



SPCH13003 *Neurogenic Communication Disorders 1*

Term 1 - 2020

Profile information current as at 13/12/2025 03:54 pm

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.

Corrections

Unit Profile Correction added on 06-04-20

The end of term examination has now been changed to an alternate form of assessment. Please see your Moodle site for details of the assessment.

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 SPCH13009 Hearing and Multimodal Communication ALLH11009 Research Methods for Health Professionals OR ALLH12007 Research Methods for Health Professionals ALLH12006 Evidence Based Practice for Allied Health Co-Requisites SPCH13010 Dysphagia Across the Lifespan SPCH13012 Voice Disorders and Clinical Practice

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 - 2020

- 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

Feedback

Students commented on the value of the interactive class activities to support learning.

Recommendation

It is recommended that varied interactive teaching strategies be implemented to support student learning in future iterations of this unit.

Feedback from Have Your Say

Feedback

Students indicated that the first three weeks dedicated to case study presentations could have been more appropriately utilised.

Recommendation

It is recommended that the case studies to revise neuroanatomy and physiology become embedded as group activities interspersed throughout the term rather than at the beginning of the term.

Feedback from Have Your Say

Feedback

Positive feedback was received regarding the structure and learning benefits of the assessment tasks.

Recommendation

It is recommended that assessment tasks continue to be authentic and aligned to the learning outcomes of the unit and real-life experiences.

Feedback from Have Your Say

Feedback

Students responded positively to the support provided by the lecturers and unit coordinator throughout the term.

Recommendation

It is recommended that the unit coordinator and lecturer for 2020 continue to provide students with a supportive and engaged learning environment.

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.

The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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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	•	•	•	•
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: 2nd (2014)

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

Psychology Press

UK

ISBN: 9781848721425

Binding: Paperback

SPCH13003

Prescribed

Aphasia and Related Neurogenic Communication Disorders

Edition: 2nd (2017)

Authors: Papathanasiou, I. and Coppens, P.

Jones & Bartlett Learning

USA

ISBN: 9781284077315

Binding: Paperback

SPCH13003

Prescribed

Motor Speech Disorders: Substrates, Differential Diagnosis and Management

Edition: 3rd (2013)

Authors: Duffy, J.

Mosby

USA

ISBN: 9780323072007

Binding: Hardcover

Additional Textbook Information

Copies are available for purchase 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

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Welcome to WEEK 1, SPCH13003</p> <p>TOPICS for WEEK 1:</p> <ul style="list-style-type: none"> • Introduction to the unit • Assessments • COURSE Expectations • Textbooks • Quiz/zes • Terminology • Cognition vs Speech vs Language • Health aging changes • Phonetics review 	<p>PRE-READING:</p> <p>Justice, L. & Redle, E. (2014). <i>Communication Sciences and Disorders. A Clinical Evidence Based Approach</i> (3rd ed.). Boston; USA: Pearson.</p> <ul style="list-style-type: none"> • Chapter 8 Adult Language Disorders and Cognitive-Based Dysfunction • Chapter 12 Motor Speech Disorders <p>O'Sullivan, M., Brownsett, S., & Copland, D. (2019). Language and language disorders: neuroscience to clinical practice. <i>Practical neurology</i>, 19(5), 380-388. doi:10.1136/practneurol-2018-001961</p>	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Welcome to WEEK 2, SPCH13003</p> <p>TOPICS for WEEK 2:</p> <p>NEUROLOGY of speech and language:</p> <ul style="list-style-type: none"> • Neurology review (neuroanatomy and neurophysiology) including cranial nerves, Brodmann's areas, neurology of language and speech • Case studies 	<p>PRE-READING:</p> <p>Seikel, J.A., Drumwright, D.G., & King, D.W. (2016). <i>Anatomy & Physiology for Speech, Language and Hearing</i> (5th ed). Cengage Learning.</p> <ul style="list-style-type: none"> • Chapter 11 Neuroanatomy • Chapter 12 Neurophysiology <p>Duffy, J. (2013). <i>Motor Speech Disorders: Substrates, Differential Diagnosis and Management</i>, (3rd Ed). USA: Mosby</p> <ul style="list-style-type: none"> • Chapter 2 Neurologic Bases of Motor Speech Disorders and Its Pathologies <p>Papathanasiou, I. and Coppens, P. (2017). <i>Aphasia and Related Neurogenic Communication Disorders</i>. (2nd ed.) USA: Jones & Bartlett Learning.</p> <ul style="list-style-type: none"> • Chapter 3 Elements of Neurology Essential for Understanding the Aphasias <p>Levey, S. (2019). <i>An Introduction to Language Development</i>. (2nd Ed.). San Diego: CA: Plural Publishing.</p> <ul style="list-style-type: none"> • Chapter 3 - The brain and cognitive, speech and language development 	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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<p>Welcome to WEEK 3, SPCH13003</p> <p>TOPICS for WEEK 3:</p> <ul style="list-style-type: none"> • Neurological disorders and diagnoses • Inclusion of paediatric and adult differences <p>Commence APHASIA:</p> <ul style="list-style-type: none"> • Definitions • Theories of aphasia - classification systems 	<p>PRE-READING:</p> <p>Duffy, J. (2013). <i>Motor Speech Disorders: Substrates, Differential Diagnosis and Management</i>, (3rd Ed). USA: Mosby.</p> <ul style="list-style-type: none"> • Chapter 2 Neurologic Bases of Motor Speech Disorders (MSDs) and Its Pathologies (as per week 2) <p>Knecht, S., Drger, B., Deppe, M., Bobe, L., Lohmann, H., Flie, A., . . . Henningsen, H. (2000). Handedness and hemispheric language dominance in healthy humans. <i>Brain</i>, 123(12), 2512-2518. doi:10.1093/brain/123.12.2512.</p> <p>Sign up to the INFORM ME section on the STROKE FOUNDATION website and read the CLINICAL GUIDELINES - https://strokefoundation.org.au/What-we-do/Treatment-programs/Clinical-guidelines</p> <p>Whitworth, A., Webster, J. and Howard, D. (2014). <i>A Cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide</i>. (2nd Edition). UK: Psychology Press.</p> <ul style="list-style-type: none"> • Part 1 Theories and Principles: <ul style="list-style-type: none"> ◦ Chapter 1 A Cognitive Neuropsychological Approach ◦ Chapter 2 Identifying and Characterising Impairments <p>Papathanasiou, I. and Coppens, P. (2017). <i>Aphasia and Related Neurogenic Communication Disorders</i>. (2nd ed.) USA: Jones & Bartlett Learning.</p> <ul style="list-style-type: none"> • Chapter 1 Aphasia and Related Neurogenic Communication Disorders: Basic Concepts, Management, and Efficacy • Chapter 2 Significant Landmarks in the History of Aphasia and Its Therapy
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Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Welcome to WEEK 4, SPCH13003</p> <p>TOPICS for WEEK 4:</p> <p>APHASIA:</p> <ul style="list-style-type: none"> • Aetiology • Classification systems continued • Cognitive neuropsychological (CNP) model of language processing • Assessments of aphasia • Inclusion of paediatric and adult differences 	<p>PRE-READINGS:</p> <p>Papathanasiou, I. and Coppens, P. (2017). <i>Aphasia and Related Neurogenic Communication Disorders</i>. (2nd ed.) USA: Jones & Bartlett Learning.</p> <ul style="list-style-type: none"> • Chapter 5 Formal and Informal Assessment of Aphasia • Chapter 8 Disorders of Auditory Comprehension - pp. 151-160 • Chapter 9 Disorders of Word Production - pp. 169-182 • Chapter 10 The Acquired Disorders of Reading - pp. 195-203 • Chapter 11 Written Language and its Impairments - pp. 219-232 • Chapter 12 Disorders of Sentence Processing in Aphasia - read sections on assessment only <p>Whitworth, A., Webster, J. and Howard, D. (2014). <i>A Cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide</i>. (2nd Edition). UK: Psychology Press.</p> <ul style="list-style-type: none"> • Part 2 Deficits and Assessment: <ul style="list-style-type: none"> ◦ Chapter 3 Introduction to Assessment ◦ 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 <p>EXTENSION READING:</p> <p>Maas, M. B., Lev, M. H., Ay, H., Singhal, A. B., Greer, D. M., Smith, W. S., . . . Furie, K. L. (2012). The Prognosis for Aphasia in Stroke. <i>Journal of Stroke and Cerebrovascular Diseases</i>, 21(5), 350-357. doi:10.1016/j.jstrokecerebrovasdis.2010.09.009</p> <p>O'Sullivan, M., Brownsett, S., & Copland, D. (2019). Language and language disorders: neuroscience to clinical practice. <i>Practical neurology</i>, 19(5), 380-388. doi:10.1136/practneurol-2018-001961</p>	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Welcome to WEEK 5, SPCH13003</p> <p>TOPICS for WEEK 5:</p> <p>RHD – Right Hemisphere Dysfunction:</p> <ul style="list-style-type: none"> • Aetiology • Assessments of RHD • Inclusion of paediatric and adult differences 	<p>PRE-READINGS:</p> <p>Papathanasiou, I. and Coppens, P. (2017). <i>Aphasia and Related Neurogenic Communication Disorders</i>. (2nd ed.) USA: Jones & Bartlett Learning.</p> <ul style="list-style-type: none"> • Chapter 17 Nature and Assessment of Right Hemisphere Disorders <p>Shipley, K.G. & McAfee, J.G. (2009). <i>Assessment in Speech-Language Pathology. A Resource Manual</i> (4th ed.). NY: Cengage Learning.</p> <ul style="list-style-type: none"> • Chapter 12 Assessment of Neurologically Based Communicative Disorders 	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
	<ul style="list-style-type: none"> • Ensure you keep up with your readings as this will help you stay 'on track' and up-to-date • Remember that your first assessment piece (written assignment) is due Monday next week at 9am (20th April) 	

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Welcome to WEEK 6, SPCH13003</p> <p>TOPICS for WEEK 6:</p> <p>TBI – Traumatic Brain Injury:</p> <ul style="list-style-type: none"> • Aetiology • Assessments of TBI • Inclusion of paediatric and adult differences 	<p>PRE-READINGS:</p> <p>Papathanasiou, I. and Coppens, P. (2017). <i>Aphasia and Related Neurogenic Communication Disorders</i>. (2nd ed.) USA: Jones & Bartlett Learning.</p> <ul style="list-style-type: none"> • Chapter 19 Traumatic Brain Injury in Adults 	<p>30% - Written Assessment - Must Pass Due: Week 6 Monday (20 Apr 2020) 9:00 am AEST</p>

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Welcome to WEEK 7, SPCH13003</p> <p>TOPICS for WEEK 7:</p> <p>Neurocognitive disorders (NCDs) or more commonly known as DEMENTIAS:</p> <ul style="list-style-type: none"> • Types of dementias • Differential diagnosis • Assessment of dementias 	<p>PRE-READINGS:</p> <p>Papathanasiou, I. and Coppens, P. (2017). <i>Aphasia and Related Neurogenic Communication Disorders</i>. (2nd ed.) USA: Jones & Bartlett Learning.</p> <ul style="list-style-type: none"> • Chapter 20 Dementia and Related Cognitive Disorders 	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Welcome to WEEK 8, SPCH13003

TOPICS for WEEK 8:

MOTOR SPEECH DISORDERS (MSDs):

- Revise neurology of MSDs
- Types of MSDs
- Aetiology of MSDs
- Diagnosis of MSDs
- Inclusion of paediatric and adult differences

PRE-READINGS:

Duffy, J. (2013). *Motor Speech Disorders: Substrates, Differential Diagnosis and Management*, (3rd Ed). USA: Mosby.

- Chapter 1 Defining, Understanding and Categorising Motor Speech Disorders
- Chapter 2 Neurologic Bases of Motor Speech Disorders and Its Pathologies
- Chapter 3 Examination of Motor Speech Disorders

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to WEEK 9, SPCH13003 TOPICS for WEEK 9: MOTOR SPEECH DISORDERS (MSDs): <ul style="list-style-type: none">• The dysarthrias• Assessment of dysarthria• Differential diagnosis	PRE-READINGS: Duffy, J. (2013). <i>Motor Speech Disorders: Substrates, Differential Diagnosis and Management</i> , (3rd Ed). USA: Mosby. Chapters: <ul style="list-style-type: none">• 4 Flaccid Dysarthria• 5 Spastic Dysarthria• 6 Ataxic Dysarthria• 7 Hypokinetic Dysarthria• 8 Hyperkinetic Dysarthria• 9 Unilateral Upper Motor Neuron (UUMN) Dysarthria• 10 Mixed Dysarthrias	

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to WEEK 10, SPCH13003 TOPICS for WEEK 10: MOTOR SPEECH DISORDERS (MSDs): <ul style="list-style-type: none">• Revision of dysarthrias• Apraxia• Differential diagnosis – apraxia vs aphasia; apraxia vs dysarthria; dysarthria vs aphasia etc.	PRE-READINGS: Duffy, J. (2013). <i>Motor Speech Disorders: Substrates, Differential Diagnosis and Management</i> , (3rd Ed). USA: Mosby. <ul style="list-style-type: none">• Chapter 11 Apraxia of Speech• Chapter 15 Differential Diagnosis Papathanasiou, I. and Coppens, P. (2017). <i>Aphasia and Related Neurogenic Communication Disorders</i> . (2nd ed.) USA: Jones & Bartlett Learning. <ul style="list-style-type: none">• Chapter 21 Acquired Apraxia of Speech	

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to WEEK 11, SPCH13003 TOPICS for WEEK 11: <ul style="list-style-type: none">• Other neurogenic disorders• Continue differential diagnosis• Continued practice of assessment administration	PRE-READINGS: Duffy, J. (2013). <i>Motor Speech Disorders: Substrates, Differential Diagnosis and Management</i> , (3rd Ed). USA: Mosby. <ul style="list-style-type: none">• Chapter 12 Neurogenic Mutism• Chapter 13 Other Neurogenic Speech Disturbances• Chapter 14 Acquired psychogenic and related nonorganic speech disorders	

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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You made it to WEEK 12
SESSION 1 - PRACTICAL ASSESSMENT -
this will require an extension of our
regular class time. You will be
scheduled at the following times:

- 2pm-3pm
- 3pm-4pm
- 4pm-5pm
- 5pm-6pm

Please note that you will attend two
sessions - one as the speech
pathologist and one as the patient.
This means the first pair will be in
attendance from 2pm to 4pm, but
please arrive at 1:45pm for
preparation. The second pair will be in
attendance from 4pm to 6pm but
please arrive at 3:45pm for
preparation.

SESSION 2 - Revision of content

**30% - Practical Assessment - Must
Pass** Due: Week 12 Tuesday (2 June
2020) 2:00 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
You may have the SPCH13003 centrally scheduled exam in this week or next week		

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
You may have the SPCH13003 centrally scheduled exam this week		

Term Specific Information

Welcome to SPCH13003 Neurogenic Communication Disorders 1 for 2020. Tina Janes is your unit coordinator and lecturer for this unit. Please ensure that you have all three required textbooks as you will be using them for SPCH13008 next term and again in SPCH14001 in fourth year. This unit is based largely on the content of those texts and on the assessments in the resource cupboard. In addition to your classes it is highly recommended that you schedule times to study the assessments in the cupboard. Yvonne McDonald (Y.Mcdonald@cqu.edu.au) will be able to give you access to this room if I am not available. This is a challenging but intriguing unit and I hope you enjoy learning about this topic as much as I enjoy teaching it.

Assessment Tasks

1 30% - Written Assessment - Must Pass

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 including the use of a suitable framework such as the International Classification of Functioning, Disability and Health (ICF) or the Aphasia - Framework for Outcome Measurement (A-FROM). If your disorder/diagnosis occurs in paediatric as well as adult populations, outline differences in assessments for these populations. The written assessment will be between 3000-4000 words and must align with the latest APA referencing standards.

Assessment Due Date

Week 6 Monday (20 Apr 2020) 9:00 am AEST

To be uploaded to Moodle

Return Date to Students

Week 8 Monday (4 May 2020)

Feedback will be uploaded to Moodle

Weighting

30%

Minimum mark or grade

This is a MUST PASS assessment. A minimum mark of 50% (15/30) is required to pass the unit.

Assessment Criteria

The detailed explanation of the assessment criteria is in your assessment outline document located on Moodle and explained in Week 1 of this term. In summary you are marked on the following:

CONTENT (20 marks):

- General background:
 - Aetiology
 - Epidemiology
 - Prognosis (outcomes)
 - General presentation/ features
- Speech, language and cognitive presentation
- Selection and justification of assessments
- Integration of assessments to management

RESEARCH and REFERENCING (10 marks):

- Quality of research evidence
- Referencing

CONVENTIONS (10 marks):

- Spelling, grammar, syntax and punctuation
- Clarity of expression and ease of reading
- Structure and organisation

Total marks = 40 which is converted to a grade out of 30%. You MUST achieve a final mark of 15/30 (50%) to pass this unit.

Referencing Style

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

Submission

Online

Submission Instructions

Upload your assessment 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 at an entry level standard

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

- Cross Cultural Competence
- Ethical practice

2 30% - Practical Assessment - Must Pass

Assessment Type

Practical Assessment

Task Description

This is a PRACTICAL assessment which will occur in week 12 during session one. You will be assessed in pairs where one of you is the speech pathologist and one is the patient. You are graded individually on your performance as the speech pathologist only - not as the patient. As the speech pathologist 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 time you will read the case and select the assessments (formal and informal) you will conduct with your simulated patient. 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.

Assessment Due Date

Week 12 Tuesday (2 June 2020) 2:00 pm AEST

This is a practical task with no written component

Return Date to Students

Review/Exam Week Tuesday (9 June 2020)

Feedback will be uploaded to Moodle

Weighting

30%

Minimum mark or grade

This is a MUST PASS assessment. A minimum mark of 50% (15/30) is required to pass the unit.

Assessment Criteria

The detailed explanation of the assessment criteria is in your assessment outline document located on Moodle and explained in Week 1 of this term. In summary you are marked on the following:

Assessment administration (25 marks):

- Independence
- Fluency
- Accuracy
- Recording responses
- Pragmatics

Preparation / Content Knowledge (15 marks):

- Assessment justification
- Organisation
- Integration

Reflection and reasoning (10 marks):

- Reflection
- Reasoning

The total out of 50 is converted to a grade out of 30%. As this is a MUST PASS assessment task you need a minimum mark of 15/30 (i.e. 50%).

Referencing Style

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

Submission

Offline

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

This is a MUST PASS assessment. A minimum mark of 50% (20/40) is required to pass 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