



SPCH13003 Neurogenic Communication Disorders 1

Term 1 - 2018

Profile information current as at 24/04/2024 01:04 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

In this unit you will commence your study of acquired neurogenic communication disorders in children and adults. In Neurogenic Communication Disorders 1, you will learn about the aetiology, symptomatology and prognosis of the major diseases of the central and peripheral nervous systems that generate deficits in speech, language and cognitive communication. During this unit, you will use evidence-based practices to assess and classify acquired neurogenic communication disorders. You will apply the principles of interprofessional and reflective practice and the International Classification of Functioning, Disability and Health framework throughout the unit.

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: SPCH12003 Functional Anatomy of the Head, Neck and Thorax SPCH13004 Communication Disorders across the School Years SPCH12007 Speech Pathology Work-Integrated Learning 2 ALLH12006 Evidence Based Practice for Allied Health ALLH12007 Research Methods for Therapy

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 - 2018

- 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: 30%

2. **Practical Assessment**

Weighting: 30%

3. **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 Evaluation following intensive week. In class evaluation in week 12. Have Your Say feedback.

Feedback

The feedback provided on all three sources listed was overwhelmingly positive regarding the practical and interactive nature of the unit. This included the intensive week and the weekly scheduled classes.

Recommendation

Maintaining the interactive and engaging nature of this unit will continue to be a priority for the unit coordinator. The intensive (residential) week will no longer be required due to an increase in Speech Pathology teaching staff.

Feedback from Evaluation following intensive week. In class evaluation in week 12. Have Your Say feedback.

Feedback

The students provided extremely positive feedback on the quality of teaching by both the visiting lecturer and unit coordinator. This was also the case for the level of support provided by the unit coordinator.

Recommendation

The unit coordinator will continue to provide quality teaching and support for the students in this unit. Student evaluations at various points in the term will again be implemented to facilitate ongoing quality teaching and student engagement.

Feedback from Have Your Say feedback.

Feedback

The structure of the assessment tasks for 2107 and the timeliness of assessment return received positive feedback from the students. One suggestion for improvement was to include a video analysis task in the assessment battery.

Recommendation

The students' suggestion of a video analysis task in the assessment battery will be considered by the teaching team for 2018. Assessment tasks will continue to align strongly with the content taught to facilitate ongoing positive feedback regarding all aspects of assessments.

Unit Learning Outcomes

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

1. Describe the aetiology and prognosis for the major diseases of the central and peripheral nervous systems that result in neurogenic communication disorders
2. Administer and evaluate evidence-based assessments relevant to neurogenic communication disorders
3. Analyse diagnostic features of the presenting acquired neurogenic communication disorders
4. Discuss the International Classification of Functioning, Disability and Health framework, and the principles of reflective, and interprofessional practice in relation to acquired neurogenic communication disorders.

Speech Pathology Range of Practice covered:

Adult - Speech, Language and Multimodal Communication

Child - Speech, Language and Multimodal Communication

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 - Written Assessment - 30%	•		•	
2 - Practical Assessment - 30%		•		•
3 - Examination - 40%	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•	•	•	•		•	•	•		
2 - Practical Assessment - 30%	•	•	•				•	•		
3 - Examination - 40%	•	•	•				•	•		

Textbooks and Resources

Textbooks

SPCH13003

Prescribed

A Cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide

2nd Edition (2014)

Authors: Whitworth, A., Webster, J. & Howard, D.

Taylor and Francis

Hove, United Kingdom

ISBN: 9781848721425

Binding: Other

SPCH13003

Prescribed

Aphasia and Related Neurogenic Communication Disorders

Second Edition (2017)

Jones & Bartlett Learning

USA

ISBN: 9781284077315

Binding: Other

SPCH13003

Prescribed

Motor Speech Disorders: Substrates, Differential Diagnosis and Management.

3rd Edition; Mosby; (2013)

Authors: Duffy, J.

Elsevier

USA

ISBN: 9780323072007

Binding: Other

Additional Textbook Information

Please note that these three textbooks are for both Neurogenic Communication Disorders 1 and 2 for terms 1 and 2 in 2018.

[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 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>Please note: An active peer learning support model will underpin the teaching of the neuroanatomy content through weekly student presentation centred on individual case studies.</p> <p>SESSION 1:</p> <ul style="list-style-type: none">• Unit overview - 1hr - Tina Janes, UC.• General neuroanatomy review - Jenni-Lee Rees (JL.)• Quiz. <p>SESSION 2:</p> <ul style="list-style-type: none">• Brain.• Nervous system. <p>Please note that further information will be posted on Moodle regarding in-class learning materials and requirements.</p>		Readings will be posted on Moodle.

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>Please note: An active peer learning support model will underpin the teaching of the neuroanatomy content through weekly student presentation centred on individual case studies.</p> <p>SESSION 1: (JL)</p> <ul style="list-style-type: none">• Nervous system.• Cells. <p>SESSION 2: (JL)</p> <ul style="list-style-type: none">• Neural control of speech. <p>Please note that further information will be posted on Moodle regarding in-class learning materials and requirements.</p>		Readings will be posted on Moodle.

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Please note:

An active peer learning support model will underpin the teaching of the neuroanatomy content through weekly student presentation centred on individual case studies.

SESSION 1: (JL)

- Cranial nerves.
- Oral motor.

Readings will be posted on Moodle.

SESSION 2: (JL)

- Cranial nerves.
- Oral motor.

Please note that further information will be posted on Moodle regarding in-class learning materials and requirements.

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Tina Janes is your primary lecturer from week 4 onwards.		
SESSION 1:		
• Disorders and diagnoses.	Readings will be posted on Moodle.	
SESSION 2: NO CLASS - GOOD FRIDAY.		

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
SESSIONS 1 & 2:		
• Disorders and diagnoses continued.	Readings will be posted on Moodle.	

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
SESSIONS 1 & 2:		
• Disorders and diagnoses continued.	Readings will be posted on Moodle.	

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
SESSION 1: NO CLASS - ANZAC DAY.		
SESSION 2:		
• Assessment and diagnosis (Speech and Language).	Readings will be posted on Moodle.	WRITTEN ASSESSMENT - 30% Due: Week 7 Friday (27 Apr 2018) 5:00 pm AEST
WRITTEN ASSESSMENT DUE THIS WEEK.		

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
SESSIONS 1 & 2:		
• Assessment and diagnosis (Speech and Language).		
• Oral feedback on written assessment 1.	Readings will be posted on Moodle.	

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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SESSIONS 1 & 2:

- Assessment and diagnosis (Speech and Language).

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
PRACTICAL ASSESSMENTS due this week (administering assessments). Times will be scheduled in regular class times as much as possible, but this is dependent on volunteer availability.	Readings will be posted on Moodle.	

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
SESSIONS 1 & 2: • Integration of content.	Readings will be posted on Moodle.	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
SESSIONS 1 & 2: • Revision. • Reflection from practical assessment due.	Readings will be posted on Moodle.	PRACTICAL ASSESSMENT - 30% Due: Week 12 Wednesday (30 May 2018) 9:00 am AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

- 18 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Welcome to SPCH13003 NEUROGENIC COMMUNICATION DISORDERS 1.

Your unit coordinator and primary lecturer is Tina Janes. Jenni-Lee Rees will also be taking you for the neuroanatomy content at the beginning of this unit. Whilst this unit has now been running since 2014, it has undergone changes in name and structure. It was previously named Neurogenic Communication Disorders (NCD) with a sole focus on acquired motor speech disorders. This is the first year with its new title of NCD 1, and the unit content forms the basis of learning that will continue in NCD 2 (SPCH13008) in term 2. NCD 1 will focus on neuroanatomy and the neurology of speech, neurogenic disorders aetiology, and assessment and diagnosis of speech, language and cognitive disorders associated with neurogenic disorders. NCD 2 will focus on the holistic management of neurogenic disorders.

You have been advised to purchase three textbooks this term, but these will be for both NCD 1 and NCD 2 (SPCH13008). These textbooks will be used throughout both terms and contain essential information for your assessments - particularly the examinations.

We hope you enjoy the learning and teaching experiences of SPCH13003.

Assessment Tasks

1 WRITTEN ASSESSMENT - 30%

Assessment Type

Written Assessment

Task Description

This assessment task aligns to the following learning outcomes (LO):

- LO1: Describe the aetiology and prognosis for the major diseases of the central and peripheral nervous systems that result in neurogenic communication disorders.
- LO3: Analyse diagnostic features of the presenting acquired neurogenic communication disorders.

Task Requirements:

You will each be provided with a specific diagnosis to research and submit to Moodle. You are required to conduct a literature review on your given diagnosis that summarises the aetiology, prognosis (outcomes), features and prevalence of the disorder. Specific attention must be given to the speech, language and cognitive communication presentation of your assigned disorder/diagnosis. You will propose a holistic assessment plan for such a client, and justify your reasons for selecting this assessment approach, including how the assessment results will guide your management of the client. The written assessment will be approximately 3000 words (+/-10%) and must align with APA, 2016, referencing standards.

You will be marked on the written assessment and you will share the information you have researched with your peers in an informal (and ungraded) class presentation.

Assessment Due Date

Week 7 Friday (27 Apr 2018) 5:00 pm AEST

Online submission via Moodle.

Return Date to Students

Week 9 Friday (11 May 2018)

Via Moodle.

Weighting

30%

Minimum mark or grade

A minimum of 50% (i.e. 15/30) for this task is required to pass the unit.

Assessment Criteria

The complete rubric is on Moodle. You are assessed on the content and the conventions. This includes:

- Quality of the literature review.
- Accuracy of referencing.
- Accuracy of grammar, spelling, punctuation etc.
- Logical sequencing and structure.
- Adherence to word limit.
- Covering all areas including:
 - Aetiology.
 - General presentation/features.
 - Prognosis (outcomes).
 - Speech, language and cognitive communication presentation.
 - Selection and justification of appropriate assessments.
 - Integration of assessments to treatment/management.

The Generic Professional Competencies assessed at intermediate level are:

- 1.1 Use effective thinking skills to ensure quality speech pathology practice.
- 1.3 Use sound professional reasoning strategies to assist planning for all aspects of service management.
- 2.1 Use interpersonal communication skills to facilitate the effective practice of speech pathology.
- 2.3 Communicate effectively with work teams.
- 3.1 Reflect on performance.
- 3.3 Demonstrate appropriate attitude to learning.
- 3.4 Be able to change performance.
- 4.1 Display appropriate organisational skills.
- 4.2 Conduct self in a professional manner.
- 4.4 Possess a professional attitude / orientation.
- 4.5 Demonstrate ethical behaviour.

The Competency Based Occupational Standards (CBOS) assessed at intermediate level in this assessment task are:

- 1.1 Investigate and document the client's communication and/or swallowing condition and explore the primary concerns of the client.

- 1.2 Identify the communication and/or swallowing conditions requiring investigation and use the best available scientific and clinical evidence to determine the most suitable assessment procedures in partnership with the client.
- 2.2 Identify gaps in information required to understand the client's communication and swallowing issues and seek information to fill those gaps.
- 2.1 Analyse and interpret speech pathology assessment data.
- 2.3 Determine the basis for or diagnosis of the communication and/or swallowing condition and determine the possible outcomes.
- 2.4 Report on analysis and interpretation.
- 2.5 Provide feedback on results of interpreted speech pathology assessments to the client and/or significant others and referral sources, and discuss management.
- 3.1 Use integrated and interpreted information (outlined in Unit 2) relevant to the communication and/or swallowing condition, and/or the service provider's policies and priorities to plan evidence-based speech pathology practice.
- 3.3 Discuss long-term outcomes and collaborate with the client and/or significant others to decide whether or not speech pathology strategies are suitable and/or required.
- 3.4 Establish goals for intervention in collaboration with the client and significant others.
- 3.5 Select an evidence-based speech pathology approach or intervention in collaboration with the client and significant others.
- 3.6 Define roles and responsibilities for the management of the client's swallowing and/ or communication condition.
- 3.7 Document speech pathology intervention plans, goals and outcome measurement.
- 7.2 Participate in professional development and continually reflect on practice.

Referencing Style

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

Submission

Online

Submission Instructions

Assessment 1 is to be uploaded to Moodle.

Learning Outcomes Assessed

- Describe the aetiology and prognosis for the major diseases of the central and peripheral nervous systems that result in neurogenic communication disorders
- Analyse diagnostic features of the presenting acquired neurogenic communication disorders

Graduate Attributes

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

2 PRACTICAL ASSESSMENT - 30%

Assessment Type

Practical Assessment

Task Description

This assessment relates to the following learning outcomes (LO):

This is a PRACTICAL assessment with a written reflection also required. The practical element will occur in week 10 during scheduled class times as much as possible. Times will be allocated according to student, staff and volunteer availability. The written reflection is due on Wednesday of week 12 at 9:00am.

- LO2: Administer and evaluate evidence-based assessments relevant to neurogenic communication disorders.
- LO4: Discuss the International Classification of Functioning, Disability and Health framework, and the principles of reflective, and interprofessional practice in relation to acquired neurogenic communication disorders.

PRACTICAL component (20%):

You will be required to select appropriate assessments according to your case scenario. Once you have selected your assessments and justified your choices, you will administer either particular sub-tests, or the complete assessment to the simulated client. You may also be required to demonstrate your ability to administer examiner selected assessments. 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 the test/s.

WRITTEN component (10%):

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 neurogenic communication disorders. You will also reflect upon how the assessment sub-tests you administered provided you with valuable information towards intervention planning. For this assessment task you are required to use appropriate writing conventions, including accurate spelling, grammar, and punctuation, and demonstrate cohesion, clarity, and organisation. Word limit is approximately 1000 words (+/-10%). 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 12 Wednesday (30 May 2018) 9:00 am AEST

The written reflection is to be uploaded to Moodle by Wednesday 30th May at 9am. The PRACTICAL assessment is conducted during class times in WEEK 10.

Return Date to Students

Exam Week Monday (11 June 2018)

Via Moodle.

Weighting

30%

Minimum mark or grade

A minimum of 50% (i.e. 15/30 overall) must be achieved for this task in order to pass the unit.

Assessment Criteria

The full assessment criteria are included on the rubric uploaded to Moodle. In summary you will be assessed on the following:

- Assessment selection and justification.
- Delivery of assessment.
- Communication skills.
- Accuracy and insight of reflection.
- Conventions including referencing, spelling, grammar and syntax.
- Clarity of expression.

The Generic Professional Competencies assessed at intermediate level in this task are:

- 1.1 Use effective thinking skills to ensure quality speech pathology practice.
- 1.2 Integrate collaborative and holistic viewpoints into professional reasoning.
- 1.3 Use sound professional reasoning strategies to assist planning for all aspects of service management.
- 2.1 Use interpersonal communication skills to facilitate the effective practice of speech pathology.
- 2.2 Use oral and written reporting and presentation skills to successfully meet speech pathology objectives.
- 2.3 Communicate effectively with work teams.
- 3.1 Reflect on performance.
- 3.3 Demonstrate appropriate attitude to learning.
- 3.4 Be able to change performance.
- 4.1 Display appropriate organisational skills.
- 4.2 Conduct self in a professional manner.
- 4.4 Possess a professional attitude / orientation.
- 4.5 Demonstrate ethical behaviour.

The Competency Based Occupational Standards (CBOS) assessed at intermediate level in this assessment task are:

- 1.1 Investigate and document the client's communication and/or swallowing condition and explore the primary concerns of the client.
- 1.2 Identify the communication and/or swallowing conditions requiring investigation and use the best available scientific and clinical evidence to determine the most suitable assessment procedures in partnership with the client.
- 2.2 Identify gaps in information required to understand the client's communication and swallowing issues and seek information to fill those gaps.
- 2.1 Analyse and interpret speech pathology assessment data.
- 2.3 Determine the basis for or diagnosis of the communication and/or swallowing condition and determine the possible outcomes.
- 2.4 Report on analysis and interpretation.
- 2.5 Provide feedback on results of interpreted speech pathology assessments to the client and/or significant others and referral sources, and discuss management.
- 3.1 Use integrated and interpreted information (outlined in Unit 2) relevant to the communication and/or swallowing condition, and/or the service provider's policies and priorities to plan evidence-based speech pathology practice.
- 3.3 Discuss long-term outcomes and collaborate with the client and/or significant others to decide whether or not speech pathology strategies are suitable and/or required.
- 3.4 Establish goals for intervention in collaboration with the client and significant others.
- 3.5 Select an evidence-based speech pathology approach or intervention in collaboration with the client and significant others.
- 3.6 Define roles and responsibilities for the management of the client's swallowing and/or communication condition.
- 3.7 Document speech pathology intervention plans, goals and outcome measurement.
- 7.2 Participate in professional development and continually reflect on practice.

Referencing Style

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

Submission

Online

Submission Instructions

The written reflection component is to be uploaded to Moodle. The practical administration component will be scheduled according to student, lecturer and volunteer availability in week 10..

Learning Outcomes Assessed

- Administer and evaluate evidence-based assessments relevant to neurogenic communication disorders
- Discuss the International Classification of Functioning, Disability and Health framework, and the principles of reflective, and interprofessional practice in relation to acquired neurogenic communication disorders.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- 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

A minimum of 50% (i.e. 20/40) on the examination is required to pass this unit.

Exam Conditions

Closed Book.

Materials

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