



SPCH13003 Assessment of Neurogenic Communication Conditions

Term 1 - 2023

Profile information current as at 26/04/2024 05:27 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 neurogenic communication conditions in children and adults. You will learn about the aetiology, symptomatology and prognosis of neurogenic communication conditions that result in speech, language and cognitive communication difficulties. You will assess and classify neurogenic communication conditions using holistic decision making. You will apply the principles of evidence-based 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 Goals and Needs Across the School Years SPCH12007 Speech Pathology Work-Integrated Learning 2 ALLH12006 Evidence Based Practice for Allied Health

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 - 2023

- 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. **In-class Test(s)**

Weighting: 50%

2. **Practical Assessment**

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 Email

Feedback

The student reported that the unit was well organised and supported her learning to ensure she was confident in administering neurological based assessments.

Recommendation

It is recommended that students continue to be supported in their learning and confidence to administer neurological communication assessments.

Feedback from Email

Feedback

The student reported that some more time working on verbal reflections would assist the reflective components of assessment tasks.

Recommendation

It is recommended that future iterations of this unit explicitly detail the reflective practice requirements of the assessment tasks.

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 conditions
2. Analyse and synthesise assessment findings of the presenting neurogenic communication condition to provide a differential diagnosis
3. Justify clinical decisions using the International Classification of Functioning, Disability and Health framework and evidence-based practice

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical Assessment - 50%	•		•
2 - In-class Test(s) - 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

Motor Speech Disorders: Substrates, Differential Diagnosis and Management

Edition: 4th ed. (2019)

Authors: Duffy, J.

Mosby

USA

Binding: Hardcover

SPCH13003

Supplementary

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

Binding: Paperback

SPCH13003

Supplementary

Aphasia and Related Neurogenic Communication Disorders

Edition: 4th (2020)

Authors: Papathanasiou, I. and Coppens, P.

Jones & Bartlett Learning

USA

Binding: Paperback

[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 Neurological review of speech and language - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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WEEK 1 CONTENT:

- Neurology review
- Practical application of neurology to speech pathology

WEEK 1 READING:

- Duffy, J. (2019). Motor speech disorders: substrates, differential diagnosis and management. (4th ed.). Mosby.
- Chapter 2 Neurologic bases of motor speech disorders and its pathologies

Week 2 Aphasia - 13 Mar 2023

Module/Topic

Chapter

Events and Submissions/Topic

WEEK 2 CONTENT:**RECORDED/ONLINE:**

- Aphasia
- Causes and theories of aphasia

TUTORIAL:

- Aphasia
- Theories of aphasia
- Aphasia assessments

WEEK 2 READING:

Whitworth, A., Webster, J. and Howard, D. (2014). A Cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide. (2nd ed.). Psychology Press. Permalink to this text is:

http://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=685326&scope=site&authtype=sso&custid=53716178&ebv=EB&ppid=pp_Cover

Part 1 Theories and Principles:

- Chapter 1 A Cognitive neuropsychological approach
- Chapter 2 Identifying and characterising impairments

Week 3 Aphasia - 20 Mar 2023

Module/Topic

Chapter

Events and Submissions/Topic

**WEEK 3 CONTENT:
RECORDED/ONLINE:**

- Aphasia
 - Cognitive Neuropsychological (CNP) Model of Language Processing
 - Inclusion of paediatric and adult differences

Any readings for this week will be outlined on Moodle.

TUTORIAL:

- Aphasia
 - Cognitive Neuropsychological (CNP) Model of Language Processing
 - Aphasia assessments

Week 4 Reading and writing difficulties in aphasia - 27 Mar 2023

Module/Topic

Chapter

Events and Submissions/Topic

**WEEK 4 CONTENT:
RECORDED/ONLINE:**

- Reading and writing difficulties in aphasia

Any readings for this week will be outlined on Moodle.

TUTORIAL:

- Assessments that incorporate reading and writing subtests

Week 5 Right Hemisphere Dysfunction (RHD) - 03 Apr 2023

Module/Topic

Chapter

Events and Submissions/Topic

**WEEK 5 CONTENT:
RECORDED/ONLINE:**

- Right Hemisphere Dysfunction (RHD)
 - Aetiology
 - Inclusion of paediatric and adult differences

Any readings for this week will be outlined on Moodle.

TUTORIAL:

- Right Hemisphere Dysfunction (RHD) assessments

Vacation Week - 10 Apr 2023

Module/Topic

Chapter

Events and Submissions/Topic

Week 6 Traumatic Brain Injury (TBI) - 17 Apr 2023

Module/Topic

Chapter

Events and Submissions/Topic

**WEEK 6 CONTENT:
RECORDED/ONLINE:**

- Traumatic Brain Injury (TBI)
 - Aetiology
 - Inclusion of paediatric and adult differences

Any readings for this week will be outlined on Moodle.

TUTORIAL:

- **IN-CLASS TEST 1 (1 hour - 1pm-2pm)**
- TBI assessments (2pm-4pm)

Week 7 Dementias - 24 Apr 2023

Module/Topic

Chapter

Events and Submissions/Topic

**WEEK 7 CONTENT:
RECORDED/ONLINE:**

- Dementias
 - A personal story
 - Types/Aetiology
 - Prognosis

Any readings for this week will be outlined on Moodle.

TUTORIAL:

- Assessments

Week 8 Motor Speech Disorders - 01 May 2023

Module/Topic

Chapter

Events and Submissions/Topic

WEEK 8 READING:

**WEEK 8 CONTENT:
RECORDED/ONLINE:**

- Motor Speech Disorders (MSD)
 - Neurology of MSD
 - Classifications of MSD

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

TUTORIAL:

- - Motor Speech Disorders (MSD)
 - Assessments/Examination of MSD

Week 9 Motor Speech Disorders - 08 May 2023

Module/Topic

Chapter

Events and Submissions/Topic

**WEEK 9 CONTENT:
RECORDED/ONLINE:**

- Motor Speech Disorders (MSD)
 - Continue classification of MSD and differential diagnosis

Any readings for this week will be outlined on Moodle.

TUTORIAL:

- - Motor Speech Disorders (MSD)
 - Student presentations of chapters on MSD
 - Assessments

Week 10 Differential diagnosis and other neurogenic communication conditions - 15 May 2023

Module/Topic

Chapter

Events and Submissions/Topic

**WEEK 10 CONTENT:
RECORDED/ONLINE:**

- Differential diagnosis
- Other neurogenic communication conditions

WEEK 10 READING:

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

- Chapter 15 Differential diagnosis

TUTORIAL:

- Revision of assessments

Week 11 IN-CLASS TEST 2; Assessment revision - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 11 CONTENT:		
TUTORIAL:		
• IN-CLASS TEST 2 (1pm to 2pm)		
• Revision of assessments (2pm-4pm)		

Week 12 Preparation for simulation assessments - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 12 CONTENT:		
TUTORIAL:		
• Revision of assessments		
• Preparation for simulation assessment		

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week Practical Assessment 50% (simulation) - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
You will be allocated a time for your practical assessment four weeks prior to this assessment task.		Practical assessment - simulation Due: Exam Week Monday (12 June 2023) 8:00 am AEST

Term Specific Information

Welcome to SPCH13003 for 2023. Tina Janes is your unit coordinator and lecturer. This year there is only one prescribed text: Duffy, J. (2019). Motor speech disorders: Substrates, differential diagnosis and management. (4th ed.). This text is used for both SPCH13003 and SPCH13008 (Management of neurogenic communication conditions). Our class time is Wednesday 1pm to 3pm. As this unit is operating on a hybrid teaching model, you will be required to access the online lecture materials and any prescribed activities prior to the class on a Wednesday. You will notice that for weeks 6 and 11 when the in-class tests are held, your class time is 1pm to 4pm to allow for the first hour completing the in-class test. You will require access to the speech pathology assessment cupboard (located in Building 7) throughout the term to prepare for assessment tasks. A timetable will be posted on Moodle outlining the days that you may access the assessment cupboard throughout the term.

Assessment Tasks

1 In-class tests

Assessment Type

In-class Test(s)

Task Description

This assessment task consists of two in-class tests. The first test is in week 6 (class time) and the second test is in week 11 (class time). These tests are designed to assess your knowledge of the content taught both in class and online and prescribed readings. The tests are one hour in duration and each comprises 25% of the unit grade. You must achieve an overall pass grade of 50% for the both tests combined.

Assessment Due Date

The in-class tests are conducted in week 6 and week 11

Return Date to Students

The results of the in-class tests will be available to students one week after the tests are conducted

Weighting

50%

Minimum mark or grade

You must achieve a combined 50% (i.e. 25/50) to pass this assessment task and the unit

Assessment Criteria

You will be graded according to the examiner's answer guide in order to apply consistent methods of grading. The mark that is allocated to each question is displayed on the test sheet. A feedback summary will be provided to you following completion of each test.

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

No submission is required for this task

Learning Outcomes Assessed

- Analyse and synthesise assessment findings of the presenting neurogenic communication condition to provide a differential diagnosis
- Justify clinical decisions using the International Classification of Functioning, Disability and Health framework and evidence-based practice

2 Practical assessment - simulation

Assessment Type

Practical Assessment

Task Description

This is a practical assessment that will occur on Monday 12 June (exam week). You will each be allocated a time on this date. Each assessment session is allocated one hour. You will have 15 minutes to read the case information and select the assessments (formal and informal) you will conduct with your simulated 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. Following administration of the assessments you will be required to respond to the examiner's questions regarding your selection and administration of the assessments and how you would adjust the selected assessments for populations other than your specific case. This is a must-pass assessment task. In order to pass, you must obtain a minimum grade of 50% (i.e., minimum mark of 25/50).

Assessment Due Date

Exam Week Monday (12 June 2023) 8:00 am AEST

You will each be allocated a time for Monday 12 June

Return Date to Students

You will be provided with your grade and feedback no later than Monday 19 June

Weighting

50%

Minimum mark or grade

To pass this task and the unit you must achieve a minimum grade of 50% (i.e. 25/50)

Assessment Criteria

The complete details are provided on the rubric for this assessment task, but in summary you will be assessed on the following:

- Your independence in selection and administration of the assessments
- The fluency with which you administer the assessments and maintain client engagement
- The accuracy of your selection and administration of the assessments relative to the case history you are provided with
- Your ability to record the results of your assessments whilst maintaining client engagement
- Your justification of your selection of assessments and explanation of how you would adjust these assessment for a population other than your specific case
- Appropriate use of pragmatics throughout the assessment task
- Your organisation skills which reflects thorough preparation for the assessment task

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

There are no submission requirements for this assessment task

Learning Outcomes Assessed

- Administer and evaluate evidence-based assessments relevant to neurogenic communication conditions
- Justify clinical decisions using the International Classification of Functioning, Disability and Health framework and evidence-based practice

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