SPCH13008 *Neurogenic Communication Disorders 2*
Term 2 - 2018

Profile information current as at 12/05/2024 02:11 am

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

In this unit you will continue your study of acquired neurogenic communication disorders in children and adults. You will need to apply and integrate the concepts learned in SPCH13003 Neurogenic Communication Disorders 1 to the holistic management of neurogenic communication disorders. This unit specifically addresses the evidence-based intervention approaches for acquired neurogenic speech, language, and cognitive communication disorders. You will evaluate the principles of interprofessional and reflective practice, and the International Classification of Functioning, Disability and Health framework throughout your study in this 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: SPCH13003 - Neurogenic Communication Disorders 1
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 - 2018

- 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.

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 Week 12 In Class Evaluations

Feedback

The students appreciated the nature of the feedback provided by the unit coordinator. Students reported that the feedback provided was comprehensive, supported learning and "enabled me to expand my skills, not simply realise my mistakes as a student".

Recommendation

Continue to provide timely and constructive feedback.

Feedback from Have Your Say Week 12 In Class Evaluations

Feedback

The assessment tasks for this unit were very well received by the students. Students reported the tasks to be relevant and useful and transferable across the years from theory to practical environments.

Recommendation

The assessment tasks will continue to support students' different learning styles with relevance to contemporary clinical practice.

Feedback from Have Your Say Week 12 In Class Evaluations

Feedback

Students identified that the content of this unit is demanding, but appreciated the interactive style of learning and teaching provided by the teaching team within a supportive environment.

Recommendation

Students will continue to be provided with experiential and interactive learning utilising teaching and assessing methods within a supportive environment.

Feedback from Have Your Say Week 12 In Class Evaluations

Feedback

The comment "This unit could be improved by linking with the first neurogenic communication disorders unit" highlighted an aspect that needs improving in this unit.

Recommendation

In 2018 the Neurogenic Communication Disorders units will flow from one term to the next, so that the concepts taught in term 1 are consolidated and extended in term 2.

Unit Learning Outcomes

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

1. Analyse and interpret case information in a holistic manner
2. Plan treatment for acquired neurogenic communication disorders using evidence-based practice principles
3. Critically appraise a range of therapy approaches and outcome measures designed for the management of acquired neurogenic communication disorders
4. Discuss the International Classification of Functioning, Disability and Health framework, and the principles of reflective, and interprofessional practice in relation to the management of acquired neurogenic communication disorders.

Speech Pathology Range of Practice covered:
Adult - Speech, Language and Multimodal Communication
Child - Speech, Language and Multimodal Communication
Competency-based Occupational Standards for Speech Pathology (CBOS 2011):

- Unit 1 Assessment - Elements 1.1 and 1.2 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
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
SPCH13008

Prescribed

A Cognitive Neuropsychological Approach to Assessment and Intervention in Aphasia : A Clinicians Guide
Edition: 2nd Revised (2013)
Authors: Whitworth , Anne
Taylor and Francis
London , UK
ISBN: 9781848721425
Binding: Paperback
SPCH13008

Prescribed

Aphasia & Related Neurogenic Communication Disorders
Edition: 2nd revised (2016)
Authors: Papathanasiou , Coppens & Potagas
Jones and Bartlett
Sudbury , MA , USA
ISBN: 9781284077315
Binding: Paperback
SPCH13008

Prescribed

Motor Speech Disorders : Substrates , Differential Diagnosis, and Management
Edition: 3rd revised (2012)
Authors: Duffy , Joseph R.
Elsevier Health
Philadelphia , PA , USA
ISBN: 9780323072007
Binding: Paperback

Additional Textbook Information
Students may have purchased all of the above textbooks in the previous course SPCH13003 in Term 1.

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 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
• Integration of what you have learnt in SPCH13003 (neurological bases, aetiology of neurogenic communication disorders (NCDs) and assessment of NCD's) and the relationship to evidence based practice. • Evidence based practice; ICF • Current research in EBP and assessment/intervention	• Revision of notes / readings from T1 - SPCH13003 - bring to class. • Bring all 3 textbooks to class • Download INCOG guidelines & Stroke Foundation Clinical Guidelines (2017). • Other readings will be posted on Moodle and you will be advised in class.	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
• Integration of what you have learnt in SPCH13003 (neurological bases, aetiology of neurogenic communication disorders (NCDs) and assessment of NCD's) and the relationship to evidence based practice • Evidence based practice; ICF • Current research in EBP and assessment/intervention	• Revision of notes / readings from T1 - SPCH13003 - bring to class • Bring all 3 textbooks to class • Download INCOG guidelines & Stroke Foundation Clinical Guidelines (2017) • Other readings will be posted on Moodle and you will be advised in class	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
• EBP in holistic management of Motor Speech Disorders	• Duffy textbook is required for this week • Other readings will be posted on Moodle and you will be advised in class	

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
• EBP in holistic management of Motor Speech Disorders	• Duffy textbook is required for this week • Other readings will be posted on Moodle and you will be advised in class	

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
• EBP in holistic management of aphasia	• Pappathanasio & Coppens; Webster, Whithworth & Howard textbooks are required for this week • Other readings will be posted on Moodle and you will be advised in class	

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

| 30% - WRITTEN ASSESSMENT (REPORT) – DUE Wednesday 22nd August – 11:55pm AEST
• EBP in holistic management of aphasia | • Pappathanasio & Coppens; Webster, Whithworth & Howard textbooks are required for this week
• Other readings will be posted on Moodle and you will be advised in class | **30% - WRITTEN ASSESSMENT (REPORT)** Due: Week 6 Wednesday (22 Aug 2018) 11:55 pm AEST |

Week 7 - 27 Aug 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**
• EBP in holistic management of dementia (neurocognitive disorders)	• Pappathanasio & Coppens textbook is required for this week • Other readings will be posted on Moodle and you will be advised in class	

Week 8 - 03 Sep 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**
• EBP in holistic management of dementia (neurocognitive disorders)	• Pappathanasio & Coppens textbook is required for this week • Other readings will be posted on Moodle and you will be advised in class	

Week 9 - 10 Sep 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**
• EBP in holistic management of TBI and RHD (Cognitive communication disorders)	• Pappathanasio & Coppens textbook is required for this week • Other readings will be posted on Moodle and you will be advised in class	

Week 10 - 17 Sep 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**
• EBP in holistic management of TBI and RHD (Cognitive communication disorders)	• Pappathanasio & Coppens textbook is required for this week • Other readings will be posted on Moodle and you will be advised in class	

Week 11 - 24 Sep 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**
30% - PRACTICAL ASSESSMENT VIDEO DUE and PRESENTATION in CLASS		**30% - INTERVENTION VIDEO and PRESENTATION** Due: Week 11 Monday (24 Sept 2018) 9:00 am AEST

Week 12 - 01 Oct 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**
• Integration of content • Reflection on learning		

Review/Exam Week - 08 Oct 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Exam Week - 15 Oct 2018

Module/Topic	**Chapter**	**Events and Submissions/Topic**

SPCH13008 - Neurogenic Communication Disorders 2 continues your learning from SPCH13003 - Neurogenic Communication Disorders 1. Therefore you will require all your notes, readings and textbooks from this unit.
Tina Janes is your unit coordinator and lecturer for this unit.

Assessment Tasks

1 30% - WRITTEN ASSESSMENT (REPORT)

Assessment Type
Written Assessment

Task Description
WRITTEN ASSESSMENT - You are provided with assessment data in week 1 on an individual with an acquired neurogenic communication disorder. You are required to finalise the scoring of the assessments, analyse the results, and interpret these results in the format of a written report. Appropriate evidence based management strategies are included in this report.
Range of practice areas (ROPAs) assessed are:

- Language
- Speech
- Multimodal communication

Assessment Due Date
Week 6 Wednesday (22 Aug 2018) 11:55 pm AEST
This assignment is to be uploaded to Moodle.

Return Date to Students
Week 8 Wednesday (5 Sept 2018)
Feedback will be uploaded to Moodle.

Weighting
30%

Minimum mark or grade
A minimum of 50% (i.e. 15/30 total) for this task is required to pass the unit.

Assessment Criteria
The full assessment criteria is included on the rubric in Moodle.
In summary you are marked on the following:

- Accuracy of scoring
- Critical appraisal of data (includes analysis and interpretation)
- Integration of results with evidence based practice intervention strategies
- Development of contingency plans
- Identifying gaps in the information and researching the significance of this
- Conventions (including grammar, spelling and syntax etc.)
- Research and referencing
- Professional formatting and organisation of report
- Audience suitability

The generic professional competencies (GPCs) assessed are:
Unit 1 Reasoning:

- 1.1 Use effective thinking skills to ensure quality speech pathology practice
- 1.2 Integrate collaborative and holistic viewpoints into professional reasoning
- 1.3 Use sound professional reasoning strategies to assist planning for all aspects of service management

Unit 2 Communication:

- 2.1 Use interpersonal communication skills to facilitate the effective practice of speech pathology
- 2.2 Use oral and written reporting and presentation skills to successfully meet Speech Pathology objectives

Unit 3 Lifelong Learning:

- 3.2 Structure own learning
- 3.3 Demonstrate appropriate attitude to learning
- 3.4 Be able to change performance

Unit 4 Professionalism:

- 4.1 Display appropriate organisational skills
- 4.2 Conduct self in a professional manner
- 4.4 Possess a professional attitude / orientation
- 4.5 Demonstrate ethical behaviour

The CBOS units and elements assessed are:
Unit 1 Assessment:

- 1.1 Investigate and document the client's communication and/or swallowing condition and explore the primary concerns of the client
- 1.2 Identify the communication and/or swallowing conditions requiring investigation and use the best available scientific and clinical evidence to determine the most suitable assessment procedures in partnership with the client

Unit 2 Analysis and interpretation:

- 2.1 Analyse and interpret speech pathology assessment data
- 2.2 Identify gaps in information required to understand the client's communication and swallowing issues and seek information to fill those gaps
- 2.3 Determine the basis for or diagnosis of the communication and/or swallowing condition and determine the possible outcomes
- 2.4 Report on analysis and interpretation

Unit 7 Lifelong learning and reflective practice:

- 7.2 Participate in professional development and continually reflect on practice

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Assessment 1 is to be uploaded to Moodle.

Learning Outcomes Assessed

- Analyse and interpret case information in a holistic manner
- Critically appraise a range of therapy approaches and outcome measures designed for the management of acquired neurogenic communication disorders

Graduate Attributes

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

2 30% - INTERVENTION VIDEO and PRESENTATION

Assessment Type
Practical Assessment

Task Description
PRACTICAL ASSESSMENT 30%

You are provided with particular domains of cognitive linguistic deficits (e.g. orthographic phonological analysis, phonological input lexicon, central semantics, attention, executive functioning, social cognition etc.) and presentation of motor speech disorders to research. You will present three EBP therapy strategies/methods to treat the deficit/s in a holistic manner in a video format. The lecturer will discuss with you the logistics of uploading the video once the term commences. You are required to demonstrate and justify the difference in management strategies for paediatric and adult clients with acquired neurogenic communication disorders. You will need to have contingency plans to step up and step down in difficulty levels for each of the tasks.

In the class times in week 11, you will present your video, justify your selection of therapy strategies and engage in discussion of these with the lecturer/s and peers.

Range of practice areas (ROPAs) for both CHILDREN and ADULTS assessed are:

- Language
- Speech
- Multimodal communication

Assessment Due Date
Week 11 Monday (24 Sept 2018) 9:00 am AEST
Video to be uploaded in the format discussed in class and presented during class time.

Return Date to Students
Exam Week Monday (15 Oct 2018)
Results are uploaded to Moodle with feedback

Weighting
30%

Minimum mark or grade
A minimum of 50% (i.e. 15/30 overall) must be achieved for this task in order to pass the unit.

Assessment Criteria
The full assessment criteria is included on the rubric in Moodle.
In summary you are marked on the following:

- Quality of evidence based practice research
- Critical reasoning demonstrated in justification of therapy strategies
- Professional presentation of video and quality of therapy resources
- Creativity in design of therapy resources
- Oral presentation skills
- Ability to independently answer questions from peers and lecturer/s
- Inclusion of reflective practice and ICF principles

The generic professional competencies (GPCs) assessed are:

Unit 1 Reasoning:

- 1.1 Use effective thinking skills to ensure quality speech pathology practice
- 1.3 Use sound professional reasoning strategies to assist planning for all aspects of service management

Unit 2 Communication:

- 2.1 Use interpersonal communication skills to facilitate the effective practice of speech pathology
- 2.2 Use oral and written reporting and presentation skills to successfully meet Speech Pathology objectives
- 2.3 Communicate effectively with work teams

Unit 3 Lifelong Learning:

- 3.1 Reflect on performance
- 3.3 Demonstrate appropriate attitude to learning
- 3.4 Be able to change performance

Unit 4 Professionalism:

- 4.1 Display appropriate organisational skills
- 4.2 Conduct self in a professional manner
- 4.4 Possess a professional attitude / orientation
- 4.5 Demonstrate ethical behaviour

The CBOS units and elements assessed are:
Unit 1 Assessment:

- 1.1 Investigate and document the client's communication and/or swallowing condition and explore the primary concerns of the client
- 1.2 Identify the communication and/or swallowing conditions requiring investigation and use the best available scientific and clinical evidence to determine the most suitable assessment procedures in partnership with the client

Unit 2 Analysis and interpretation:

- 2.1 Analyse and interpret speech pathology assessment data
- 2.2 Identify gaps in information required to understand the client's communication and swallowing issues and seek information to fill those gaps
- 2.3 Determine the basis for or diagnosis of the communication and/or swallowing condition and determine the possible outcomes
- 2.4 Report on analysis and interpretation

Unit 3 Planning evidence-based speech pathology practices:

- 3.1 Use integrated and interpreted information (outlined in Unit 2) relevant to the communication and/or swallowing condition, and/or the service provider's policies and priorities to plan evidence-based speech pathology practice
- 3.3 Discuss long-term outcomes and collaborate with the client and/or significant others to decide whether or not speech pathology strategies are suitable and/or required.
- 3.4 Establish goals for intervention in collaboration with the client and significant others
- 3.5 Select an evidence-based speech pathology approach or intervention in collaboration with the client and significant others
- 3.7 Document speech pathology intervention plans, goals and outcome measurement

Unit 5 Planning, providing and managing speech pathology services:

- 5.4 Update, acquire and/or develop resources

Unit 7 Lifelong learning and reflective practice:

- 7.2 Participate in professional development and continually reflect on practice

Referencing Style

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

Submission
Offline

Submission Instructions
In class presentation of video. Instructions will be provided for the video upload procedure in class.

Learning Outcomes Assessed

- Plan treatment for acquired neurogenic communication disorders using evidence-based practice principles
- Critically appraise a range of therapy approaches and outcome measures designed for the management of acquired neurogenic communication disorders
- Discuss the International Classification of Functioning, Disability and Health framework, and the principles of reflective, and interprofessional practice in relation to the management of acquired neurogenic communication disorders.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
40%

Length
180 minutes

Minimum mark or grade
A minimum of 50% (i.e. 20/40) on the examination is required to pass this 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