SPTH 4050- Speech Pathology 5
Course Outline

Course Co-ordinator: Dr Bernice Mathisen
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Email: Bernice.Mathisen@newcastle.edu.au
Consultation hours: By appointment

Course Lecturer: Ms Gwendalyn Webb
Room: GPG - 25
Ph: 0400270174
Fax: 49217386
Email: glwebb@hunterlink.net.au
Consultation hours: by appointment

Semester: Semester 2 - 2008
Unit Weighting: 10
Teaching Methods: Case Study
Problem Based Learning

Course Overview

Brief Course Description
Provides students with an opportunity to integrate and consolidate their theoretical and applied learning at an advanced level in speech-language/swallowing pathology. Problem based learning techniques will be used to examine a complex speech pathology case/situation at an advanced level of theoretical knowledge and clinical skill.

Contact Hours
Case Study for 2 Hours per Week for the Full Term
Learning Materials/Texts


Course Objectives
Upon successful completion of this subject, students will be able to:
1. Analyse, integrate and interpret speech pathology and other relevant data to determine diagnosis, prognosis.
2. Demonstrate ability to use principles of evidence-based practice to determine appropriate methods of intervention and outcome measurement.
3. Demonstrate adherence to scientific principles in clinical practice.
4. Recognise and respond professionally to complex ethical/legal situations.
5. Demonstrate self-directed learning to keep knowledge base current.
6. Demonstrate the ability to work effectively in a group.

Course Content
Review of principles of problem based learning & group processes
Professional, legal and ethical issues in verbal and written communication
Critical review of evidence-base
Exploration of cultural/institution systems in which services are provided

Assessment Items
<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>2000 words, 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td></td>
</tr>
<tr>
<td>Presentations - Group</td>
<td>20 minutes, 20%</td>
</tr>
<tr>
<td>Reports</td>
<td>1,500 words, 30%, group work</td>
</tr>
</tbody>
</table>

Assumed Knowledge
All prior speech pathology subjects in prescribed sequence.

Callaghan Campus Timetable
SPTH4050
SPEECH PATHOLOGY V
Enquiries: School of Humanities and Social Science
Semester 2 - 2008
Tutorial Friday 9:00 - 11:00 [GP2-12/14]

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -
The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking.

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Marks and Grades Released During Term**

All marks and grades released during the term, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html) for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received no later than ten working days prior the first date of the examination period.

Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

**Changing your Enrolment**

The census dates below are the last dates to withdraw without academic penalty. For onshore students, withdrawal on or before the census date means no financial penalty.

For semester 2 courses: 31 August 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any
withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia.

The four Student Hubs are located at:

**Callaghan campus**

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**

- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Ourimbah campus**

- Ourimbah Hub: Administration Building

For Port Macquarie students, contact your program officer or EnquiryCentre@newcastle.edu.au, phone 4921 5000

For Singapore students, your first point of contact is your PSB Program Executive

Faculty websites

**Faculty of Business and Law**


**Faculty of Education and Arts**

http://www.newcastle.edu.au/faculty/education-arts/

**Faculty of Engineering and Built Environment**

http://www.newcastle.edu.au/faculty/engineering/

**Faculty of Health**

http://www.newcastle.edu.au/faculty/health/

**Faculty of Science and Information Technology**

http://www.newcastle.edu.au/faculty/science-it/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000   Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Group Work, Peer and/or Self-Assessment

The assessment in this course involves group work/peer and/or self-assessment. Refer - http://www.newcastle.edu.au/policylibrary/000650.html

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Duration</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
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<td>30%, group work</td>
<td></td>
</tr>
</tbody>
</table>

Groupwork will be allocated by the course coordinator. It is expected that all students within a group will receive the same mark for groupwork assessment tasks, but in situations where it can be established that this would be inequitable, marking will be moderated in light of the Groupwork Statement(s) received and in discussion with the students involved (see attached to this course outline).
Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
SPTH4050 – Speech Pathology 5
Important Additional Information

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

**NB: Not all of these services may apply to the Port Macquarie Campus.**

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

| Reports (Medico-legal report) | 1,500 words, 30%, Group work |

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Note:** As Turnitin is now part of Blackboard, the Faculty recommends that Schools consider use of Turnitin where appropriate.

Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for
others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data

- reusing one’s own work that has been submitted previously and counted towards another course (without permission)

- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement

- failure to identify direct quotation through the use of quotation marks

- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is recommended that you use the use the APA referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors).

For more information about APA, see:
For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

Assessment details:

In this course students will form groups of no more than 6 students per group. All assessment items in this course relate to a complex case study, identified by the group drawing from their clinical experience as documented in group members’ previous Portfolio case submissions. Once this case has been identified, each group works with that one case only for the remainder of the course.

**SPTH4050 Written Assignment - individual** 2000 words, 50%, due Week 6 (5pm Friday 29/08/08)

For this assignment, students in the group identify five main areas in which the evidence-base surrounding assessment and/or intervention requires consideration in order to explore the complexities of the case. Each student then works up 5 ‘CAP’s (Critical Appraisal of Paper) and one ‘CAT’ (Critical Appraisal of Topic) on their assigned area. The format required for CAPs and CATs will be presented in class. Work in progress will be discussed and shared in the group each week but each individual is responsible for the written preparation and submission of the CAPs and CAT on their area and will be marked individually on that submission.

**Criteria for marking:**
Relevance of selection of papers for appraisal 5
Level of detail in paper appraisal 5
Integration of main issues in appraisal of topic 10
Level of critical analysis with regard to methodology 10
Level of critical analysis with regard to theory 10
Adequacy and accuracy of referencing, proofreading 5
Overall coherence 5
**TOTAL** 50

**SPTH4050 Report - Group** 1500 words, 30%, group work – due Week 11 (5pm Friday 17/10/08)

Following the return of the individual assignments, the lecturer will assign a hypothetical medico-legal report to be prepared by each group on the group’s case.

**Criteria for marking:**
Suitability of report for designated medico-legal purposes 5
Relevance and specificity of information presented 10
Clarity / coherence of writing 10
Standards of proofreading and referencing meet medico-legal standards 5
**TOTAL** 30
In these presentations, each group is to briefly present their case, a description of what makes this case ‘complex’, and a discussion of strategies for assessment and/or intervention which would assist in the management of such a case. In considering strategies for management, students should consider the inclusion of more wide ranging aspects of speech pathology scope of practice including political advocacy and public awareness. Note that not all members of each group are required to present (refer to the group distribution process in the Course Outline). Also, groups should feel free to consider creative ways to present information and engage the audience.

**Criteria for marking:**

**Manner**
- Selection of material has prioritised purpose of presentation 5
- Balance of time allowed for each aspect reflects purpose of presentation 5
- Style of presentation is professional and engages the audience 5

**Matter**
- Case complexity is identified clearly 5
- EBP has informed the development of strategies 5
- Full range of scope of practice in relation to the case has been considered 5

**TOTAL** 30
<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21/07/2008</td>
<td>Course overview; review of group dynamics</td>
</tr>
<tr>
<td>2</td>
<td>28/07/2008</td>
<td>Evidence Based Practice – CAPs and CATs</td>
</tr>
<tr>
<td>3</td>
<td>04/08/2008</td>
<td>What makes for case complexity?</td>
</tr>
<tr>
<td>4</td>
<td>11/08/2008</td>
<td>Applying the evidence base to clinical practice</td>
</tr>
<tr>
<td>5</td>
<td>18/08/2008</td>
<td>Medico-legal issues for SLP</td>
</tr>
<tr>
<td>6</td>
<td>25/08/2008</td>
<td>Case example of medico-legal reporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(individual assignment due Friday 29/08/08)</td>
</tr>
<tr>
<td>7</td>
<td>01/09/2008</td>
<td>First group workload plan</td>
</tr>
<tr>
<td>8</td>
<td>08/09/2008</td>
<td>No Lecture</td>
</tr>
<tr>
<td>9</td>
<td>15/09/2008</td>
<td>Clinical decision making</td>
</tr>
<tr>
<td>10</td>
<td>22/09/2008</td>
<td>Public awareness</td>
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<tr>
<td></td>
<td>29/09/2008</td>
<td>Semester Recess: Monday 29 September to Friday 10 October 2008</td>
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<tr>
<td>11</td>
<td>13/10/2008</td>
<td>Second group workload plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Group report due Friday 17/10/08)</td>
</tr>
<tr>
<td>12</td>
<td>20/10/2008</td>
<td>The boundaries of professional practice</td>
</tr>
<tr>
<td>13</td>
<td>27/10/2008</td>
<td>Group presentations</td>
</tr>
<tr>
<td>14</td>
<td>03/11/2008</td>
<td>No Lecture</td>
</tr>
</tbody>
</table>

**Examination period:** Monday 10 November to Friday 28 November 2008
DATE: ☐ First ☐ Second ☐

Group Name: ________________________

Group Members: ________________________

Groupwork Statement of roles & contributions to assessment task

Course: SPTH4050 Speech Pathology V (Complex Case)

Assessment tasks:
- Group Report, 1,500 words, 30%
- Group Presentation, 20 minutes, 20%

This Statement is designed to be prepared & submitted by the group as a whole. Students are encouraged to negotiate the distribution of roles and contribution to the work involved. It is a good idea to work out a rough allocation of roles and expected contribution early in your groupwork. Be prepared to be flexible and to adjust these roles and levels of contribution in response to circumstances and unfolding discoveries. Whenever any group member thinks that the Statement needs to be reviewed, then the group as a whole should meet to make a new draft allocation. After the assessment task, the final Statement should be signed by each group member, and submitted to the course co-ordinator. If a particular member of the group disagrees with the final Statement, that group member should not sign the final Statement, but instead submit another Statement individually signed.

Students are encouraged to problem solve any difficulties arising in the group with regard to roles and contribution, but if facilitation is required, students need to advise the co-ordinator in a timely fashion, as making a complaint after the task has been completed reduces the possibility of equitable solutions for all students involved. It is expected that all students within a group will receive the same mark for groupwork assessment tasks, but in situations where it can be established that this would be inequitable, marking will be moderated in light of the Groupwork Statement(s) received and in discussion with the students involved.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>% contribution¹</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ideas</td>
<td></td>
<td>100%</td>
<td></td>
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<tr>
<td>Research</td>
<td></td>
<td>100%</td>
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<tr>
<td>Organisation</td>
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<tr>
<td>Preparation</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Signed:

¹ Assuming the work for each role is 100%, what percentage is each member contributing? e.g. if there are 5 in the group, an equal distribution on a particular role would be 20% each. Depending on the skills of particular group members, it would be expected that some members may contribute more to one role than another, e.g. one member might contribute more to preparatory tasks, while another member might contribute more to the actual presentation.