



SPCH13003 Neurogenic Communication Disorders 1

Term 1 - 2022

Profile information current as at 13/12/2025 03:57 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.

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 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 - 2022

- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical Assessment**

Weighting: 50%

2. **Oral Examination**

Weighting: 50%

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 appreciated the resources (e.g., exemplars of assessment forms and lists of types of assessments) they were provided for this unit.

Recommendation

The unit coordinator will aim to provide students with the resources and learning materials (e.g., lists of types of assessments) necessary to enhance their participation in this unit.

Feedback from Have Your Say

Feedback

Students provided positive feedback regarding the interactive nature of the classes.

Recommendation

It is recommended that students continue to be provided with a variety of strategies and activities to support their learning of difficult content material.

Feedback from Have Your Say

Feedback

Students commented that the PowerPoint slides often contained too much information on them.

Recommendation

It is recommended that the lecturer aim to reduce information on powerpoint slides for future offerings of this unit.

Unit Learning Outcomes

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

1. Administer and evaluate evidence-based assessments relevant to neurogenic communication disorders at entry level standard
2. Analyse diagnostic features of the presenting acquired neurogenic communication disorders at an entry level standard
3. 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's Professional standards.

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
1 - Practical Assessment - 50%	•	•	
2 - Oral Examination - 50%		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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			

Textbooks and Resources

Textbooks

SPCH13003

Prescribed

Aphasia and Related Neurogenic Communication Disorders

3rd edition (2021)

Authors: Papathanasiou, I. and Coppens, P.

Jones & Bartlett Learning

USA

ISBN: 9781284184099

Binding: Paperback

SPCH13003

Prescribed

Motor Speech Disorders: Substrates, Differential Diagnosis and Management

Edition: 4th ed. (2019)

Authors: Duffy, J.

Mosby

USA

ISBN: 9780323530545

Binding: Hardcover

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Tina Janes Unit Coordinator

t.janes@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to the unit

- Assessments
- Textbooks
- Quiz
- Terminology
- Neurology review (neuroanatomy and neurophysiology) including cranial nerves, Brodmann's areas, neurology of language and speech

Note: there are two classes this week.

PRE-READING:

Justice, L. & Redle, E. (2014).

Communication sciences and disorders. A clinical evidence based approach (3rd ed.). Pearson.

- Chapter 8 Adult language disorders and cognitive-based dysfunction
 - Chapter 12 Motor speech disorders
- Seikel, J.A., Drumwright, D.G., & King, D.W. (2016). Anatomy & physiology for speech, language and hearing (5th ed). Cengage Learning.
- Chapter 11 Neuroanatomy
 - Chapter 12 Neurophysiology

WEEK 1 READING:

Duffy, J. (2019).

- Chapter 2 Neurologic bases of motor speech disorders and its pathologies
- Papathanasiou, I. and Coppens, P. (2021).
- Chapter 3 Elements of neurology essential for understanding the aphasia

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
APHASIA <ul style="list-style-type: none">• Causes of aphasia (aetiology)• Definitions• Theories of aphasia - classification systems Note: there are two classes this week.	Whitworth, A., Webster, J. and Howard, D. (2014) Part 1 Theories and Principles: <ul style="list-style-type: none">• Chapter 1 A Cognitive neuropsychological approach• Chapter 2 Identifying and Characterising impairments Papathanasiou, I. and Coppens, P. (2021). <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	

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
APHASIA: <ul style="list-style-type: none">• Classification systems continued• Cognitive Neuropsychological (CNP) Model of Language Processing Model of Language Processing <ul style="list-style-type: none">• Assessments of aphasia• Inclusion of paediatric and adult differences Note: there are two classes this week.	Papathanasiou, I. and Coppens, P. (2021). <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 12 Disorders of sentence processing in aphasia - read sections on assessment only Whitworth, A., Webster, J. and Howard, D. (2014). 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 8 Object and picture recognition	

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
APHASIA <ul style="list-style-type: none"> • Specific focus on reading and writing disorders in aphasia Note: there are two classes this week.	Whitworth, A., Webster, J. and Howard, D. (2014) <ul style="list-style-type: none"> • Chapter 6 Written Comprehension and reading • Chapter 7 Written word production Papathanasiou, I. and Coppens, P. (2021). <ul style="list-style-type: none"> • Chapter 10 The acquired disorders of reading - pp. 195-203 • Chapter 11 Written language and its impairments - pp. 219-232 	

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
RHD – Right Hemisphere Dysfunction <ul style="list-style-type: none"> • Aetiology • Assessments • Inclusion of paediatric and adult differences TBI – Traumatic Brain Injury <ul style="list-style-type: none"> • Aetiology • Assessments • Inclusion of paediatric and adult differences Note: there are two classes this week.	Papathanasiou, I. and Coppens, P. (2021). <ul style="list-style-type: none"> • Chapter 17 Nature and assessment of right hemisphere disorders • Chapter 19 Traumatic brain injury in adults 	

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
NCDs (Neurocognitive disorders) aka DEMENTIAS <ul style="list-style-type: none"> • Types of dementias • Differential diagnosis • Assessment of dementias Note: there are two classes this week.	Papathanasiou, I. and Coppens, P. (2021). <ul style="list-style-type: none"> • Chapter 20 Dementia and related cognitive disorders 	

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
MOTOR SPEECH DISORDERS (MSDs) <ul style="list-style-type: none"> • Revise neurology of MSDs • Types of MSDs • Aetiology of MSDs • Diagnosis of MSDs • Inclusion of paediatric and adult differences Note: there is only one class this week.	Duffy, J. (2019) <ul style="list-style-type: none"> • 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 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
MOTOR SPEECH DISORDERS (MSDs) <ul style="list-style-type: none"> • The dysarthrias • Assessment of dysarthria • Apraxia of speech (AOS) • Assessment of AOS • Inclusion of paediatric and adult differences Note: there is only one class this week.	Duffy, J. (2019). <ul style="list-style-type: none"> • Chapter 4 Flaccid dysarthria • Chapter 5 Spastic dysarthria • Chapter 6 Ataxic dysarthria • Chapter 7 Hypokinetic dysarthria • Chapter 8 Hyperkinetic dysarthria • Chapter 9 Unilateral Upper Motor Neuron (UUMN) dysarthria • Chapter 11 Apraxia of speech 	

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
		PRACTICAL ASSESSMENT (SIMULATION) Due: Week 9 Tuesday (10 May 2022) 9:00 am AEST

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
DIFFERENTIAL DIAGNOSES <ul style="list-style-type: none"> • Apraxia vs aphasia • Apraxia vs dysarthria • Cognitive disorder vs aphasia • Revise the different types of dysarthria to differentiate • Revise the different types of aphasia to differentiate Note: there is only one class this week.	Duffy, J. (2019) <ul style="list-style-type: none"> • Chapter 15 Differential diagnosis Papathanasiou, I. and Coppens, P. (2021). <ul style="list-style-type: none"> • Chapter 21 Acquired apraxia of speech 	

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
DEGENERATIVE NEUROLOGICAL DISEASES <ul style="list-style-type: none"> • For example, Parkinson's Disease (PD), Motor Neurone Disease (MND) & Huntington's Disease. • Revision activities and completion of any earlier content Note: there is only one class this week.	Specific readings will be posted on Moodle.	

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Other neurogenic disorders – such as neurogenic mutism • Continue differential diagnosis of neurogenic speech and language disorders • General revision and preparation for oral examination (Viva) Note: there is only one class this week.	Duffy, J. (2019). <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 	

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
		ORAL EXAMINATION (VIVA) Due: Review/Exam Week Tuesday (7 June 2022) 9:00 am AEST

Exam Week - 13 Jun 2022

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

Welcome to SPCH13003 for 2022. You will notice on your timetable that you have SPCH13003 every Tuesday morning from 9am to 11am and then again on Friday 11-1pm. However, the Friday class is only for weeks 1 to 6 and then on a Friday from 11am-1pm you will swap to have SPCH13012.

Your textbooks for this unit (and SPCH13008 next term) are:

Duffy, J. (2019). Motor speech disorders: Substrates, differential diagnosis and management. (4th ed.). Mosby.

Papathanasiou & Coppens (2021). Aphasia and related neurogenic communication disorders. (3rd ed.). Jones & Bartlett Learning.

Assessment Tasks

1 PRACTICAL ASSESSMENT (SIMULATION)

Assessment Type

Practical Assessment

Task Description**SIMULATION**

This is a PRACTICAL assessment which will occur in Week 9 during scheduled class time. 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 wish to 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 then commence administering the assessments you have chosen. 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 the client following assessment. You will also be required to reflect upon how you would adjust this process to accommodate the needs of a paediatric client. The time frame will be one hour with the first 15 minutes for case information review and selection of assessments; 30 minutes for assessment administration and 15 minutes for your reflection.

Assessment Due Date

Week 9 Tuesday (10 May 2022) 9:00 am AEST

This is a practical assessment scheduled in class time

Return Date to Students

Week 10 Friday (20 May 2022)

Feedback will be uploaded to Moodle

Weighting

50%

Minimum mark or grade

A minimum grade of 50% (i.e. 25/50) is required to pass this assessment task and the unit

Assessment Criteria

The complete rubric is posted on Moodle, however in summary you will be graded on the following:

- Your level of independence in conducting the assessments
- Your accuracy and fluency of delivery
- Your ability to record the client's responses
- Your pragmatics during the assessment session
- Your ability to justify assessment selection and respond to any questions posited by the examiner
- Your ability to accurately reflect upon your performance

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Offline

Learning Outcomes Assessed

- Administer and evaluate evidence-based assessments relevant to neurogenic communication disorders at entry level standard
- Analyse diagnostic features of the presenting acquired neurogenic communication disorders at an entry level standard

2 ORAL EXAMINATION (VIVA)

Assessment Type

Oral Examination

Task Description

Your oral exam (viva) will occur in the review/exam week (week 13) on Tuesday 7 June at 9am. During your oral exam you will be asked questions and required to discuss or reflect on any aspect of the content covered in weeks 1 to 12 of the term. During class you will be given examples of the types of questions that will be in the viva.

Assessment Due Date

Review/Exam Week Tuesday (7 June 2022) 9:00 am AEST

Return Date to Students

Exam Week Friday (17 June 2022)

Feedback will be uploaded to Moodle

Weighting

50%

Minimum mark or grade

A minimum grade of 50% (i.e. 25/50) is required to pass this assessment task and the unit

Assessment Criteria

You will be assessed on your ability to verbally respond to the examiner's questions and provide answers that address the problem/questions put to you. You are allocated one hour for this viva. At the completion you will be provided with a feedback summary.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Offline

Learning Outcomes Assessed

- Analyse diagnostic features of the presenting acquired neurogenic communication disorders at an 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.

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