



SPCH13008 Neurogenic Communication Disorders 2

Term 2 - 2022

Profile information current as at 23/04/2024 05:00 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 - 2022

- 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 responded positively to the interactive and innovative ways of learning and reported that this supported retention and recall of information.

Recommendation

It is recommended that the lecturer continue to explore interactive and innovative teaching and learning methods that will engage students and support their learning.

Feedback from Have Your Say

Feedback

Students reported that the assessments helped them learn, but queried if it was possible to change the order of the practical and written assessment tasks.

Recommendation

It is recommended that the unit coordinator consider the feasibility of changing the order of the assessment tasks.

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



Alignment of Assessment Tasks to Learning Outcomes

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.

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 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Goal setting - what, how and why• Outcome measures• Evidence-based practice principles• Practice frameworks of ICF and AFROM (aphasia friendly outcome measures)	Readings will be posted on Moodle.	

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Goal setting continued• Outcome measures continued• Analysis and interpretation of assessments• Principles of motor learning• Treatment dosage	Readings will be posted on Moodle.	

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Evidence-based practice (EBP) in holistic management of motor speech disorders	Readings will be posted on Moodle.	

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• EBP in holistic management of motor speech disorders continued	Readings will be posted on Moodle.	

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• EBP in holistic management of aphasia	Readings will be posted on Moodle.	

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
	Readings will be posted on Moodle.	

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• EBP in holistic management of aphasia continued	Readings will be posted on Moodle.	ONLINE QUIZ 1 (15%) <ul style="list-style-type: none">• Opens 8am Tuesday 23/08/22• Closes 5pm Thursday 25/08/22

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
• EBP in holistic management of dementia (neurocognitive disorders)	Readings will be posted on Moodle.	

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
• EBP in holistic management of traumatic brain injury (TBI) and right hemisphere dysfunction (RHD) (cognitive communication disorders)	Readings will be posted on Moodle.	

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
• EBP in holistic management of TBI and RHD (cognitive communication disorders) continued	Readings will be posted on Moodle.	

Week 10 - 19 Sep 2022

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

Week 11 - 26 Sep 2022

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 will be posted on Moodle.	<p>ONLINE QUIZ 2 (15%)</p> <ul style="list-style-type: none"> • Opens 8am Tuesday 27/09/22 • Closes 5pm Thursday 29/09/22 <p>ONLINE QUIZZES (30%) Due: Week 11 Thursday (29 Sept 2022) 5:00 pm AEST</p>

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
• 40% - PRACTICAL ASSESSMENT VIDEO and PRESENTATION in CLASS	Readings will be posted on Moodle.	<p>INTERVENTION VIDEO and PRESENTATION (40%) Due: Week 12 Tuesday (4 Oct 2022) 9:00 am AEST</p>

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		<p>WRITTEN ASSESSMENT (30%) Due: Exam Week Monday (17 Oct 2022) 9:00 am AEST</p>

Term Specific Information

Welcome to SPCH13008 for Term 2, 2022. This unit 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 (30%)

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. These quizzes will be worth 15% each and you must obtain 15/30 (50%) overall to pass this assessment and the unit. You will be assessed on the content from lectures, online tasks and readings.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Week 11 Thursday (29 Sept 2022) 5:00 pm AEST

The two quizzes open in week 6 and week 11 of term respectively.

Return Date to Students

Week 12 Friday (7 Oct 2022)

You will be provided with your quiz grade after completion of each quiz.

Weighting

30%

Minimum mark or grade

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

Assessment Criteria

You will be provided with your mark for each quiz following completion of the quiz and manual grading by the unit coordinator. Comments will be added to those questions requiring manual marking to provide you with feedback on your response.

Referencing Style

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

Submission

Online

Submission Instructions

The quizzes are accessed through Moodle.

Learning Outcomes Assessed

- Analyse and interpret case information in a holistic manner

Graduate Attributes

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

2 INTERVENTION VIDEO and PRESENTATION (40%)

Assessment Type

Practical Assessment

Task Description

You are provided with three areas of neurogenic speech, language and/or cognitive (e.g., apraxia, aphasia, dementia) domains to research and select appropriate evidence-based strategies for each domain. You are required to make the appropriate resources for your treatments. This assessment involves the following:

1. You will video record the three chosen evidence-based therapy strategies that you have researched. 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. This assignment requires you to consider treatments for both paediatric and adult populations.
3. You will then present a summary of your videos to the unit coordinator. A PowerPoint or Prezi presentation is required for this part of the assignment.

Assessment Due Date

Week 12 Tuesday (4 Oct 2022) 9:00 am AEST

The video will be provided to the unit coordinator on Tuesday 4 October 2022 and the presentation will occur in class on Friday 8 October.

Return Date to Students

Review/Exam Week Friday (14 Oct 2022)

Feedback will be uploaded to Moodle.

Weighting

40%

Minimum mark or grade

A minimum grade 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
- Ability to demonstrate scaffolding (up and down) of therapy tasks
- Oral presentation skills
- Ability to independently answer questions or comments from the lecturer
- Inclusion of practice principles and frameworks (e.g., ICF, A-FROM, theory of motor learning etc.)

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Video and PowerPoint to be provided to the unit coordinator on the dates specified.

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 WRITTEN ASSESSMENT (30%)

Assessment Type

Written Assessment

Task Description

This written assignment 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 and community 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

Exam Week Monday (17 Oct 2022) 9:00 am AEST

Your assignment must be uploaded to Moodle.

Return Date to Students

Exam Week Friday (21 Oct 2022)

Feedback will be uploaded to Moodle, along with your grade.

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

Referencing Style

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

Submission

Online

Submission Instructions

Your assignment is to be uploaded to Moodle.

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

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