SPCH13008 *Neurogenic Communication Disorders 2*
Term 2 - 2017

Profile information current as at 17/05/2024 09:46 pm

All details in this unit profile for SPCH13008 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
This unit will focus on assessment, differential diagnosis and holistic management of acquired neurogenic language disorders including aphasia and communication disorders associated with neurocognitive disorders (dementias), traumatic brain injury and right hemisphere syndrome. The cognitive neuropsychological models of language and cognitive processing are introduced and used as the framework to understand how language is produced in healthy adult speakers and subsequently how cognitive-linguistic function may be disrupted following a neurological event. The different approaches to classification and management of acquired neurogenic language disorders are explored within the context of the International Classification of Functioning, Disability and Health (ICF) framework and evidence based and interprofessional practice principles.

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: SPCH13003 - Neurogenic Communication Disorders SPCH13009 - Hearing and Multimodal Communication SPCH13010 - Dysphagia Across the Lifespan Co-requisites: Nil
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 2 - 2017
- 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. **Oral Examination**
Weighting: 30%
2. **Research Assignment**
Weighting: 30%
3. **On-campus Activity**
Weighting: Pass/Fail
4. **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.

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 and other in-class evaluations.

Feedback

Feedback received in relation to assessment was mostly positive especially regarding timely feedback and clear explanation of tasks. Student comments included: 1. "Assessments were relevant and clearly explained." 2. "Assessment feedback and marks were given back with excellent timing and it was mostly very useful feedback." 3. " Assessment due dates were well spread out." Whilst, the students saw the value in the Aphasia Case Study, there was general consensus that it was a difficult task, but it was acknowledged that adequate support was also provided. The purpose of the Aphasia Portfolio assessment task was a little unclear for some students. One student comment was "The aphasia portfolio was a good piece of assessment however (for me) it felt like it turned into more of a comparison of assessments i.e. the WAB and CAT etc rather than any further investigation into Mr. Smith and Ms. Coneraz".

Recommendation

The assessment tasks will be reviewed for next year and will be designed to incorporate practical elements into each of the written assessment tasks. The exam will remain the same, with the inclusion of two practical and written assessment tasks to allow students to demonstrate assessment admininstration and therapy intervention. Ensuring that students are provided with constructive feedback in a timely manner will always remain a priority. As will thorough explanation of assessment tasks in week 1 of the term.

Feedback from Have Your Say and other in-class evaluations..

Feedback

The feedback in regards to the structure of the course was mostly positive with the exception of the student responses to the second intensive delivered via videoconferencing. The tutorials were very positively received. Student comments included: 1. "Very well structured course. Tutorials really supported the lecture content. Intensives were excellent." 2. "Robyn is an excellent guest lecturer, she explained everything really well and in a sequence that helped to make sense of the information. Tina's tutorials were really good, especially those where we did practical activities to help us learn certain concepts and when we looked at all the formal assessments like the PALPA." 3. "Robyn should be on campus to deliver both intensives. Although the second intensive was still ok, it was much much better when she was on campus to deliver the lectures face to face."

Recommendation

All content in T2, 2017 will be delivered face-to-face by on-campus lecturers. There will not be the need for any intensive delivery of unit content, therefore students will be provided with step-by-step delivery of information and regular opportunity for practical application of the content being taught.

Unit Learning Outcomes

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

1. Describe formal and informal methods for assessing acquired neurogenic language disorders and apply this knowledge to identify the assessment methods most appropriate to the situation
2. Administer and interpret formal and informal assessments relevant to the acquired cognitive-linguistic disorder you are presented with
3. Formulate communication profiles and clinical diagnoses for clients with acquired neurogenic language disorders
4. Embed principles of evidence based and interprofessional practice and the International Classification of Functioning, Disability and Health (ICF) framework in the development of intervention plans for adults with acquired neurogenic language disorders
5. Apply knowledge of the various models of language and cognitive processing for the purposes of analysing and interpreting speech pathology assessment data.

Speech Pathology Range of Practice covered:

- Child and Adult - Language and Multimodal Communication

Competency-based Occupational Standards for Speech Pathology (CBOS 2011):

- Unit 1 Assessment - Elements 1.1 and 1.2 to Intermediate standard

- Unit 2 Analysis and Interpretation - Elements 2.1, 2.2, 2.3 and 2.4 to Intermediate standard

- Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.2, 3.3, 3.4, 3.5 and 3.7 to Intermediate standard
- Unit 5 Planning, providing and managing speech pathology services – Elements 5.4 to Intermediate standard
- Unit 7 Lifelong learning and reflective practice – Elements 7.2 to Intermediate standard

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

- Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Intermediate standard

- Unit 2 Communication - Elements 2.1, 2.2 and 2.3 to Intermediate standard

- Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4 to Intermediate standard
- Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5 to Intermediate standard

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	● Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Oral Examination - 30%	●	●			
2 - Research Assignment - 30%			●	●	●
3 - On-campus Activity - 0%	●	●			
4 - Examination - 40%			●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Oral Examination - 30%	●	●	●	●		●	●	●		
2 - Research Assignment - 30%	●	●	●	●		●	●	●		
3 - On-campus Activity - 0%	●	●	●	●	●	●	●	●		
4 - Examination - 40%	●	●	●	●			●	●		

Textbooks and Resources

Textbooks

SPCH13008

Prescribed

A cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide
Edition: 2nd (2014)
Authors: Whitworth, A., Webster, J., & Howard, D.
Psychology Press
Hove , United Kingdom
ISBN: 978-1-84872-142-5
Binding: Paperback
SPCH13008

Prescribed

Aphasia and related neurogenic communication disorders
Edition: Second (2016)
Authors: Papathanasiou, I., Coppens, P., & Potagas, C
Jones & Barlett Learning
Burlington , MA , United States
ISBN: ISBN-13: 9781284077315
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 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 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to Week 1. The following will be covered during the two sessions of week 1, Term 2, 2017.
Session 1:
• Learning Outcomes
• Unit schedule
• Previous feedback and structure of the unit
• Assessments
• Student expectations
• Pre-test of knowledge
• Introduction to acquired language disorders
• Introduction to general aetiologies
• Introduction to aphasia, general classification systems and language processing models
• Explore assessments

Session 2:
• Jenni-Lee Rees guest speaker for the session on language heirarchies
• Review of session 1
• Revision questions from readings.

• Justice and Redle
  ◦ Chapter 8
• Papathanasiou and Coppens (2nd Ed.):
  ◦ Chapter 1
• LaPointe - Aphasia and Related Neurogenic Language Disorders:
  ◦ Chapter 1
  ◦ Chapter 2
  ◦ Chapter 3

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to Week 2. The following will be covered during the two sessions of week 2, Term 2, 2017.
Session 1:
• Revision of content from week 1
• Revision of readings from week 1
• **APHASIA:**
  ◦ Aetiology
  ◦ Neurological basis
  ◦ Classification / terminology / models
 	
Session 2:
• Continuation of **APHASIA**
• Revision of content from readings and class
	• Papathanasiou and Coppens (2nd Ed.):
	  ◦ Chapter 2
	  ◦ Chapter 3
	• Neurogenic Disorders of Language and Cognition - Evidence Based Clinical Practice. :
	  ◦ Chapter 3
	• Hallowell - Aphasia and other Acquired Neurogenic Language Disorders.
	  ◦ Chapter 4
	  ◦ Chapter 6
	  ◦ Chapter 7	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to Week 3. The following will be covered during the two sessions of week 3, Term 2, 2017.
Session 1:
• Revision of content from week 2
• Revision of readings from week 2
• **APHASIA** continued
• Cognitive Neuropsychological Model
 	
Session 2:
• **APHASIA** - Assessment methods
• Revision of content from readings and class
	• Whitworth, Webster and Howard - 2nd Edition -
	  ◦ Part 1 - Theory and Principles - chapters 1 and 2
	  ◦ Part 2 - Chapter 3 - Introduction to Assessment
	• Papathanasiou and Coppens
	  ◦ Chapter 4
	  ◦ Chapter 5	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to Week 4. The following will be covered during the two sessions of week 4, Term 2, 2017.
Session 1:
• Revision of content from week 3
• Revision of readings from week 3
• **APHASIA** intervention

Session 2: (please note 8am to 12pm for this session)
• PRACTICAL TREATMENT SESSION - with Jenni-Lee Rees

• Whitworth, Webster and Howard - 2nd Edition -
  ◦ Part 3 - Therapy - Chapters 9, 10, 11 and 12
• Papathanasiou and Coppens
  ◦ Chapter 6
  ◦ Chapter 7
  ◦ Chapter 8
  ◦ Chapter 9
• Please note that other readings may be posted here.

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to Week 5. The following will be covered during the two sessions of week 5, Term 2, 2017. **Session 1:** • Revision of content from week 4 • Revision of readings from week 4 • Continue **APHASIA** intervention **Session 2:** • **APHASIA** - integration - assessment, diagnosis, classification, intervention	• Whitworth, Webster and Howard - 2nd Edition - ◦ Part 2 - Chapters 6, 7 and 8 ◦ Part 3 - Chapters 13 and 14 • Papathanasiou and Coppens ◦ Chapter 9 ◦ Chapter 10 ◦ Chapter 11 • Please note that other readings may be posted here.	

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
No lectures or tutorials		

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to Week 6. **NO** SPCH13008 classes this week due to STUTTERING / FLUENCY intensive Monday to Friday of week 6.	Please note that other readings may be posted here.	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to Week 7. The following will be covered during the two sessions of week 2, Term 2, 2017. **Session 1:** • Revision of content from week 5 • Revision of readings from weeks 5 and 6 • **APHASIA** review • Introduction to other Neurocognitive Disorders - including: ◦ Right Hemisphere Disorders (RHD's) ◦ Neurocognitive disorders (Dementias) ◦ Traumatic Brain Injury (TBI) ◦ Primary Progressive Aphasia **Session 2:** • **Right Hemisphere Disorders** (RHD's) **ASSESSMENT 1 - ORAL EXAMINATION** is scheduled to occur in Week 7. Times will be negotiated depending upon student, staff and simulated adult availability.	• Papathanasiou and Coppens ◦ Chapter 17 ◦ Chapter 18 • Chapey: ◦ Chapter 34 • Other readings may be posted on Moodle	

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to Week 8. The following will be covered during the two sessions of week 8, Term 2, 2017.
Session 1: CANCELLED - SPCH12005 - VOICE INTENSIVE
 	
Session 2:
• **Right Hemisphere Disorders** (RHD's) continued
• Introduction to **Dementia**
	• Papathanasiou and Coppens
	   ◦ Chapter 20
	• Chapey:
	   ◦ Chapter 35
	• Other readings may be posted on Moodle	

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to Week 9. The following will be covered during the two sessions of week 9, Term 2, 2017.
Session 1:
• **Dementia** continued
• Revision of content from weeks 7 and 8
• Revision of readings from weeks 7 and 8
 	
Session 2:
• **Traumatic Brain Injury** (TBI) - Associate Professor Barbra Zupan
	• Papathanasiou and Coppens
	   ◦ Chapter 19
	• Chapey:
	   ◦ Chapter 33
	• Other readings may be posted on Moodle	

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to Week 10. The following will be covered during the two sessions of week 10, Term 2, 2017. **Session 1:** • **Traumatic Brain Injury** (TBI) - Associate Professor Barbra Zupan **Session 2:** • TREATMENT BLOCK - Jenni-Lee Rees • 8am to 12pm	• Specific readings will be advised.	

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to Week 11. The following will be covered during the two sessions of week 11, Term 2, 2017.
Sessions 1 and 2:
• **Integration** of Neurocognitive disorders:
   ◦ Right Hemisphere Disorders (RHD's)
   ◦ Neurocognitive disorders (Dementias)
   ◦ Traumatic Brain Injury (TBI)
   ◦ Primary Progressive Aphasia
• Revision of readings and content from weeks 9, 10 and 11
		Research Assignment - 30% Due: Week 11 Monday (25 Sept 2017) 9:00 am AEST

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Welcome to Week 12. The following will be covered during the two sessions of week 12, Term 2, 2017.
Sessions 1 and 2:
• **REVISION** of all content from weeks 1 through to 11.

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Welcome to SPCH13008 for Term 2, 2017. Up until this year, SPCH13008 was named Neuroscience for Speech Pathology. It is now known as "Neurogenic Communication Disorders 2". The intent is that it will follow on from SPCH13003 "Neurogenic Communication Disorders (1)" in Term 1.

This is the first year that the unit is offered entirely on a weekly basis. In the past it has been either a solely intensive format or a combination of intensive and weekly tutorial formats. Your unit coordinator is Tina Janes. Tina will teach the majority of the classes, however we are fortunate to have specialist intervention input from Jenni-Lee Rees who is a senior lecturer and also currently working in the field of adult language rehabilitation. Jenni-Lee will be involved in weeks 1, 4 and 10 of the term. This term we also welcome a new staff member - Associate Professor Barbra Zupan. Barbra will be providing specialist input into the teaching of the Traumatic Brain Injury (TBI) section of the unit as this is an area that she is actively involved in both research and practice.

Your two textbooks are:

1. Whitworth, A., Webster, J. and Howard, D. (2014). A Cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide. (2nd Ed.). United Kingdom: Psychology Press.

2. Papathanasiou, I and Coppens, P. (2017). Aphasia and Related Neurogenic Communication Disorders. (2nd Ed.). United States of America: Jones & Bartlett Learning.

Please ensure that you have these textbooks to commence the term. You will also need to refer to textbooks from previous years, such as your Justice and Redle textbook.

We look forward to learning with you during the unit SPCH13008 - Neurogenic Communication Disorders 2.

Assessment Tasks

1 Oral Examination - 30%

Assessment Type
Oral Examination

Task Description
This task involves the selection and delivery of appropriate assessments and subtests to use with adults with acquired language disorders. A scenario is provided and you are required to choose appropriate subtests from the assessments available and deliver these to the simulated adult client. You may be asked to demonstrate and/or explain some informal assessment techniques in addition to the formal assessments available. You will be required to justify your selection, identify the purpose of the subtest/s, independently conduct the subtests and respond to questions from the examiner and/or simulated adult. You will then be asked to explain the relevance of the assessment items and significance of results obtained to intervention planning.

This task is linked to Learning Outcomes (LO's) 1 and 2.

Times for the assessment will be allocated during week 7 of term depending on student, staff and simulator availability.

Assessment Due Date

Oral examination times will be allocated according to availability of students and assessors in week 7.

Return Date to Students

Students grades and feedback will be uploaded to Moodle no later than 2 weeks after the oral examination.

Weighting
30%

Minimum mark or grade
Must Pass - 50%. A minimum mark of 15/30 (50%) is required in order to pass this unit.

Assessment Criteria
The criteria are detailed on the assessment rubric in Moodle.
The following skills are being marked:

- Delivery of the various subtests of the allocated assessments
- Evidence of thorough preparation
- Knowledge of content being assessed
- Intepretation of the skills being assessed
- Independence in delivering the assessment to the simulated adult
- Ability to explain the purpose of the assessment and the implications for therapy in adults with acquired neurogenic communication disorders
- Fluency of test administration
- Professionalism

Referencing Style

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

Submission
Offline

Submission Instructions
This is a practical examination.

Learning Outcomes Assessed

- Describe formal and informal methods for assessing acquired neurogenic language disorders and apply this knowledge to identify the assessment methods most appropriate to the situation
- Administer and interpret formal and informal assessments relevant to the acquired cognitive-linguistic disorder you are presented with

Graduate Attributes

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

2 Research Assignment - 30%

Assessment Type
Research Assignment

Task Description
This research assignment has an intervention focus and relates to Learning Outcomes (LO's) 3, 4 and 5.
You will be assigned one or more of the below areas of language to research and design an appropriate management plan addressing both impairment and social based aspects of intervention.

1. Auditory Comprehension
2. Language Expression
3. Reading
4. Writing

Assessment Due Date
Week 11 Monday (25 Sept 2017) 9:00 am AEST
Submitted to Moodle.

Return Date to Students
Monday (9 Oct 2017)
Results and feedback will be uploaded to Moodle.

Weighting
30%

Minimum mark or grade
Must Pass - 50%. A mark of 15/30 (50%) is required in order to pass this unit.

Assessment Criteria
The criteria for this task are detailed in the rubric on Moodle.
In summary you will be graded according to the following criteria:

- Use of appropriate conventions
- Quality of research
- Integration of evidence-based practice principles, the International Classification of Functioning, Disability and Health (ICF) framework and inter-professional practice principles
- Apppropriate selection of therapeutic strategies in the management plan
- Evidence of integration of assessment information in the management plan

Referencing Style

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

Submission
Online

Submission Instructions
Uploaded to Moodle.

Learning Outcomes Assessed

- Formulate communication profiles and clinical diagnoses for clients with acquired neurogenic language disorders
- Embed principles of evidence based and interprofessional practice and the International Classification of Functioning, Disability and Health (ICF) framework in the development of intervention plans for adults with acquired neurogenic language disorders
- Apply knowledge of the various models of language and cognitive processing for the purposes of analysing and interpreting speech pathology assessment data.

Graduate Attributes

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

3 On-campus Activity - Pass/Fail

Assessment Type
On-campus Activity

Task Description
This task is awarded a pass/fail grade and is a hurdle or 'must-pass' task.
The on-campus activities are linked to Learning Outcomes (LO's) 1 and 2.
To reflect the practical nature of the speech pathology course and this unit you are required to participate in a range of on-campus activities including (but not limited to):

- administering and scoring assessments
- demonstrating intervention techniques
- video analysis tasks
- reflective practice
- peer discussions
- class presentations on selected topics

Attendance is required in class to be able to complete these tasks. Attendance is recorded and an 80% rate is stipulated, with the EXCEPTION of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Assessment Due Date
Week 12 Friday (6 Oct 2017) 12:15 pm AEST
No submission required.

Return Date to Students

Students will be advised throughout the term as to the progress with the on-campus activity requirements.

Weighting
Pass/Fail

Minimum mark or grade
A pass grade must be achieved (either pass/fail) in order to pass this unit.

Assessment Criteria
If the below criteria are met a pass grade is awarded:
To reflect the practical nature of this course you are required to participate in a range of on-campus activities including (but not limited to):

- administering and scoring assessments
- demonstrating intervention techniques
- video analysis tasks
- reflective practice
- peer discussions
- class presentations on selected topics

Attendance is required in lectures and tutorials to be able to complete these tasks. Attendance is recorded and an 80% rate is stipulated, with the EXCEPTION of explained absences with supporting documentation (e.g. medical certificate, funerals, family illness).

Referencing Style

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

Submission
Offline

Learning Outcomes Assessed

- Describe formal and informal methods for assessing acquired neurogenic language disorders and apply this knowledge to identify the assessment methods most appropriate to the situation
- Administer and interpret formal and informal assessments relevant to the acquired cognitive-linguistic disorder you are presented with

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- 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
Students must achieve a minimum of 50% (20/40) on this assessment piece in order to pass SPCH13008

Exam Conditions
Closed Book.

Materials
No calculators permitted
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