



SPCH13003 Neurogenic Communication Disorders

Term 1 - 2017

Profile information current as at 03/05/2024 09:36 am

All details in this unit profile for SPCH13003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will focus on assessment, interpretation, differential diagnosis and management of clients presenting with acquired motor speech disorders associated with a variety of neurological conditions. Within the unit, students will develop competency in the comprehensive assessment and treatment planning of such conditions. Students will need to consider the speaker/client from a holistic perspective by demonstrating and applying knowledge of the principles of the International Classification of Functioning, Disability and Health (ICF) framework and evidence based practice. Students will also consider the role of the speech pathologist in managing such conditions in relation to working with other professionals and working within the Speech Pathology Australia Code of Ethics.

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: Students have successfully completed 42 credit points of SPCH coded units.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical and Written Assessment**

Weighting: 35%

2. **Written Assessment**

Weighting: 25%

3. **On-campus Activity**

Weighting: Pass/Fail

4. **Examination**

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 Have Your Say and In-Class Feedback

Feedback

Responses related to assessment tasks were mixed with some students liking the tasks and others requiring more support with the tasks.

Recommendation

The structure of the assessments will remain the same but the course coordinator will endeavour to ensure that all students are clear on assessment tasks by including dedicated times in tutorials for assessment clarification and support.

Feedback from Have Your Say and In-Class Feedback

Feedback

The feedback central to course improvement was around commencing tutorials from early in the term between the two intensives and included comments such as - "Regular tutorials from the beginning of the term (after the first intensive) would be useful."

Recommendation

The structure was a tutorial in week 1 to provide pre-reading and activities prior to intensive 1 in week 2. There was a tutorial in week 3 to clarify assessments. Weeks 4, 5 and 6 were structured as self-directed learning with the availability of the lecturer. Week 7 was the second intensive and then the remaining weeks were tutorial classes. The recommendation is to have all weeks other than intensives as dedicated tutorial classes as students were not availing of the self-directed learning times.

Feedback from Have Your Say and In-Class Feedback

Feedback

The response to the practical nature of the lectures and the tutorials was positive and included comments such as - "Given this subject has a history of being really scary and difficult, I think it was great to have Emma come so early in the term to show us just how practical it actually is. Without this practical approach I don't think I would have understood the course content. A practical approach to this subject is so important. The tutorials in the second half of term were great and really helped me to learn." And "Guest lecturer and tutor were enthusiastic and helpful throughout the semester."

Recommendation

In 2017 the course structure will remain similar with the specialist lecturer visiting from Melbourne and local tutorial support. This will therefore maintain the more practical nature of this course as it is one that can be quite challenging for students.

Feedback from Have Your Say and In-Class Feedback

Feedback

Responses related to the textbook used included - "Maybe the textbook - Duffy is so overwhelming. The parts of the Freed textbook that I saw were so much more readable and relatable." And "Although it may be expensive I would suggest to make both Duffy and Freed textbook compulsory for following year levels as both had really good information."

Recommendation

The course coordinator will consider the viability of two prescribed textbooks for next term. Consultation will be held with the students who will be enrolling in this course next year regarding the addition of a second text.

Unit Learning Outcomes

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

1. Discuss acquired motor speech disorders in adults and paediatric populations including their causes, characteristics, and impact on the speaker and communication partners across International Classification of Functioning, Disability and Health (ICF) domains.
2. Competently conduct speech pathology assessment of speech production as relevant to the assessment of acquired motor speech disorders in adult clients and explain the rationale behind such assessment.
3. Analyse, interpret and integrate information from relevant sources and present justified hypotheses regarding clinical description and diagnosis of acquired motor speech disorders.
4. Apply principles of evidence based practice and the International Classification of Functioning, Disability and Health (ICF) in identifying, planning, and implementing appropriate management and treatment when working with clients with acquired motor speech disorders.

Speech Pathology Range of Practice covered:

Adult - Speech and Multimodal

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

Unit 1 Assessment - Elements 1.1 and 1.2 to Intermediate standard

Unit 2 Analysis and interpretation - Elements 2.1, 2.2, 2.3, 2.4 and 2.5 to Intermediate standard

Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.3, 3.4, 3.5, 3.6 and 3.7 to Intermediate standard

Unit 7 Lifelong learning and reflective practice - Elements 7.2 to Intermediate standard

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

Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Intermediate standard

Unit 2 Communication - Elements 2.1, 2.2 and 2.3 to Intermediate standard

Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4 to Intermediate standard

Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5 to Intermediate standard

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical and Written Assessment - 35%	•	•	•	•
2 - Written Assessment - 25%	•	•	•	•
3 - Examination - 40%	•	•	•	•
4 - On-campus Activity - 0%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4

Textbooks and Resources

Textbooks

SPCH13003

Prescribed

Motor Speech Disorders: Substrates, Differential Diagnosis and Management

Edition: 3rd (2013)

Authors: Duffy, J

Mosby

St Louis , Missouri , United States

ISBN: 9780323072007

Binding: Hardcover

SPCH13003

Supplementary

Motor Speech Disorders: Diagnosis and Treatment

Second Edition (2011)

Authors: Donald B. Freed

Cengage Learning

California , US

ISBN: 9781111138271

Binding: Paperback

Additional Textbook Information

The required text is an important reference resource which will be used throughout the course and in future clinical practice in speech pathology.

There is a supplementary text listed as well which will also be a valuable resource for diagnosis and treatment of motor speech disorders. It is not compulsory for you to purchase this but it will be beneficial. Included within textbook purchase are additional online learning resources that will be invaluable for developing students' skills in perceptual speech evaluation.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Online materials to support learning are available when purchasing the prescribed course textbook (Duffy, 2013). These are only accessible via unique registration.

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Tina Janes Unit Coordinator

t.janes@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<p>Please note that the residential school is the week prior to week 1. You are required to attend Monday 27th February to Friday 3rd March from 8:30am to 4:30pm. Dr Emma McLaughlin is the key lecturer for this week.</p> <p>WEEK 1 CLASS (with Tina Janes):</p> <ul style="list-style-type: none">• Review of Assessment Requirements• Review of content from Monday 27.02.17 - Motor speech Assessment and Diagnosis of Motor Speech Disorders (including OPE)• Practical activities related to assessment of MSD's.	<p>Introductory readings: (Please note that these readings do not need to be completed in week 1 - but they are listed to provide you with a guide regarding 'easy' readings for this topic)</p> <ul style="list-style-type: none">• Justice, L. and Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson. Chapter 12 - Motor Speech Disorders - pp 394-437• Cummings, L. (Ed.) (2014). The Cambridge Handbook of Communication Disorders. Chapters 11 and 12 - pps 185-223.• Webb, W.G. and Adler, R.K. (2008) Neurology for the Speech Language Pathologist. Fifth Edition. Chapters 7 and 8.• Manasco, M.H. (2017). Introduction to Neurogenic Communication Disorders. Chapters 6 and 7.• Duffy, J. (2013). 3rd Edition. Motor Speech Disorders: Substrates, Differential Diagnosis and Management. USA: Mosby Read Chapters 1 and 2. <p>Please ensure you have the relevant notes from Dr McLaughlin's lectures for each tutorial as well as any readings that were associated with those topics.</p>	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<p>WEEK 2 CLASS (with Tina Janes):</p> <ul style="list-style-type: none">• Review of content from Monday 27.02.17 - Taking and interpreting case histories• Review of content from Tuesday 28.02.17 - Impact of Motor Speech disorders on the speaker and those around them• Practical activities related to assessment of MSD's and other consolidation activities	<p>Readings will be specified - please ensure you have your textbook for each class:</p> <ul style="list-style-type: none">• Duffy, J. (2013). 3rd Edition. Motor Speech Disorders: Substrates, Differential Diagnosis and Management. USA: Mosby <p>Please ensure you have the relevant notes from Dr McLaughlin's lectures for each tutorial as well as any readings that were associated with those topics.</p>	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
<p>WEEK 3 CLASS (with Tina Janes):</p> <ul style="list-style-type: none">• Review of content from Tuesday 28.02.17:<ul style="list-style-type: none">◦ Perceptual Assessment of Dysarthric Speech◦ Intelligibility Assessment of Dysarthric Speech• Continue with Practical activities related to assessment and interpretation of MSD's and other consolidation activities	<p>Readings will be specified - please ensure you have your textbook for each class:</p> <ul style="list-style-type: none">• Duffy, J. (2013). 3rd Edition. Motor Speech Disorders: Substrates, Differential Diagnosis and Management. USA: Mosby <p>Please ensure you have the relevant notes from Dr McLaughlin's lectures for each tutorial as well as any readings that were associated with those topics.</p>	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 4 CLASS (with Tina Janes): <ul style="list-style-type: none">• Review of content from Wednesday 01.03.17:<ul style="list-style-type: none">◦ Apraxia of Speech Assessment and Diagnosis◦ Differential Diagnosis of MSDs• Continue with Practical activities related to assessment and interpretation of MSD's and other consolidation activities	Readings will be specified - please ensure you have your textbook for each class : <ul style="list-style-type: none">• Duffy, J.(2013). 3rd Edition. Motor Speech Disorders: Substrates, Differential Diagnosis and Management. USA: Mosby Please ensure you have the relevant notes from Dr McLaughlin's lectures for each tutorial as well as any readings that were associated with those topics.	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 5 CLASS (with Tina Janes): <ul style="list-style-type: none">• Revision test - in class• Continue with Practical activities related to assessment and interpretation of MSD's and other consolidation activities	Readings will be specified - please ensure you have your textbook for each class : <ul style="list-style-type: none">• Duffy, J.(2013). 3rd Edition. Motor Speech Disorders: Substrates, Differential Diagnosis and Management. USA: Mosby Please ensure you have the relevant notes from Dr McLaughlin's lectures for each tutorial as well as any readings that were associated with those topics.	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No class.		

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Practical and Written Assessment - Times to be arranged for PRACTICAL component of assessment 1.		PRACTICAL component of assessment 1.

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Practical and Written Assessment - Written component of assessment 1 due Monday 24th at 9am . WEEK 7 CLASS (with Tina Janes): <ul style="list-style-type: none">• Decision to be made as to what topics need to be covered - any revision needed or commence with week 8 topics.	Readings will be specified - please ensure you have your textbook for each class : <ul style="list-style-type: none">• Duffy, J.(2013). 3rd Edition. Motor Speech Disorders: Substrates, Differential Diagnosis and Management. USA: Mosby Please ensure you have the relevant notes from Dr McLaughlin's lectures for each tutorial as well as any readings that were associated with those topics.	ASSESSMENT 1 - PRACTICAL AND WRITTEN ASSESSMENT - 35% Due: Week 7 Monday (24 Apr 2017) 9:00 am AEST

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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WEEK 8 CLASS (with Tina Janes):

- Review of content from Thursday 02.03.17:
 - Intervention for MSDs – Intro and General principles
 - Management and intervention for respiratory impairments in dysarthria
 - Management and intervention for Phonatory impairments in dysarthria
- Practical activities related to intervention planning for MSD's and other consolidation activities

Readings will be specified - please ensure you have your **textbook for each class**:

- Duffy, J.(2013). 3rd Edition. Motor Speech Disorders: Substrates, Differential Diagnosis and Management. USA: Mosby
- Please ensure you have the relevant notes from Dr McLaughlin's lectures for each tutorial as well as any readings that were associated with those topics.

Week 9 - 08 May 2017**Module/Topic****Chapter****Events and Submissions/Topic****WEEK 9 CLASS** (with Tina Janes):

- Review of content from Thursday 02.03.17:
 - Management and intervention for resonatory impairments in dysarthria
 - Management and intervention for articulatory impairments in dysarthria
- Review of content from Friday 03.03.17:
 - Management and intervention for prosodic impairments in dysarthria
- Practical activities related to intervention planning for MSD's and other consolidation activities

Readings will be specified - please ensure you have your **textbook for each class**:

- Duffy, J.(2013). 3rd Edition. Motor Speech Disorders: Substrates, Differential Diagnosis and Management. USA: Mosby
- Please ensure you have the relevant notes from Dr McLaughlin's lectures for each tutorial as well as any readings that were associated with those topics.

Week 10 - 15 May 2017**Module/Topic****Chapter****Events and Submissions/Topic****WEEK 10 CLASS** (with Tina Janes):

- Review of content from Friday 03.03.17:
 - Management and intervention for apraxia of speech
 - Acquired MSDs in Paediatric Populations
 - Speech Pathology Management of progressive motor speech disorders
- Practical activities related to intervention planning for MSD's and other consolidation activities

Readings will be specified - please ensure you have your **textbook for each class**:

- Duffy, J.(2013). 3rd Edition. Motor Speech Disorders: Substrates, Differential Diagnosis and Management. USA: Mosby
- Please ensure you have the relevant notes from Dr McLaughlin's lectures for each tutorial as well as any readings that were associated with those topics.

Week 11 - 22 May 2017**Module/Topic****Chapter****Events and Submissions/Topic****Written Assessment. Assessment 2 due 9am Monday 22nd May.**

- Review of content from Friday 03.03.17:
 - Outcome Measures when working with clients with MSDs
- General revision and consolidation activities

Readings will be specified - please ensure you have your **textbook for each class**:

- Duffy, J.(2013). 3rd Edition. Motor Speech Disorders: Substrates, Differential Diagnosis and Management. USA: Mosby
- Please ensure you have the relevant notes from Dr McLaughlin's lectures for each tutorial as well as any readings that were associated with those topics.

ASSESSMENT 2 -WRITTEN ASSESSMENT - 25% Due: Week 11 Monday (22 May 2017) 9:00 am AEST

Week 12 - 29 May 2017**Module/Topic****Chapter****Events and Submissions/Topic****WEEK 12 CLASS** (with Tina Janes):

- Revision Test and general revision.

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Examination may be scheduled in this week or next week.		

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Examination may be scheduled in this week.		

Term Specific Information

Welcome to SPCH13003 Neurogenic Communication Disorders. This unit is often referred to as "Motor Speech" or "Motor Speech Disorders" as this is the core content of SPCH13003. In 2014 and 2015 this unit was conducted by Dr Chris Plant as the lecturer and the format was a combination of intensive on-campus delivery and online lectures, with tutorial support provided in 2015 by Tina Janes. In 2016 it consisted of two intensive blocks of 3 days each delivered by Dr Emma McLaughlin and tutorials delivered by Tina Janes (coordinator).

In 2017 Tina Janes continues as your coordinator and tutor and Dr Emma McLaughlin will provide one whole week of lectures in the format of a residential school in Orientation week. Tina Janes will then run regular weekly classes from week 1 through to week 12.

Please ensure you have the prescribed text - Duffy, J. (2013). Motor Speech Disorders: Substrates, Differential Diagnosis and Management (3rd ed.). USA: Mosby.

Dr Emma McLaughlin specialises in Motor Speech Disorders and Dysphagia and is a senior clinician in Victoria.

Both Emma and myself look forward to working with you during this unit.

Correspondence is either to be via the news forum or emailed to Tina - t.janes@cqu.edu.au - as the coordinator.

Throughout this unit whilst Moodle is your "modular object-oriented dynamic learning environment" where all the unit information is provided, please expect that you will be receiving emails from the coordinator regarding alerts, updates to classes, reminders and other important information to "keep you in the loop". Policies and procedures around email communications can be found on your Moodle site and it is important that you are familiar with these and respond or act upon emails received accordingly.

Assessment Tasks

1 ASSESSMENT 1 – PRACTICAL AND WRITTEN ASSESSMENT – 35%

Assessment Type

Practical and Written Assessment

Task Description

Your tasks are as follows:

PRACTICAL component:

You will independently administer sections or subtests from the following assessments of Motor Speech Disorders (MSDs):

- o ABA-2: Apraxia Battery for Adults–Second Edition
- o Frenchay Dysarthria Assessment 2 Edition (FDA-2)
- o Assessment of Intelligibility of Dysarthric Speech (AIDS)
- o Oral Peripheral or Oral Motor Examination
- o Case History

You will not know what subtests or sections that you will be required to administer until the assessment commences.

The number of sections or subtests per student will vary depending on the detail required and the competence demonstrated. You will administer the assessments to the examiner as if the examiner were a client with a suspected motor speech disorder. Following your administration of the assessments, the examiner will ask questions in relation to the particular test items so that you can demonstrate your knowledge of this test.

This will occur in week 6 class time as much as possible. One hour will be allocated for each student.

WRITTEN component:

Following the practical session you will submit a written reflection on your performance in the task and describe a plan for how you will develop your knowledge and skills of assessment and diagnosis of acquired motor speech disorders. You will also reflect upon how the assessment subtests you administered provided you with valuable information towards intervention planning. For this assessment task you will also be required to use appropriate writing conventions,

including accurate spelling, grammar, and punctuation, and demonstrate cohesion, clarity, and organisation. APA referencing style must be used accurately and in accordance with the CQUniversity's Academic Misconduct Procedure. For further information regarding this procedure, see: <http://policy.cqu.edu.au/>. Information regarding the APA Referencing Style can be found at: <https://www.cqu.edu.au/?a=14033>

Assessment Due Date

Week 7 Monday (24 Apr 2017) 9:00 am AEST

The above date is when the WRITTEN component is due. The PRACTICAL component will occur in Week 6.

Return Date to Students

Monday (8 May 2017)

Both Practical and Written Components will be returned by this due date.

Weighting

35%

Minimum mark or grade

This is a MUST PASS task. A minimum 50% grade (i.e. 17.5 out of 35) must be achieved.

Assessment Criteria

The complete rubric which details the requirements for both the PRACTICAL and WRITTEN components of this assessment task is on MOODLE. In brief, you will be marked on the following criteria:

SECTION 1 - PRACTICAL ADMINISTRATION OF ASSESSMENTS (17.5 total marks):

- Delivery
- Content / Preparation

SECTION 2 - WRITTEN SUBMISSION (17.5 total marks):

- Accuracy / Evaluation / Action Plan
- Use of spelling, grammar, syntax and punctuation.
- Clarity of expression and ease of reading, including overall structure and organisation
- the use of APA referencing style in line with CQUniversity policy

Referencing Style

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

Submission

Offline Online

Submission Instructions

The PRACTICAL component does not require a submission, however the WRITTEN component is an online submission through MOODLE.

Learning Outcomes Assessed

- Discuss acquired motor speech disorders in adults and paediatric populations including their causes, characteristics, and impact on the speaker and communication partners across International Classification of Functioning, Disability and Health (ICF) domains.
- Competently conduct speech pathology assessment of speech production as relevant to the assessment of acquired motor speech disorders in adult clients and explain the rationale behind such assessment.
- Analyse, interpret and integrate information from relevant sources and present justified hypotheses regarding clinical description and diagnosis of acquired motor speech disorders.
- Apply principles of evidence based practice and the International Classification of Functioning, Disability and Health (ICF) in identifying, planning, and implementing appropriate management and treatment when working with clients with acquired motor speech disorders.

Graduate Attributes

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

2 ASSESSMENT 2 –WRITTEN ASSESSMENT – 25%

Assessment Type

Written Assessment

Task Description

Your tasks are as follows:

You will be provided with a case study and will be required to devise a management plan for your client. Your management plan will demonstrate that you have integrated the information gleaned from the case study with the principles of evidence based practice (EBP), the International Classification of Functioning, Disability and Health (ICF) framework and have considered the value of interprofessional practice in developing an effective management plan. For this assessment task you will also be required to use appropriate writing conventions, including accurate spelling, grammar, and punctuation, and demonstrate cohesion, clarity, and organisation.

APA referencing style must be used accurately and in accordance with the CQUniversity's Academic Misconduct Procedure. For further information regarding this procedure, see: <http://policy.cqu.edu.au/>. Information regarding the APA Referencing Style can be found at: <https://www.cqu.edu.au/?a=14033>

Assessment Due Date

Week 11 Monday (22 May 2017) 9:00 am AEST

Return Date to Students

Week 12 Friday (2 June 2017)

Weighting

25%

Minimum mark or grade

This is a MUST PASS task. A minimum 50% grade (i.e. 12.5 out of 25) must be achieved.

Assessment Criteria

The complete rubric is on MOODLE but in brief you will be marked on the following:

Content - Including: (50% of grade)

- Summary of the background information including aetiology and diagnosis
- Inclusion of the ICF framework within the management plan
- Evidence based practice (EBP) principles apparent in management plan
- Appropriate selection of therapeutic strategies in the management plan
- Consideration of the role of other health professionals in the management plan

Research Quality - Including: (25% of grade)

- Use of existing literature and research evidence to support decision-making

Conventions - Including: (25% of grade)

- Use of spelling, grammar, syntax and punctuation.
- Clarity of expression and ease of reading, including overall structure and organisation
- The use of APA referencing style in line with CQUniversity policy

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Discuss acquired motor speech disorders in adults and paediatric populations including their causes, characteristics, and impact on the speaker and communication partners across International Classification of Functioning, Disability and Health (ICF) domains.
- Competently conduct speech pathology assessment of speech production as relevant to the assessment of acquired motor speech disorders in adult clients and explain the rationale behind such assessment.
- Analyse, interpret and integrate information from relevant sources and present justified hypotheses regarding clinical description and diagnosis of acquired motor speech disorders.
- Apply principles of evidence based practice and the International Classification of Functioning, Disability and Health (ICF) in identifying, planning, and implementing appropriate management and treatment when working with clients with acquired motor speech disorders.

Graduate Attributes

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

3 ON-CAMPUS ACTIVITY

Assessment Type

On-campus Activity

Task Description

Students' participation in on-campus tasks reflects the practical nature of this course. The activities enhance achievement across all the learning outcomes. The activities include:

- Video analysis tasks of people with motor speech disorders
- Independent research and presenting this to the class
- Reflecting on personal experiences with motor speech disorders
- Administering and interpreting results of assessments

Assessment Due Date

No submissions are required. Students participation and attendance is recorded throughout the term.

Return Date to Students

A pass/fail grade is awarded at the end of the term.

Weighting

Pass/Fail

Minimum mark or grade

Hurdle - must pass task.

Assessment Criteria

Students are allocated specific tasks that are to be completed for each week and demonstrated during class time. On-campus activities are designed to enhance students' learning opportunities, teamwork and engagement with the course. Attendance is required in lectures and tutorials to be able to complete these tasks. Attendance is recorded and an 80% rate is stipulated, with the EXCEPTION of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Discuss acquired motor speech disorders in adults and paediatric populations including their causes, characteristics, and impact on the speaker and communication partners across International Classification of Functioning, Disability and Health (ICF) domains.
- Competently conduct speech pathology assessment of speech production as relevant to the assessment of acquired motor speech disorders in adult clients and explain the rationale behind such assessment.
- Analyse, interpret and integrate information from relevant sources and present justified hypotheses regarding clinical description and diagnosis of acquired motor speech disorders.
- Apply principles of evidence based practice and the International Classification of Functioning, Disability and Health (ICF) in identifying, planning, and implementing appropriate management and treatment when working with clients with acquired motor speech disorders.

Graduate Attributes

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

Examination**Outline**

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

40%

Length

180 minutes

Minimum mark or grade

This is a must pass assessment task. Students must achieve a minimum 50% (i.e. 20/40) to pass this unit.

Exam Conditions

Closed Book.

Materials

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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