SPCH13008 *Neurogenic Communication Disorders 2*

Term 2 - 2021

Profile information current as at 12/10/2024 05:10 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 - 2021

- 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. **Online Quiz(zes)**
Weighting: 30%
2. **Practical Assessment**
Weighting: 40%
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

Feedback

The students felt that the inability to access the assessments in the assessment cupboard impacted their ability to aptly complete required tasks.

Recommendation

It is recommended that a return to face-to-face teaching result in the allocation of sufficient time for students to access the assessments in the assessment cupboard.

Feedback from Have your say

Feedback

Students responded positively to the assessment tasks that had real-life application.

Recommendation

It is recommended that the assessment tasks remain as is for 2021 due to the positive student feedback.

Feedback from Have your say

Feedback

Given the COVID-19 restrictions, students reported that they were unable to learn challenging content in as interactive manner as they would if the classes were face-to-face.

Recommendation

It is recommended that a return to face-to-face interactive activities occur in 2021 to facilitate a variety of learning styles.

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's Professional standards.

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

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 30%	•			
2 - Practical Assessment - 40%		•	•	•
3 - Written Assessment - 30%		•	•	•

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 - Online Quiz(zes) - 30%	•		•	•		•				
2 - Practical Assessment - 40%	•	•	•				•	•		
3 - Written Assessment - 30%	•	•	•				•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
Your textbooks for Term 2, SPCH13008 are the same textbooks that you have for Term 1, SPCH13003. You do not need to purchase additional textbooks, but you will need your texts from Term 1.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

No referencing style set.

Teaching Contacts

Tina Janes Unit Coordinator
t.janes@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Goal setting – what, how and why • Outcome measures • Evidence-based practice principles • Practice frameworks of ICF and A-FROM (aphasia friendly outcome measures)	Your readings will be posted on Moodle	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Goal setting continued • Outcome measures continued • Treatment dosage • Principles of motor learning	Your readings will be posted on Moodle	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Evidence-based practice in holistic management of motor speech disorders	Your readings will be posted on Moodle	

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Evidence-based practice in holistic management of motor speech disorders continued	Your readings will be posted on Moodle	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Evidence-based practice in holistic management of aphasia	Your readings will be posted on Moodle	

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Evidence-based practice in holistic management of aphasia continued	Your readings will be posted on Moodle	Your first quiz will open this week

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Evidence-based practice in holistic management of dementias (neurocognitive disorders)	Your readings will be posted on Moodle	

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Evidence-based practice in holistic management of traumatic brain injury and right hemisphere dysfunction	Your readings will be posted on Moodle	

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Evidence-based practice in holistic management of traumatic brain injury and right hemisphere dysfunction continued	Your readings will be posted on Moodle	

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Evidence-based practice in holistic management of degenerative neurological disorders (for example, Parkinson's disease and Huntington's disease)	Your readings will be posted on Moodle	

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Evidence-based practice in holistic management of degenerative neurological disorders continued • Integration of multimodal strategies in community, palliative and acute settings	Your readings will be posted on Moodle	**Online quizzes** Due: Week 11 Friday (1 Oct 2021) 9:00 am AEST

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
• Presentations occur this week	Your readings will be posted on Moodle	**Intervention video and presentation** Due: Week 12 Monday (4 Oct 2021) 9:00 am AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		WRITTEN ASSESSMENT Due: Review/Exam Week Friday (15 Oct 2021) 9:00 am AEST

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Welcome to SPCH13008 for Term 2, 2021. This units aims to continue your learning of acquired neurological disorders from assessment to treatment. I look forward to working with you this term. My best contact is via email - t.janes@cqu.edu.au.

Assessment Tasks

1 Online quizzes

Assessment Type
Online Quiz(zes)

Task Description
In this unit you will complete two online quizzes. One in week 6 and one in week 11. Theses quizzes will be worth 15% each and you must obtain 15/30 (50%) overall to pass this assessment and the unit. The quizzes will contain a combination of multiple choice, true/false and fill in the blanks etc. questions. You will be assessed on the content from lectures and readings.

Number of Quizzes
2

Frequency of Quizzes
Other

Assessment Due Date
Week 11 Friday (1 Oct 2021) 9:00 am AEST

Specific dates and times for the quizzes will be uploaded to Moodle

Return Date to Students
Review/Exam Week Friday (15 Oct 2021)

You will be provided with feedback following closure of the quizzes

Weighting
30%

Minimum mark or grade
To pass this assessment and the unit you must achieve an overall score for both quizzes of 15/30 (i.e., 50%)

Assessment Criteria
The marks for each question will be displayed on the quiz. The quiz will automatically provide you with a grade once you have completed it, however the correct answers won't be made available until closure of the quiz.

Submission
No submission method provided.

assessmentOutcome

- Analyse and interpret case information in a holistic manner

assessmentGradAttribute

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

2 Intervention video and presentation

Assessment Type
Practical Assessment

Task Description
You are each provided with three evidence-based therapy techniques/strategies that you will need to thoroughly research and demonstrate your ability to administer these strategies. You will be required to make the appropriate resources for your treatments. This assessment involves the following:
1. You will video record the three different evidence-based therapy strategies that you have been assigned. You must select an appropriate volunteer/s to record your administration of these therapy strategies. In addition to this you will need to design a proforma for your client to sign that gives permission to video and use this video for educational purposes. The videos will be delivered to the Unit Coordinator on a USB or portable hard drive to view in full and grade.
2. You will then present a summary of your videos to the class and engage in discussion of these with the unit coordinator and peers. A PowerPoint or Prezi presentation is required for this part of the assignment.

Assessment Due Date
Week 12 Monday (4 Oct 2021) 9:00 am AEST

Videos to be handed to Unit Coordinator on Monday Week 12 9:00am. Presentations will occur in class time on Wednesday and Friday of Week 12.

Return Date to Students
Review/Exam Week Friday (15 Oct 2021)

Grades and feedback will be uploaded to Moodle

Weighting
40%

Minimum mark or grade
A minimum mark of 50% (i.e., 20/40) is required to pass this assessment and the unit

Assessment Criteria
The complete rubric is uploaded to Moodle, 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 (e.g., ICF, A-FROM, theory of motor learning etc.)

Submission
No submission method provided.

Submission Instructions
Video and PowerPoint to be provided to the unit coordinator on the dates specified on Moodle. The PowerPoint will be emailed to the unit coordinator and the video will be provided on a USB or portable hard drive.

assessmentOutcome

- 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.

assessmentGradAttribute

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

3 WRITTEN ASSESSMENT

Assessment Type
Written Assessment

Task Description
This written assessment directly relates to your practical assessment of the intervention video and presentation. This is why the two assessments occur close together as you will be doing both in tandem. Assessment two is the practical element and assessment three is the written component. 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 client/s. Ensure you present your research and reasoning for the use of such intervention techniques and clearly describe your scaffolding (i.e. contingency plans) down and scaffolding up. You will also need to:

- Hypothesise appropriate therapy goals for this task and potential outcome measures
- Identify if your technique is impairment or functionally based
- Discuss how your treatment goals link to the ICF/A-FROM and client centred practice
- Provide a reflection on the processes undertaken for both assessment two and three. 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 in future clinical practice.

Assessment Due Date
Review/Exam Week Friday (15 Oct 2021) 9:00 am AEST

To be uploaded to Moodle

Return Date to Students
Exam Week Friday (22 Oct 2021)

Feedback and results will be uploaded to Moodle

Weighting
30%

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

Assessment Criteria
The full criteria are explained in the rubric on Moodle, but 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

Submission
Online

Submission Instructions
To be uploaded to Moodle

assessmentOutcome

- 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.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- 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