



# SPCH13008 Neurogenic Communication Disorders 2

## Term 2 - 2019

Profile information current as at 10/05/2024 05:48 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

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 - 2019

- Rockhampton

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Practical Assessment**

Weighting: 30%

#### 3. **Examination**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have Your Say; Week 12 In Class Evaluations

##### **Feedback**

Students provided positive feedback on the support provided by the lecturer and unit coordinator throughout the term.

##### **Recommendation**

It is recommended that a positive and supportive learning environment is maintained to facilitate students' lifelong learning and professional approach to clinical practice.

#### Feedback from Have Your Say; Week 12 In Class Evaluations

##### **Feedback**

Positive feedback was received on the 'real-life' teaching and assessments in this unit. One comment from a student was that the assessment tasks helped to build connections between the assessment and intervention process in the management of neurogenic communication disorders.

##### **Recommendation**

It is recommended that teaching and assessment continue to align with 'real-life' contexts to prepare work ready and engaged graduates.

#### Feedback from Have Your Say; Week 12 In Class Evaluations

##### **Feedback**

Two students commented that the exam was too hard and not enough time was allowed to complete the exam.

##### **Recommendation**

It is recommended that the examination for 2019 will be reviewed and discussed with the exam reviewer and Head of Course for input on length and difficulty.

## 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.

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

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### 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

**There are no required textbooks.**

#### Additional Textbook Information

Your textbooks for SPCH13008 Neurogenic Communication Disorders 2 are the same as you have for SPCH13003 Neurogenic Communication Disorders 1. Therefore, you should not need to purchase additional texts.

### 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](mailto:t.janes@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
TOPICS for WEEK 1: <ul style="list-style-type: none"><li>• Unit overview</li><li>• Assessment outline and discussion</li><li>• Revision and integration of what you have learnt in SPCH13003</li><li>• Evidence based practice</li><li>• ICF; A-FROM</li><li>• Goal setting – what, how and why</li><li>• Outcome Measures</li></ul>	<p>COAST – Carer outcome measures following stroke - download these resources.</p> <p>Other relevant readings on goal setting, outcome measures and best practice will be posted on Moodle for you to locate in Week 1.</p> <p>ARTICLE:<ul style="list-style-type: none"><li>• Hersh, D., Worrall, L., Howe, T., Sherratt, S. &amp; Davidson, B. (2012). SMARTER goal setting in aphasia rehabilitation. <i>Aphasiology</i>, 26(2), 220-233. DOI: 10.1080/02687038.2011.640392</li></ul></p> <p>Note that other resources will be uploaded to Moodle on a regular basis throughout the term.</p>	

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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TOPICS for WEEK 2:

- GOAL setting continued
- Outcome measures continued
- Analysis and interpretation of assessments
- Principles of motor learning
- Treatment Dosage
- Article review on treatment dosage

ARTICLES:

• Maas, E., Robin, D.A, Austermann Hula, S.N., Freedman, S.E., Wulf, G., Ballard, K.J. & Schmidt, R.A. (2008). Principles of Motor Learning in Treatment of Motor Speech Disorders. *American Journal of Speech-Language Pathology*, 17(3), 277-298. doi: 10.1044/1058-0360(2008/025).

You will each be allocated a research article on treatment dosage for motor speech disorders.

Note that other resources will be uploaded to Moodle on a regular basis throughout the term.

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
	<p>TEXTS:</p> <p>Duffy, J. R. (2013). <i>Motor Speech disorders: Substrates, differential diagnosis, and management</i>. (3rd Ed.). Mosby; USA.</p> <ul style="list-style-type: none"> <li>• Chapters 16 to 20</li> </ul> <p>Roth, P. and Worthington, C. (2016). <i>Treatment Resource Manual for Speech-Language Pathology</i>. (5th ed.). NY: Cengage Learning.</p> <ul style="list-style-type: none"> <li>• Chapter 8 - Intervention for MSDs</li> </ul>	
<p>TOPICS for WEEK 3:</p> <ul style="list-style-type: none"> <li>• EBP in holistic management of Motor Speech Disorders</li> </ul>	<p>Papathanasiou, I. &amp; Coppens, P. (2017). <i>Aphasia and Related Neurogenic Communication Disorders</i>. (2nd ed.) USA: Jones &amp; Bartlett Learning.</p> <ul style="list-style-type: none"> <li>• Chapters 21 and 22</li> </ul> <p>Note that other resources will be uploaded to Moodle on a regular basis throughout the term.</p>	

### Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
	As per week 3.	
<p>TOPICS for WEEK 4:</p> <ul style="list-style-type: none"> <li>• EBP in holistic management of Motor Speech Disorders</li> </ul>	<p>Note that other resources will be uploaded to Moodle on a regular basis throughout the term.</p>	

### Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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STROKE FOUNDATION Clinical Guidelines 2017 – ensure you have this downloaded.

TEXTS:  
Papathanasiou, I. & Coppens, P. (2017). *Aphasia and Related Neurogenic Communication Disorders*. (2nd ed.) USA: Jones & Bartlett Learning.  
• Chapters 6 to 16 - the intervention sections of these chapters

TOPICS for WEEK 5:  
• EBP in holistic management of aphasia

Whitworth, A., Webster, J. and Howard, D. (2014). *A Cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide*. (2nd Edition). ; UK: Psychology Press.  
• Chapters 9 to 15 - intervention focus chapters

You will each be allocated a research article on treatment dosage for aphasia.

Note that other resources will be uploaded to Moodle on a regular basis throughout the term.

#### Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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TOPICS for WEEK 6:  
• EBP in holistic management of aphasia

As per week 5 readings.

Note that other resources will be uploaded to Moodle on a regular basis throughout the term.

#### Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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TOPICS for WEEK 7:  
• EBP in holistic management of neurocognitive disorders (dementias)

TEXT:  
Papathanasiou, I. & Coppens, P. (2017). *Aphasia and Related Neurogenic Communication Disorders*. (2nd ed.) USA: Jones & Bartlett Learning.  
• Chapter 20

Note that other resources will be uploaded to Moodle on a regular basis throughout the term.

#### Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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TOPICS for WEEK 8:

- EBP in holistic management of cognitive disorders of TBI and RHD

Download the INCOG guidelines for assessment and management of TBI.

TEXT:  
Papathanasiou, I. & Coppens, P. (2017). *Aphasia and Related Neurogenic Communication Disorders*. (2nd ed.) USA: Jones & Bartlett Learning.  
• Chapters 18 & 19

Note that other resources will be uploaded to Moodle on a regular basis throughout the term.

#### Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
TOPICS for WEEK 9: • EBP in holistic management of cognitive disorders of TBI and RHD	As for Week 8  Note that other resources will be uploaded to Moodle on a regular basis throughout the term.	

#### Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
TOPICS for WEEK 10: • EBP in holistic management of degenerative neurological disorders  ASSESSMENT 1 - Due FRIDAY 27th September at 5pm.	Readings to be advised.  Note that other resources will be uploaded to Moodle on a regular basis throughout the term.	<b>WRITTEN ASSESSMENT (REPORT) - 30% Due: Week 10 Friday (27 Sept 2019) 5:00 pm AEST</b>

#### Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
WEEK 11: ASSESSMENT WEEK: • VIDEOS due MONDAY 30th September at 9am • PRESENTATION in class times		<b>INTERVENTION VIDEO AND PRESENTATION - 30% Due: Week 11 Monday (30 Sept 2019) 9:00 am AEST</b>

#### Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
TOPICS for WEEK 12: • Integration of content • Revision • Reflection on learning		

#### Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Your examination is centrally scheduled to occur either this week or next week.		

#### Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Your examination is centrally scheduled to occur either this week or last week.		



## Term Specific Information

Welcome to SPCH13008 - Neurogenic Communication Disorders 2. 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 WRITTEN ASSESSMENT (REPORT) - 30%

#### 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. You must address current principles of appropriate treatment methods and dosages but within the context of frameworks such as the ICF, A-FROM, EBP and IPP. Your treatment plan must also outline long and short term goals and how your outcomes will be measured.

Range of practice areas (ROPAs) assessed are:

- Language
- Speech
- Multimodal communication

#### Assessment Due Date

Week 10 Friday (27 Sept 2019) 5:00 pm AEST

This assignment is to be uploaded to Moodle.

#### Return Date to Students

Week 12 Friday (11 Oct 2019)

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 are 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 a treatment plan and appropriate contingencies
- Identification of SMART/ER goals and outcome measures
- 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

You are assessed at ENTRY LEVEL on the following standards:

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

This assignment 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 INTERVENTION VIDEO AND PRESENTATION - 30%

#### Assessment Type

Practical Assessment

**Task Description****PRACTICAL ASSESSMENT - INTERVENTION VIDEO AND PRESENTATION - 30%**

You are provided with particular domains of cognitive and/or linguistic deficits (e.g. orthographic phonological analysis, phonological input lexicon, central semantics, attention, executive functioning, social cognition, memory, neglect etc.) and presentation of motor speech disorders to research and then design three treatments. You will be required to make the appropriate resources for your treatments. The assessment has two components.

1. You will present three EBP therapy strategies/methods to treat the deficit/s in a holistic manner in a video format. The videos will be presented to the Unit Coordinator (UC) on a USB or portable hard drive for the UC to download and grade. You may choose either a fellow student or person of your choice to be your client. In order to do this you will need to create your own permission form for consent to video and use this video for assessment and teaching purposes.

2. Then in the class times in week 11, you will present your video, justify your selection of therapy strategies, show your resources and engage in discussion of these with the UC and peers. Any reflections on your performance during the viewing of the videos are welcome.

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

- Language
- Speech
- Multimodal communication

**Assessment Due Date**

Week 11 Monday (30 Sept 2019) 9:00 am AEST

Video to be handed to UC on Monday of Week 11 (9am). Presentation of videos is during class time in week 11.

**Return Date to Students**

Week 12 Friday (11 Oct 2019)

Results are uploaded to Moodle.

**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 are included on the rubric in Moodle.

In summary you are marked at ENTRY LEVEL 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 appropriate practice frameworks
- Ability to discuss contingency plans
- Ability to justify paediatric vs adult treatment methods

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

Videos to be provided to UC on a USB by Monday WEEK 11 at 9am. Presentation and discussion is during class times of WEEK 11.

## 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