



# SPCH13003 Neurogenic Communication Disorders 1

## Term 1 - 2019

Profile information current as at 27/04/2024 05:08 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 - 2019

- 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 Have Your Say In-class evaluation

**Feedback**

Students provided positive feedback about the practical nature of the unit and the different modes of teaching and learning. This is reflected in the comment - "I really enjoyed the practical aspects because I felt I learnt better".

**Recommendation**

Varied and interactive activities will continue to be embedded in this unit to facilitate student engagement and learning.

#### Feedback from Have Your Say In-class evaluation

**Feedback**

Students provided positive feedback regarding the authenticity of the assessments, the clarity of the information about the assessments and the feedback provided on assessment tasks. This comment is representative of the feedback received - "I also really enjoyed the practical assessment as it has given me such a great opportunity to get exposure to the different types of assessments".

**Recommendation**

Assessments will continue to be closely aligned to teaching and real life scenarios. Students will be provided with timely feedback and clear instructions regarding the assessment structure.

#### Feedback from Have Your Say In-class evaluation

**Feedback**

Students were appreciative of the support provided by the teaching staff. "The staff were excellent - providing us with lots of support!!"

**Recommendation**

The teaching staff will continue to engage with, and support students.

#### Feedback from Have Your Say In-class evaluation

**Feedback**

Feedback was received regarding the lack of time available in term 1 due to public holidays, but it was also acknowledged that this was difficult to do. One student commented - "Obviously time was a big factor for this term- I felt like we weren't able to properly learn about the assessments and the actual exam content within the time we had".

**Recommendation**

Teaching staff will continue to be cognisant of the public holidays in Term 1, and discuss with the students ways to minimise the impact of these.

## 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 at entry level standard
3. Analyse diagnostic features of the presenting acquired neurogenic communication disorders at an entry level standard
4. Apply the International Classification of Functioning, Disability and Health framework, and the principles of reflective, and interprofessional practice in relation to acquired neurogenic communication disorders at an entry level standard.

### 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 at Entry level
- Unit 2 Analysis and interpretation - Elements 2.1, 2.2, 2.3, 2.4 and 2.5 at Entry level
- Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.3, 3.4, 3.5, 3.6 and 3.7 at Entry level
- Unit 7 Lifelong learning and reflective practice - Elements 7.2 at Entry level

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

- Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 at Entry level
- Unit 2 Communication - Elements 2.1, 2.2 and 2.3 at Entry level
- Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4 at Entry level
- Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5 at Entry level

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Written Assessment - 30%</b>	•		•	
<b>2 - Practical Assessment - 30%</b>		•		•
<b>3 - Examination - 40%</b>	•		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>1 - Communication</b>	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•		•	•
5 - Team Work				
6 - Information Technology Competence	•		•	•
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

### 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;**

Edition: Second (2014)

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

Taylor and Francis

Hove , UK

ISBN: 1848721420

Binding: Paperback

SPCH13003

#### Prescribed

**Aphasia and Related Neurogenic Communication Disorders**

Edition: Second (2017)

Authors: Papathanasiou, I. and Coppens, P.

Jones and Bartlett Learning

USA

ISBN: 9781284077315

Binding: Paperback

SPCH13003

#### Prescribed

**Motor Speech Disorders: Substrates, Differential Diagnosis and Management**

Edition: Third (2013)

Authors: Duffy, J.

Mosby

USA

ISBN: 9780323072007

Binding: Hardcover

#### Additional Textbook Information

Please note that you will need these texts in Term 2 for SPCH13008.

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Tina Janes** Unit Coordinator

[t.janes@cqu.edu.au](mailto:t.janes@cqu.edu.au)

## Schedule

### Orientation Week and Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>ORIENTATION WEEK - WEDNESDAY 6th MARCH 9am to 12pm. (Tina Janes)</p> <ul style="list-style-type: none"> <li>Unit introduction</li> <li>Class expectations</li> <li>Assessments</li> <li>Review quiz</li> <li>Terminology: <ul style="list-style-type: none"> <li>Neurogenic Communication Disorders vs Neurodegenerative Disorders vs Neurological Disorders vs Neurocognitive Disorders <ul style="list-style-type: none"> <li>Cognition vs Speech vs Language</li> <li>Health aging changes</li> </ul> </li> </ul> </li> </ul> <p>WEEK 1 (Jenni-Lee Rees): Please note: An active peer learning support model will underpin the teaching of the neuroanatomy content through weekly student presentations centred on individual case studies.</p> <p>SESSION 1:</p> <ul style="list-style-type: none"> <li>General neuroanatomy review</li> <li>Quiz</li> </ul> <p>SESSION 2:</p> <ul style="list-style-type: none"> <li>Brain</li> <li>Nervous system</li> </ul> <p>Please note that further information will be posted on Moodle regarding in-class learning materials and requirements.</p>	<p>ORIENTATION WEEK PRE-READING: Justice, L. &amp; Redle, E. (2014). Communication Sciences and Disorders. A Clinical Evidence Based Approach (3rd ed.). Boston; USA: Pearson.</p> <ul style="list-style-type: none"> <li>Chapter 8 Adult Language Disorders and Cognitive-Based Dysfunction</li> <li>Chapter 12 Motor Speech Disorders</li> </ul> <p>WEEK 1 PRE-READING: Seikel, J.A., Drumwright, D.G., &amp; King, D.W. (2016). Anatomy &amp; Physiology for Speech, Language and Hearing (5<sup>th</sup> ed). Cengage Learning.</p> <ul style="list-style-type: none"> <li>Chapter 11 Neuroanatomy</li> <li>Chapter 12 Neurophysiology</li> </ul> <p>Duffy, J. (2013). Motor Speech Disorders: Substrates, Differential Diagnosis and Management; (3<sup>rd</sup> Ed). USA: Mosby.</p> <ul style="list-style-type: none"> <li>Chapter 2 Neurologic Bases of Motor Speech Disorders (MSD) and Its Pathologies</li> </ul>	

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>WEEK 2 (Jenni-Lee Rees): SESSION 1:</p> <ul style="list-style-type: none"> <li>Nervous system</li> <li>Cells</li> </ul> <p>SESSION 2:</p> <ul style="list-style-type: none"> <li>Neural control of speech</li> </ul> <p>Please note that further information will be posted on Moodle regarding in-class learning materials and requirements</p>	<p>Independent research and reading relevant to your case studies. Other readings will be posted on Moodle and outlined in class.</p>	

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>WEEK 3 (Jenni-Lee Rees): SESSION 1:</p> <ul style="list-style-type: none"> <li>Cranial nerves</li> <li>Oral motor</li> </ul> <p>SESSION 2:</p> <ul style="list-style-type: none"> <li>Cranial nerves</li> <li>Oral motor</li> </ul> <p>Please note that further information will be posted on Moodle regarding in-class learning materials and requirements.</p>	<p>Continued independent research and reading relevant to case studies. Seikel et al. (2016).</p> <ul style="list-style-type: none"> <li>Chapter 11 Neuroanatomy - pages 652 - 675</li> </ul> <p>Other readings will be posted on Moodle and outlined in class.</p>	

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

WEEK 4 (Tina Janes):

SESSION 1:

- Revision of disorders and diagnoses from case studies from weeks 1 to 3
- Neurology review (neuroanatomy and neurophysiology) including cranial nerves, brodmann's areas, neurology of language and neurology of speech.

SESSION 2:

- Disorders and diagnoses:
  - Stroke
  - Revision of other disorders and diagnoses from orientation week class
  - Inclusion of paediatric and adult differences

Revise:

Duffy, J. (2013). Motor Speech Disorders: Substrates, Differential Diagnosis and Management; (3<sup>rd</sup> Ed). USA: Mosby.

- Chapter 2 Neurologic Bases of Motor Speech Disorders (MSD) and Its Pathologies

See all readings posted on Moodle and outlined in class.

Sign up to the INFORM ME section on the STROKE FOUNDATION website and read the CLINICAL GUIDELINES

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 5 (Tina Janes): SESSIONS 1 and 2: APHASIA: <ul style="list-style-type: none"><li>• Aetiology</li><li>• Classification systems</li><li>• Cognitive Neuropsychological Model of Language Processing</li><li>• Assessments</li><li>• Inclusion of paediatric and adult differences</li></ul>	Papathanasiou, I. and Coppens, P. (2017). Aphasia and Related Neurogenic Communication Disorders. (2 <sup>nd</sup> ed.) USA: Jones & Bartlett Learning. <ul style="list-style-type: none"><li>• Chapter 1 Aphasia and Related Neurogenic Communication Disorders: Basic Concepts, Management, and Efficacy</li><li>• Chapter 2 Significant Landmarks in the History of Aphasia and Its Therapy</li><li>• Chapter 3 Elements of Neurology Essential for Understanding the Aphasias</li></ul> Whitworth, A., Webster, J. and Howard, D. (2014). A Cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide. (2 <sup>nd</sup> Edition). ; UK: Psychology Press. <ul style="list-style-type: none"><li>• Part 1:<ul style="list-style-type: none"><li>◦ Chapter 1 A Cognitive Neuropsychological Approach</li><li>◦ Chapter 2 Identifying and Characterising Impairments</li></ul></li></ul>	

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
	See the pre-reading requirements for week 6 and ensure these have been completed.	

### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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WEEK 6 (Tina Janes):

SESSION 1

- APHASIA continued from Week 5

SESSION 2

- RHD - Right Hemisphere

Dysfunction

- Aetiology
- Assessments
- Inclusion of paediatric and adult differences

Papathanasiou, I. and Coppens, P. (2017). Aphasias and Related Neurogenic Communication Disorders. (2<sup>nd</sup> ed.) USA: Jones & Bartlett Learning.

- Chapter 5 Formal and Informal Assessment of Aphasia
  - Chapter 8 - Disorders of Auditory Comprehension
  - Chapter 9 Disorders of Word Production
  - Chapter 10 The Acquired Disorders of Reading
  - Chapter 11 Written Language and Its Impairments
  - Chapter 12 Disorders of Sentence Processing in Aphasia
  - Chapter 17 - Nature and Assessment of Right Hemisphere Disorders
- Whitworth, A., Webster, J. and Howard, D. (2014). A Cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide. (2<sup>nd</sup> Edition). ; UK: Psychology Press.
- Part 2:
    - Chapter 3 Introduction to Assessments
    - Chapter 4 Auditory Comprehension of Spoken Words
    - Chapter 5 Spoken Word Production
    - Chapter 6 Written Comprehension and Reading
    - Chapter 7 Written Word Production
    - Chapter 8 Object and Picture Recognition

### Week 7 - 29 Apr 2019

Module/Topic

Chapter

Events and Submissions/Topic

WEEK 7 (Tina Janes):

SESSION 1:

- Continue RHD
- TBI - Traumatic Brain Injury
  - Aetiology
  - Assessments
  - Inclusion of paediatric and adult differences

SESSION 2:

- TBI - Traumatic Brain Injury - continue
- Commence Neurocognitive Disorders (Dementias)
  - Types of dementias
  - Differential diagnosis
  - Inclusion of paediatric and adult differences

Papathanasiou, I. and Coppens, P. (2017). Aphasias and Related Neurogenic Communication Disorders. (2<sup>nd</sup> ed.) USA: Jones & Bartlett Learning.

- Chapter 19 Traumatic Brain Injury in Adults
- Chapter 20 Dementia And Related Cognitive Disorders

See all readings posted on Moodle and outlined in class.

**Written Assessment - Literature Review - 30% Due: Week 7 Monday (29 Apr 2019) 9:00 am AEST**

### Week 8 - 06 May 2019

Module/Topic

Chapter

Events and Submissions/Topic

<p>WEEK 8 (Tina Janes): SESSION 1: Neurocognitive Disorders (Dementias)</p> <ul style="list-style-type: none"> <li>• Assessments</li> </ul> <p>SESSION 2:</p> <ul style="list-style-type: none"> <li>• Motor Speech Disorders (MSD) <ul style="list-style-type: none"> <li>◦ Revise neurology of MSD</li> <li>◦ Types of MSD</li> <li>◦ Aetiology of MSD</li> <li>◦ Diagnosis of MSD</li> <li>◦ Inclusion of paediatric and adult differences</li> </ul> </li> </ul>	<p>Papathanasiou, I. and Coppens, P. (2017). Aphasia and Related Neurogenic Communication Disorders. (2<sup>nd</sup> ed.) USA: Jones &amp; Bartlett Learning.</p> <ul style="list-style-type: none"> <li>• Chapter 20 Dementia And Related Cognitive Disorders</li> <li>• Chapter 21 Acquired Apraxia of Speech</li> </ul> <p>Duffy, J. (2013). Motor Speech Disorders: Substrates, Differential Diagnosis and Management; (3<sup>rd</sup> Ed). USA: Mosby.</p> <ul style="list-style-type: none"> <li>• Chapter 3 Examination of Motor Speech Disorders</li> <li>• Chapter 4 Flaccid Dysarthrias</li> <li>• Chapter 5 Spastic Dysarthria</li> <li>• Chapter 6 Ataxic Dysarthria</li> <li>• Chapter 7 Hypokinetic Dysarthria</li> </ul>
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### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>WEEK 9 (Tina Janes): SESSION 1:</p> <ul style="list-style-type: none"> <li>• Motor Speech Disorders (MSD) <ul style="list-style-type: none"> <li>◦ Revision of week 8 content</li> <li>◦ Assessment of MSD</li> <li>◦ Inclusion of paediatric and adult differences</li> </ul> </li> </ul> <p>SESSION 2:</p> <ul style="list-style-type: none"> <li>• Other neurogenic disorders - such as neurogenic stuttering and neurogenic mutism</li> <li>• Continue differential diagnosis</li> <li>• Continue practice of assessment administration</li> </ul>	<p>Duffy, J. (2013). Motor Speech Disorders: Substrates, Differential Diagnosis and Management; (3<sup>rd</sup> Ed). USA: Mosby.</p> <ul style="list-style-type: none"> <li>• Chapter 8 Hyperkinetic Dysarthria</li> <li>• Chapter 9 UUMN Dysarthria</li> <li>• Chapter 10 Mixed Dysarthrias</li> <li>• Chapter 11 Apraxia of Speech</li> <li>• Chapter 12 Neurogenic Mutism</li> <li>• Chapter 13 Other Neurogenic Speech Disturbances</li> <li>• Chapter 13 Acquired Psychogenic and Related Non-Organic Speech Disorders</li> </ul>	

### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>WEEK 10 (Tina Janes): SESSIONS 1 and 2</p> <ul style="list-style-type: none"> <li>• Finish content on MSD from Week 9</li> <li>• Case study examples</li> <li>• Inclusion of paediatric and adult differences</li> <li>• Assessment demonstrations and analysis of results</li> </ul>	<p>Readings will be posted on Moodle and outlined in class.</p> <p>Duffy, J. (2013). Motor Speech Disorders: Substrates, Differential Diagnosis and Management; (3<sup>rd</sup> Ed). USA: Mosby.</p> <ul style="list-style-type: none"> <li>• Complete the above readings +</li> <li>• Chapter 15 Differential Diagnosis</li> </ul>	

### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>WEEK 11 (Tina Janes): PRACTICAL ASSESSMENTS</p>		<p><b>PRACTICAL ASSESSMENT and REFLECTION - 30%</b> Due: Week 11 Tuesday (28 May 2019) 8:00 am AEST</p>

### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>WEEK 12 (Tina Janes): SESSIONS 1 and 2:</p> <ul style="list-style-type: none"> <li>• Review and integration</li> <li>• Practice test</li> </ul>		

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

## Exam Week - 17 Jun 2019

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

Welcome to SPCH13003 Neurogenic Communication Disorders (NCDs) 1 for 2019. Your unit coordinator is Tina Janes and your teaching team is Tina Janes and Jenni-Lee Rees. Tina will be teaching you in orientation week and weeks four to twelve and Jenni-Lee will be teaching you in weeks one, two and three. Please ensure you purchase the three textbooks required for this unit and SPCH13008 Neurogenic Communication Disorders 2 in Term 2. These textbooks will support your continued learning of NCDs as a student and professional. We look forward to extending your knowledge of and enthusiasm for the role of speech pathologists in assessing neurogenic communication disorders.

## Assessment Tasks

### 1 Written Assessment - Literature Review - 30%

#### Assessment Type

Written Assessment

#### Task Description

You will each be randomly allocated a specific neurogenic disorder/diagnosis to research and submit to Moodle. You are required to conduct a literature review on your given disorder/diagnosis that summarises the aetiology, epidemiology, prognosis and features 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 the assessments based on the best available evidence. You will also include how the assessment results will guide your management of the client. Following the submission of your assignment you are required to give a 10 minute precis of your research to the class that will enhance everyone's learning about acquired neurogenic communication and cognitive disorders. The written assessment will be between 3000-4000 words and must align with APA, 2016, referencing standards.

#### Assessment Due Date

Week 7 Monday (29 Apr 2019) 9:00 am AEST

Assessment to be uploaded to Moodle

#### Return Date to Students

Week 9 Monday (13 May 2019)

Feedback will be uploaded to Moodle

#### Weighting

30%

#### Minimum mark or grade

A minimum grade of 50% (15/30) is required to pass this assessment task and the unit

#### Assessment Criteria

You are assessed at ENTRY level according to Speech Pathology Australia (SPA) CBOS (Competency Based Occupational Standards) and GPC (General Professional Competencies) documents. The specific elements of CBOS are detailed in the assessment document on Moodle. This assessment task is a MUST PASS item at 50% (i.e. 15/30). The rubric details the complete assessment criteria, but in summary the primary criteria are:

- General background including aetiology, epidemiology, prognosis (outcomes) and general presentation/ features
- Speech, language and cognitive communication presentation
- Selection and justification of assessments
- Integration of assessments to management
- Quality of research evidence
- Referencing and conventions

#### Referencing Style

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

## Submission

Online

## 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 at an entry level standard

## Graduate Attributes

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

## 2 PRACTICAL ASSESSMENT and REFLECTION - 30%

### Assessment Type

Practical Assessment

### Task Description

This is a PRACTICAL assessment which will occur in week 11 during scheduled class times as much as possible. Times will be allocated according to student, staff and volunteer availability. You will be required to select appropriate assessments according to the novel case scenario you are presented with 15 minutes prior to the start of the assessment. In this 15 minutes you will read the case and select the assessments (formal and informal) you will conduct with your simulated client. The scenario will be ADULT but in your reflection you will be asked to explain how you would adjust your assessment process for a PAEDIATRIC client. You will commence with the assessments you have chosen, but due to time frames you may not be required to administer the entire assessment. The examiner will advise you when to cease an assessment. You may bring in a copy of your own case history and oral motor assessments for the tasks. The examiner may also request that you perform a different assessment task to the ones you have chosen. Following the completion of the assessment you will be required to reflect upon your performance with the examiner. During this time you will reflect on your overall performance during the assessment tasks; justify your selection of assessments; respond to questions, interpret your client's performance from an informal and observational perspective rather than formal scores and suggest your plan for these clients following assessment. You will also be required to reflect upon how you would adjust this process to accommodate the needs of a paediatric client.

### Assessment Due Date

Week 11 Tuesday (28 May 2019) 8:00 am AEST

Assessment two will occur in week 11 during scheduled class times as much as possible. Times will be allocated according to student, staff and volunteer availability.

### Return Date to Students

Review/Exam Week Monday (10 June 2019)

Feedback will be uploaded to Moodle

### Weighting

30%

### Minimum mark or grade

A must pass criteria of 50% (i.e. 15/30) is required to must the assessment and the unit

### Assessment Criteria

You are assessed at ENTRY level according to Speech Pathology Australia (SPA) CBOS (Competency Based Occupational Standards) and GPC (General Professional Competencies) documents. The rubric details the complete assessment criteria and grading. In summary you are marked on **Assessment Administration** including independence, fluency, accuracy, recording responses and pragmatic elements of your assessment administration; **Preparation / Content Knowledge** including assessment justification, organisation and integration; and **Reflection and Reasoning**.

### Referencing Style

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

**Submission**

Offline

**Submission Instructions**

There is no submission to Moodle required

**Learning Outcomes Assessed**

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

**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 grade of 50% is required (i.e. 15/30) to pass this assessment and the 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