



# SPCH13012 *Voice Across the Lifespan*

## Term 1 - 2024

Profile information current as at 05/09/2024 02:00 pm

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 - 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. **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 Student evaluations

**Feedback**

Students enjoyed the real-life case studies provided by the lecturer in classes.

**Recommendation**

It is recommended that real-life case studies continue to be presented to students to optimise their engagement with the unit and understanding of voice disorders.

## 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

**Justine Hamilton** Unit Coordinator  
[j.l.hamilton@cqu.edu.au](mailto:j.l.hamilton@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Review of anatomy and physiology of voice production	Readings will be posted on Moodle	
Review of Source-Filter model		
Vocal demands		

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Perceptual voice/resonance characteristics and descriptors	Readings will be posted on Moodle	

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Acoustics of voice	Readings will be posted on Moodle	

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Conditions impacting voice and resonance	Readings will be posted on Moodle	

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
No class due to public holiday (content has been distributed across other weeks)		

### Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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No class this week

#### Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Clinical and instrumental assessment of voice and resonance for children and adults	Readings will be posted on Moodle	

#### Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Perceptual and Anatomical-Physiological Voice Analysis</b> Due: Week 7 Monday (22 Apr 2024) 3:00 pm AEST

#### Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Vocal hygiene Vocal awareness Medical, surgical, and psychological contributions to voice and resonance intervention	Readings will be posted on Moodle	

#### Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
No class due to public holiday (content has been distributed across other weeks)		

#### Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric voice and resonance interventions	Readings will be posted on Moodle	

#### Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Adult voice interventions	Readings will be posted on Moodle	

#### Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Special populations (laryngectomy, chronic cough, gender-affirming voice, exercise-induced laryngeal obstruction)	Readings will be posted on Moodle	<b>OSCE</b> Due: Week 12 Friday (31 May 2024) 6:00 pm AEST

#### Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Perceptual and Anatomical-Physiological Voice Analysis

#### Assessment Type

Written Assessment

#### Task Description

You will be presented with two recorded voice samples (one of a child and one of an adult) along with some case

information during this in-class assessment task. You will be able to listen to the voice sample multiple times within a set time period. For each sample, you will be required to independently complete a perceptual voice profile (form will be provided to you), describing and rating the voice qualities you hear. You will also describe two potential functional impacts on each individual's daily activities.

You will then be required to propose one possible aetiology for each voice sample, justifying your choice by explaining a) the anatomical-physiological impact of the aetiology and b) how the anatomical-physiological characteristics result in the perceptual vocal characteristics. You will write your chosen aetiology and justification on no more than two pages of A4 paper (provided) per voice sample. These pages must be handed in by the end of the test.

You are permitted to develop and bring in one double-sided page of A4 paper with notes to refer to throughout the assessment. Two additional pages of A4 paper will be provided for you to make rough notes. All three of these pages must be handed in but they will not be graded.

You should aim to arrive at least 15 minutes prior to the official assessment commencement time. In the extraordinary circumstance you are late, you will be permitted late entry to your assessment of up to 15 minutes after the official 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 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 this assessment task but may be eligible for a supplementary assessment in line with CQU policy.

### **Assessment Due Date**

Week 7 Monday (22 Apr 2024) 3:00 pm AEST

The assessment is conducted in class time during Week 7, from 1:00pm to 3:00pm. Therefore, the perceptual voice evaluation form and the aetiology/justification document must be handed in to the lecturer no later than 3pm.

### **Return Date to Students**

Week 9 Monday (6 May 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.

### **Assessment Criteria**

A detailed marking rubric will be available on Moodle. There are three marking criteria that will be used to assess Assessment 1 for SPCH13012:

1. The first criterion focuses on the accuracy of your choice of perceptual voice descriptors and severity ratings and the likely impacts on functional daily activities. This criterion is worth 35% of the written assessment grade.
2. The second criterion focuses on the accuracy of each description of how your suggested aetiology impacts the anatomy-physiology of voice and how the anatomical-physiological characteristics result in the perceived vocal qualities. This criterion is worth 50% of the written assessment grade.
3. The third criterion focuses on the accuracy of your vocabulary use and the clarity of your sentence and paragraph formulation. This criterion is worth 15% of the written assessment grade.

### **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

For this assessment task, you will be required to complete an objective structured clinical examination (OSCE) based on an adult clinical scenario. This assessment task requires you to complete the OSCE in the role of a clinician. This OSCE includes 3 stations. Stations 1 and 2 will include working with a simulated adult with voice needs. Each station of your OSCE is timed. A brief outline is provided below with additional details provided on Moodle.

A brief case history outlining the reason for referral for a voice assessment will be released in Moodle 24 hours prior to the OSCE. You will print and bring this information to the OSCE at the scheduled time.

### STATION 1

In Station 1 of the OSCE, you will meet with a simulated adult with voice needs for 10 minutes. You will be required to ask 2 clinical interview questions to supplement the case history on file and also to complete selected sections of the clinical voice assessment protocol (full protocol taught in class but only selected sections will be administered during the OSCE). You will document your results by hand on the provided form and retain this form for use in Station 3. You do not need to use the full 10 minutes if you have effectively demonstrated all requirements in less time. You will be alerted when there are 2 minutes remaining. Station 1 will be stopped at the 10-minute mark, whether or not you have completed the required tasks. You will only be marked on performance demonstrated up until the 10-minute mark.

### STATION 2

Station 2 of the OSCE begins immediately after Station 1 and lasts up to 10 minutes. You will quietly review three provided options for voice therapy techniques/exercises (all will be appropriate) and select one to teach the simulated adult with voice needs. Once you have made your choice, you will engage with the individual, explain and model the technique/exercise, have them complete the technique/exercise once, and document their results in performing the technique/exercise. You will hand in the documentation of the technique/exercise administered and the individual's results at the end of this station. You do not need to use the full 10 minutes if you have effectively demonstrated all requirements in less time. You will be alerted when there are 2 minutes remaining. Station 2 will be stopped at the 10-minute mark, whether or not you have completed the required tasks. You will only be marked on performance demonstrated up until the 10-minute mark.

### STATION 3

You will move to a new room for Station 3 of the OSCE. There you will be given additional information to supplement the referral information and results from Station 1. **You will need your laptop for this station.** You will be required to complete a maximum 2-page typed handout, following standard course formatting requirements and written in person-centred language for providing to the simulated individual, detailing:

- A summary of the voice condition and assessment results (maximum half a page),
- A referral to one (1) other health professional, including the justification for the referral (maximum half a page), and
- A description of 2 vocal hygiene **OR** 2 vocal awareness tasks you would teach in the first therapy session (maximum 1 page).

You will have 20 minutes to complete Station 3. You will upload the completed handout to Moodle at the end of this station. You do not need to use the full 20 minutes if you have effectively completed all requirements in less time. You will be alerted when there are 5 minutes remaining. Station 3 will be stopped at the 20-minute mark, whether or not you have completed the required tasks. You will only be marked on information documented up until the 20-minute mark.

You should aim to arrive at least 15 minutes prior to the official assessment commencement time. In the extraordinary circumstance you are late, you will be permitted late entry to your assessment of up to 5 minutes after the official 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 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 this assessment task but may be eligible for a supplementary assessment in line with CQU policy.

### Assessment Due Date

Week 12 Friday (31 May 2024) 6:00 pm AEST



OSCE schedule will be posted at least 2 weeks before the OSCE. You will complete your OSCE on EITHER Thu 30th of May OR Fri 31st of May.

**Return Date to Students**

Exam Week Friday (14 June 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.

**Assessment Criteria**

A detailed marking rubric will be available on Moodle. There are four marking criteria that will be used to assess Assessment 2 for SPCH13012:

1. The first criterion focuses on how well the client's answers to your chosen interview questions will contribute to informing your overall analysis and recommendations, including the functional impact. This criterion is worth 15% of the OSCE grade.
2. The second criterion focuses on the accuracy of your assessment administration technique, the clarity of your instructions, and the accuracy of your documentation of the results obtained. This criterion is worth 25% of the OSCE grade.
3. The third criterion focuses on the accuracy of the voice technique/exercise procedures you are teaching, the clarity of your explanations/instructions/demonstrations, and the accuracy of your documentation of the results obtained. This criterion is worth 25% of the OSCE grade.
4. The fourth criterion focuses on the clarity and accuracy of your assessment summary, the accuracy and justification for the interprofessional referral, the clarity and accuracy of the vocal hygiene/vocal awareness tasks, and the grammaticality and person-centred nature of the language used throughout the summary and recommendations handout. This criterion is worth 35% of the OSCE grade.

**Referencing Style**

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

**Submission**

Offline

**Submission Instructions**

Please see task description above.

**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