2024

- 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. **Case Study**

Weighting: 50%

2. **Oral Examination**

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 SUTE Comments

Feedback

The use of real-life case studies helped students to understand how content taught in the unit applied to clinical practice.

Recommendation

It is recommended that real life case studies are used throughout the unit to support application of theory to practice.

Feedback from SUTE comments

Feedback

Further explanation and guidance was required for assessment one to support student understanding of task expectations.

Recommendation

It is recommended that the assessment one task description is revised to ensure the instructions are clear and thorough for students.

Unit Learning Outcomes

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

1. Explain the impact of language, literacy and hearing needs on social participation, academic learning, and lifelong achievement for the school aged population
2. Evaluate and interpret formal and informal language, literacy and hearing assessments to make an appropriate differential diagnosis
3. Describe and apply a holistic, evidence based approach to prevention and management planning for the school aged population

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Case Study - 50%	•	•	
2 - Oral Examination - 50%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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

SPCH13004

Supplementary

Language Disorders from Infancy through Adolescence

Edition: 5th (2018)

Authors: Paul, R., Norbury, C, & Gosse, C.

Elsevier

St Louis , Missouri , USA

ISBN: 978-0-323-07184-0

Binding: Hardcover

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

Clancy Conlon Unit Coordinator

c.conlon@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Language and literacy development in school aged children		
	Readings will be outlined on Moodle.	
Face to face tutorial: <ul style="list-style-type: none">• Language and literacy development in school aged children		

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Hearing loss in school aged children		
	Readings will be outlined on Moodle.	
Face to face tutorial: <ul style="list-style-type: none">• Guest lecture: Deadly Ears		

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures/activities:

- Informal language and literacy assessments

Readings will be outlined on Moodle.

Face to face tutorial:

- Application of informal language and literacy assessments to case studies

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures/activities:

- Standardised language and literacy assessments

Face to face tutorial:

- Application of standardised language and literacy assessments to case studies.

Readings will be outlined on Moodle.

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures/activities:

- Standardised language and literacy assessments

Face to face tutorial:

- Application of standardised language and literacy assessments to case studies.

Readings will be outlined on Moodle.

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures/activities:

- Standardised language and literacy assessments

Face to face tutorial:

- Application of standardised language and literacy assessments to case studies.

Readings will be outlined on Moodle.

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures/activities:

- Differential diagnosis

Face to face tutorial:

- Application of differential diagnosis to case studies

Readings will be outlined on Moodle.

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Online lectures/activities:

- Language and literacy intervention part one

Face to face tutorial:

- Designing management plans for school-aged children

Readings will be outlined on Moodle.

CASE STUDY Due: Week 8 Friday (6 Sept 2024) 9:00 am AEST

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Language and literacy intervention part two	Readings will be outlined on Moodle.	
Face to face tutorial: <ul style="list-style-type: none">• Designing management plans for school-aged children		

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Language and literacy intervention part one	Readings will be outlined on Moodle.	
Face to face tutorial: <ul style="list-style-type: none">• Designing management plans for school-aged children		

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Transferring knowledge to the support of adolescent clients.	Readings will be outlined on Moodle.	
Face to face tutorial: <ul style="list-style-type: none">• Transferring knowledge to the support of adolescent clients.		

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Online lectures/activities: <ul style="list-style-type: none">• Transferring knowledge to the support of clients who are culturally and linguistically diverse	Readings will be outlined on Moodle.	
Face to face tutorial: <ul style="list-style-type: none">• Transferring knowledge to the support of clients who are culturally and linguistically diverse		

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		VIVA Due: Review/Exam Week Thursday (10 Oct 2024) 8:00 am AEST

Exam Week - 14 Oct 2024

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

Students may require access to the Speech Pathology Assessment Cupboard to prepare for assessment tasks. A timetable outlining assessment cupboard access dates, times and rooms will be provided on Moodle.

Assessment Tasks

1 CASE STUDY

Assessment Type

Case Study

Task Description

You will be provided with information from a real case study including:

- Parent case history
- Previous speech pathology report
- Conversational sample

For Part A of this assessment task you will need to:

1. Transcribe the first 50 utterances of the conversational sample.
2. Analyse the language sample in relation to the domains of form, content and use.
3. Write a summary of the results of the language sample with reference to the literature.

For Part B of this assessment task you will need to:

1. Compare and contrast your assessment results with the results from a previous speech pathology assessment to highlight the strengths and weaknesses present in the client's communication profile.
2. Based on the assessment results and information provided, outline the communication-based diagnosis you would give this client. Justify your choice with reference to the literature and background information on the client.
3. Explain the impact that the client's communication condition and any other co-occurring difficulties will have on activity and participation with reference to the literature.

Assessment Due Date

Week 8 Friday (6 Sept 2024) 9:00 am AEST

This assessment task must be uploaded to Moodle by the due date/time.

Return Date to Students

Week 10 Friday (20 Sept 2024)

Feedback will be uploaded to Moodle.

Weighting

50%

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 assesses your ability to analyse and interpret the results of a conversational sample in relation to form, content and use.

Criteria two assesses your ability to integrate and interpret assessment results from informal and informal assessment measures to draw accurate and realistic conclusions about the client's communication condition and the impact it will have on participation.

Criteria three assesses your writing style including your ability to use appropriate word choice, grammar, sentence structure and APA referencing.

Referencing Style

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

Submission

Online

Submission Instructions

This assessment task must be uploaded to Moodle by the due date/time.

Learning Outcomes Assessed

- Explain the impact of language, literacy and hearing needs on social participation, academic learning, and lifelong achievement for the school aged population
- Evaluate and interpret formal and informal language, literacy and hearing assessments to make an appropriate differential diagnosis

2 VIVA

Assessment Type

Oral Examination

Task Description

This oral exam will follow the following steps:

1. You will be allocated a time to complete your Viva on your Moodle page.
2. 48 hours prior to your viva, you will be provided with basic case history information and the assessment results of a paediatric client which can pertain to the developmental areas of language, literacy and hearing. In preparation for your viva, you are expected to research your case, and prepare to answer questions in relation to assessment interpretation, management planning and reflective practice. You are permitted to bring an A4 (double-sided) page of notes with you to your viva (size 11, Calibri font, 1.5 spacing).
3. Your examiner will commence your viva by asking questions in relation to the 'analysis and interpretation' of the background information and assessment results you were previously provided.
4. Next, your examiner will ask questions in relation to the 'planning of evidence-based speech pathology practices'. As part of this section you will be expected to explain your management of the case including goal setting and intervention strategies.
5. Finally, you will be required to explain how your assessment or management plan would need to be altered if your client was Aboriginal or Torres Strait Islander with reference to Speech Pathology Australia's Culturally Responsive Capability Framework.

You will be given 45 minutes to complete your Viva.

Assessment Due Date

Review/Exam Week Thursday (10 Oct 2024) 8:00 am AEST

Students will complete their Viva face to face on the Rockhampton North Campus. Students will be allocated a specific time to attend their Viva via Moodle.

Return Date to Students

Exam Week Friday (18 Oct 2024)

Feedback will be uploaded to Moodle.

Weighting

50%

Minimum mark or grade

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

Assessment Criteria

Criteria one assesses your ability to analyse and interpret informal and formal assessment results through integration of data.

Criteria two assesses your ability to make an appropriate speech pathology plan including goal setting, intervention strategies/approaches, and use of clinical reasoning.

Criteria three assesses your ability to communicate effectively and demonstrate a professional orientation throughout the viva.

Referencing Style

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

Submission

Online

Submission Instructions

This assessment task must be uploaded to Moodle by the due date/time.

Learning Outcomes Assessed

- Explain the impact of language, literacy and hearing needs on social participation, academic learning, and lifelong achievement for the school aged population
- Evaluate and interpret formal and informal language, literacy and hearing assessments to make an appropriate differential diagnosis
- Describe and apply a holistic, evidence based approach to prevention and management planning for the school aged population

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