SPCH13008 *Neurogenic Communication Disorders 2*
Term 2 - 2020

Profile information current as at 10/04/2024 05:05 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 - 2020

- 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: 40%
2. **Practical Assessment**
Weighting: 30%
3. **Written Assessment**
Weighting: 30%

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 Informal feedback

Feedback

Students responded positively to the teaching/learning experiences and support provided by the unit coordinator and lecturer.

Recommendation

It is recommended that varied and interactive teaching strategies be implemented to support student learning in future iterations of this unit.

Feedback from Have Your Say Informal feedback

Feedback

Students indicated that the exam was too long for the time period allocated (three hours).

Recommendation

It is recommended that the unit coordinator, peer reviewer and Head of Course review exam content for 2020 so that it considers student concerns, but continues to meet professional standards and CQUniversity graduate level attributes.

Feedback from Have Your Say Informal feedback

Feedback

Students provided feedback that they found the practical assessment which required video recording of therapy techniques to be a difficult task.

Recommendation

It is recommended that the unit coordinator considers changing the format of this practical assessment task whilst meeting the same professional standards and graduate level attributes.

Feedback from Have Your Say Informal feedback

Feedback

One student commented that frequent late arrivals to class resulted in the lecturer repeating content that those late-comers missed and 'wasted time'.

Recommendation

Whilst the lecturer made a conscious effort not to do this it is recommended that it be explicitly stated to students that any content missed due to lateness will not be repeated by the lecturer.

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

| — 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 - Written Assessment - 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 - Written Assessment - 40%	•	•	•				•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
The textbooks required for this unit are the ones you already have for SPCH13003 Term 1, 2020.

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 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Revision and integration of what you have learnt in SPCH13003 (neurological bases, aetiology of neurogenic communication disorders (NCDs) and assessment of NCDs • Evidence based practice • ICF; A-FROM • Goal setting – what, how and why • Outcome measures	• Aphasia Rehab Pathway – Setting goals and measuring outcomes - http://www.aphasiapathway.com.au/?name=3-Setting-goals-measuring-outcomes • COAST – Carer outcome measures following stroke • Hersch, D., Worrall, L., Howe, T., Sherratt, S. & Davidson, B. (2012). SMARTER goal setting in aphasia rehabilitation. Aphasiology 26(2), 220-223. DOI: 10.1080/02687038.2011.640392 • Schlosser, R. W. (2004). Goal attainment scaling as a clinical measurement technique in communication disorders: a critical review. Journal of communication disorders, 37(3), 217-239.	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
• Goal setting continued • Outcome measures continued • Analysis and interpretation of assessments • Principles of motor learning • Treatment dosage	• 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). Other readings will be posted on Moodle.	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
• Evidence-based practice (EBP) in holistic management of motor speech disorders.	Duffy, J. R. (2013). Motor Speech disorders: Substrates, differential diagnosis, and management. Elsevier Health Sciences. • Chapters 16 to 20 - the intervention sections of these chapters Roth, P. and Worthington, C. (2016). Treatment Resource Manual for Speech-Language Pathology. (5th ed.). NY: Cengage Learning. • Chapter 8 - Intervention for MSDs Papathanasiou, I. & Coppens, P. (2017). Aphasia and Related Neurogenic Communication Disorders. (2nd ed.) USA: Jones & Bartlett Learning. • Chapters 21 and 22	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
• EBP in holistic management of motor speech disorders continued.	Readings are the same as week 3.	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
• EBP in holistic management of aphasia.	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 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 Roth, P. and Worthington, C. (2016). Treatment Resource Manual for Speech-Language Pathology. (5th ed.). NY: Cengage Learning. • Chapter 7 - pages 298-328 STROKE FOUNDATION Clinical Guidelines 2017 – ensure you have this downloaded	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
• EBP in holistic management of aphasia continued.	Same as for week 5.	

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

	Papathanasiou, I. & Coppens, P. (2017). Aphasia and Related Neurogenic Communication Disorders. (2nd ed.) USA: Jones & Bartlett Learning. • Chapter 20	**WRITTEN REPORT & TREATMENT PLAN** Due: Week 7 Monday (31 Aug 2020) 9:00 am AEST
• EBP in holistic management of dementia (neurocognitive disorders).		

Week 8 - 07 Sep 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
• EBP in holistic management of traumatic brain injury (TBI) and right hemisphere dysfunction (RHD).	Papathanasiou, I. & Coppens, P. (2017). Aphasia and Related Neurogenic Communication Disorders. (2nd ed.) USA: Jones & Bartlett Learning. • Chapters 18 & 19 Other readings will be posted on Moodle.	

Week 9 - 14 Sep 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
• EBP in holistic management of TBI and RHD continued.	Other readings will be posted on Moodle.	

Week 10 - 21 Sep 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
• EBP in holistic management of degenerative neurological disorders.	Readings to be posted on Moodle.	

Week 11 - 28 Sep 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
• EBP in holistic management of degenerative neurological disorders continued • Integration of multimodal strategies in acute and palliative settings	Readings to be posted on Moodle.	Please ensure your video has been delivered to the unit coordinator by Friday 4pm, 02/10/20.

Week 12 - 05 Oct 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
PRESENTATION of VIDEOS on Wednesday 7th October.		**INTERVENTION VIDEO & PRESENTATION** Due: Week 12 Monday (5 Oct 2020) 9:00 am AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
		INTERVENTION WRITE-UP & REFLECTION Due: Review/Exam Week Monday (12 Oct 2020) 9:00 am AEST

Exam Week - 19 Oct 2020

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

Term Specific Information

You will need your three textbooks from SPCH13003 in Term 1. As we are now online again for T2 classes it is important that you complete all the relevant readings so that you can contribute actively to class discussion. You will be involved in some self-directed learning tasks to provide a break from the computer screen and to vary your learning as it is acknowledged how draining lengthy online classes can be. I look forward to working with you again this term.

1 WRITTEN REPORT & TREATMENT PLAN

Assessment Type
Written Assessment

Task Description
You are provided with assessment data in week one 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.
The report will be no less than 3,500 words and no more than 5,000 words and you must state if you are continuing to use APA, 6th edition, 2019, or APA version 7, 2020. Please note that you must consult me for any variation from this word limit for approval or otherwise.

Assessment Due Date
Week 7 Monday (31 Aug 2020) 9:00 am AEST
To be uploaded to Moodle

Return Date to Students
Week 9 Monday (14 Sept 2020)
Feedback and grades will be uploaded to Moodle

Weighting
40%

Minimum mark or grade
A minimum of 50% is required to pass this assessment task. That is, a minimum mark of 20/40 must be achieved to pass this task and the unit.

Assessment Criteria
The complete marking criteria is detailed on the rubric, but in summary you are marked on the following:
1. Accuracy of scoring
2. Critical appraisal of data (includes analysis and interpretation)
3. Integration of results with evidence-based practice intervention strategies and practice framework principles
4. Identification of long and short-term goals
5. Identification of outcome measures
6. Development of contingency plans
7. Identifying gaps in the information and researching the significance of this
8. Conventions (including grammar, spelling and syntax etc.)
9. Research and referencing
10. Professional formatting and organisation of report
11. Audience suitability

Referencing Style

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

Submission
Online

Submission Instructions
To be uploaded to Moodle

Learning Outcomes Assessed

- Analyse and interpret case information in a holistic manner
- Plan treatment for acquired neurogenic communication disorders using evidence-based practice principles
- 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

2 INTERVENTION VIDEO & PRESENTATION

Assessment Type
Practical Assessment

Task Description
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. This assessment involves the following:
1. Presentation of three EBP therapy strategies/methods to treat the deficit/s in a holistic manner in a video format. The videos will be delivered to the unit coordinator (UC) on a USB for the UC to download and grade. Ideally you will choose someone from your household to be your client. If you are unable to do this please maintain social distancing whilst these rules remain in place. 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. In class time on Wednesday week 12, you will present your video to the class and engage in discussion of these with the UC and peers.
You will need to demonstrate contingency plans and adjustments for paediatric and adult cases.

Assessment Due Date
Week 12 Monday (5 Oct 2020) 9:00 am AEST
The video is to be delivered to the unit coordinator by Friday, 5pm, Week 11. The presentation will occur in class (zoom) Week 12.

Return Date to Students
Review/Exam Week Monday (12 Oct 2020)
Results and feedback will be uploaded to Moodle.

Weighting
30%

Minimum mark or grade
A minimum grade of 50% is required to pass this unit. That is, a mark of 15/30 must be achieved to pass this task and the unit.

Assessment Criteria
The detailed assessment criteria can be found in the rubric, but 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 practice principles and frameworks

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Offline

Submission Instructions
The video is to be delivered to the unit coordinator by Friday, 5pm, Week 11. The presentation will occur in class (zoom) Week 12.

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

3 INTERVENTION WRITE-UP & REFLECTION

Assessment Type
Written Assessment

Task Description
This assessment replaces the centrally scheduled exam that has occurred in this unit since its inception. The advantage of having this written assessment is that it directly relates to your practical assessment of the intervention video and presentation which is why the two occur so close together as you will be doing both in tandem. Assessment two is the practical element and this one is the written section. You are required to provide a written description of each of your therapy tasks that demonstrates you have used current best practice in the tasks you have selected for your clients. Ensure you present your research and reasoning for the use of such intervention techniques; clearly describe your scaffolding (i.e. contingency plans) down and scaffolding up; describe how this links to the ICF and client-centred practice; identify if your technique is impairment or functionally based; hypothesise appropriate therapy goals for this task and potential outcome measures.
You will also provide a reflection on this task. Ensure you use one of the reflective practice models that you know from your study thus far to guide your reflection. Reflect upon the research you found, the actual implementation of the therapy strategies, the videoing process, any reactions of your clients and most importantly, how what you have learned from your research of therapy techniques will help you next year as a final year student and in future clinical practice.

Assessment Due Date
Review/Exam Week Monday (12 Oct 2020) 9:00 am AEST
To be uploaded to Moodle

Return Date to Students
Exam Week Friday (23 Oct 2020)
Feedback and results will be uploaded to Moodle

Weighting
30%

Minimum mark or grade
A minimum of 50% is required to pass this assessment task. That is, a minimum mark of 15/30 must be achieved to pass this task and the unit.

Assessment Criteria
In summary you are marked on the following:

- Quality of evidence-based practice research for each of your intervention strategies
- Critical reasoning demonstrated in justification of therapy strategies
- Inclusion of practice principles and frameworks
- Identification of long and short-term goals and potential outcome measures
- Conventions (including grammar, spelling and syntax etc.)
- Research and referencing
- Reflective practice skills

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Assessment 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

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