



SPCH13008 *Management of Neurogenic Communication Conditions*

Term 2 - 2023

Profile information current as at 13/12/2025 03:55 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 neurogenic communication conditions in children and adults. You will apply and integrate the concepts learned in SPCH13003 Assessment of Neurogenic Communication Conditions to the holistic management of neurogenic communication conditions, including the principles of the International Classification of Functioning, Disability and Health framework throughout the unit. You will learn current evidence-based management approaches for neurogenic speech, language, and cognitive communication conditions throughout 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 - Assessment of Neurogenic Communication Conditions

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 - 2023

- 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. **Case Study**

Weighting: 50%

2. **Practical Assessment**

Weighting: 50%

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 SUTE evaluations

Feedback

Upon reflection of the seven items on the SUTE evaluation, all were rated with 100% positivity indicating a high level of student satisfaction

Recommendation

It is recommended that the unit coordinator continue to strive towards high student satisfaction ratings in the next iteration of this unit

Feedback from Unit coordinator reflections

Feedback

It is the unit coordinator's reflection that the Moodle site for SPCH13008 be consistent with all other Speech Pathology units to facilitate ease of access for students

Recommendation

It is recommended that the Moodle site for SPCH13008 in 2023 reflect the hybrid teaching model adopted throughout the Speech Pathology course

Feedback from SUTE evaluations

Feedback

On the SUTE evaluation, volume of content was noted as an area to improve for future iterations of the course

Recommendation

It is recommended that the unit coordinator review the content taught in 2023 with the aim to streamline the content whilst also aligning with the course overview and learning outcomes

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 management for neurogenic communication conditions using evidence-based practice principles
3. Critically appraise a range of management approaches and outcome measures designed for the management of neurogenic communication conditions
4. Integrate the International Classification of Functioning, Disability and Health framework, in the management of neurogenic communication conditions

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Case Study - 50%	•	•		
2 - Practical Assessment - 50%			•	•

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				

Textbooks and Resources

Textbooks

SPCH13008

Prescribed

Transforming Cognitive Rehabilitation: Effective Instructional Methods (2023)

Authors: McKay Moore Sohlberg, Justine Hamilton, and Lyn S. Turkstra

Guilford Press

New York, New York, United States

ISBN: 9781462550876

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Justine Hamilton Unit Coordinator

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Barbra Zupan Unit Coordinator

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Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Practice frameworks: ICF (International Classification of Functioning, Disability, and Health) and A-FROM (Aphasia Framework for Outcome Measurement)• Translating assessment into intervention, including application of EBP (evidence-based practice) principles and special considerations for neurodegenerative conditions• Introduction to the RTSS (Rehabilitation Treatment Specification System)	Readings will be posted on Moodle.	

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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- Goal writing formats - SMART and GAS
- Goal and hierarchy intervention planning - the BAMSHI Framework
- Outcome measurement - single subject design approach and Therapy Science

Readings will be posted on Moodle.

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Principles of motor learning, including treatment dosage • Evidence-based management of motor speech disorders 	Readings will be posted on Moodle.	

Week 4 - 31 Jul 2023

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

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Evidence-based management of acquired brain injury in the acute stage, including functional, multi-modal approaches • Evidence-based management of aphasia in the early rehabilitation stage 	Readings will be posted on Moodle.	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Evidence-based management of aphasia in the long-term rehabilitation stage, including multi-modal SCA (Supported Conversation for Aphasia) 	Readings will be posted on Moodle.	

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Overview of neuropsychological contribution to brain injury intervention planning • Introduction to cognitive-communication disorders 	Readings will be posted on Moodle.	Assessment 1 - Case Study, Intervention Planning Due: Week 7 Friday (1 Sept 2023) 5:00 pm AEST

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Evidence-based management of moderate-severe brain injury 	Readings will be posted on Moodle.	

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Evidence-based management of mild brain injury (concussion), including Return to Work and Return to School 	Readings will be posted on Moodle.	

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
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- Evidence-based management of Right Hemisphere Disorder (RHD) and social-pragmatic skills
- Project-based therapy - a participation-focused intervention
- NOTE: Tutorial runs 9am to 12pm today

Readings will be posted on Moodle.

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Evidence-based direct training interventions for dementia - LEEPS (Language- Enriched Exercise Plus Socialization) and Spaced Retrieval • Principles of DementiaAbility and Montessori for Dementia - a partner/environmental intervention • NOTE: Tutorial runs 9am to 12pm today 	Readings will be posted on Moodle.	

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Revision 		

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 - Video & Presentation, Intervention Implementation Due: Review/Exam Week Monday (9 Oct 2023) 8:30 am AEST

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Students will be able to access the Speech Pathology Assessment Cupboard on Mondays from 11:00am-1:00pm.

Assessment Tasks

1 Assessment 1 - Case Study, Intervention Planning

Assessment Type

Case Study

Task Description

Assessment 1 relates directly to the following unit learning outcomes:

- Analyse and interpret case information in a holistic manner, and
- Plan management for neurogenic communication conditions using evidence-based practice principles.

There are 5 case studies from which you may choose:

- Post-stroke Broca's aphasia
- Post-stroke Wernicke's aphasia
- Post-stroke dysarthria
- Post-stroke apraxia
- Dysarthria due to Parkinson's Disease

Each case study includes a brief case history, clinical interview results, a summary of formal and informal assessment results, and information about the services available at the client's service delivery setting. The cases will be posted for review on Moodle at 12:00pm (noon) on Monday July 10, 2023. Case selection sign up will open on Moodle on Friday July 14, 2023 at 7:00am and close on Friday July 14, 2023 at 7:00pm. A maximum of 2 students may select any given case study. Any students who do not sign up will be assigned an available case study.

You are required to submit two parts for this assessment:

Part A

- Completed BAMSHI templates for 2 targets, and
- Your rationale for the selection of each aim, target, and success criterion, ensuring you include an integrated analysis of all pertinent case information provided.

Part B

- Your choice of behavioural intervention approach for 1 of the targets (this may be from an approach discussed in the unit or from your own independent research, but if from your own independent research, you must ensure the approach is supported by adequate research evidence),
- Your analysis of the strengths and limitations of the approach as it pertains to your client's needs and the service delivery setting's available services, and
- Your justification for choosing this approach over another option.

Assessment Due Date

Week 7 Friday (1 Sept 2023) 5:00 pm AEST

This assessment task must be uploaded to Moodle by the due date/time.

Return Date to Students

Week 9 Friday (15 Sept 2023)

Feedback will be uploaded to Moodle.

Weighting

50%

Minimum mark or grade

This is a MUST PASS assessment task. You must receive a minimum mark of 50/100 to pass the unit.

Assessment Criteria

There are 3 marking criteria that will be used to assess Assessment 1 for SPCH13008:

1. The first criterion focuses on your ability to develop unambiguous, measurable targets that clearly reflect a holistic analysis of the client's condition, needs, and general circumstances. This criterion is marked out of 15 and converted to a grade out of 60.
2. The second criterion focuses on your ability to compare two intervention approach options and select one that clearly reflects the client's needs and the context of the service delivery setting. This criterion is marked out of 10 and converted to a grade out of 30.
3. The third criterion focuses on writing style and conventions and use of APA-7 formatting and referencing conventions. This criterion is marked out of 20 and converted to a grade out of 10.

Referencing Style

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

Submission

Online

Submission Instructions

This assessment task must be uploaded to Moodle by the due date/time.

Learning Outcomes Assessed

- Analyse and interpret case information in a holistic manner
- Plan management for neurogenic communication conditions using evidence-based practice principles

2 Assessment 2 - Video & Presentation, Intervention Implementation

Assessment Type

Practical Assessment

Task Description

Assessment 2 relates directly to the following unit learning outcomes:

- Critically appraise a range of management approaches and outcome measures designed for the management of neurogenic communication conditions, and
- Integrate the International Classification of Functioning, Disability and Health framework in the management of neurogenic communication conditions.

There are 8 options from which you may choose:

- Case A (Shannon, returning to work after mild TBI): Using a cognitive strategy to address reading comprehension needs
- Case A (Shannon, returning to work after mild TBI): Using a cognitive strategy to address prospective memory needs
- Case A (Shannon, returning to work after mild TBI): Using an external aid to address reading comprehension needs
- Case A (Shannon, returning to work after mild TBI): Using an external aid to address prospective memory needs
- Case B (Samuel, returning to school/leisure after moderate-severe TBI): Using a cognitive strategy to address social communication needs
- Case B (Samuel, returning to school/leisure after moderate-severe TBI): Using a cognitive strategy to address self regulation needs
- Case B (Samuel, returning to school/leisure after moderate-severe TBI): Using an external aid to address social communication needs
- Case B (Samuel, returning to school/leisure after moderate-severe TBI): Using an external aid to address self regulation needs

Each case study includes a summary of the client's characteristics and needs as well as a list of resources to help the student initiate their research and planning for this assessment. The Samuel case information is provided in written form while the Shannon case information includes a short audio or video segment as well as written notes. The cases will be posted for review on Moodle at 12:00pm (noon) on Monday August 7, 2023. Case selection sign up will open on Moodle on Friday August 11, 2023 at 7:00am and close on Friday August 11, 2023 at 7:00pm. Only 1 student may select any given case. Any students who do not sign up will be assigned an available case.

You are required to submit 3 items for this assessment before the presentations begin at 9:00am on 9th October 2023:

Item 1 - PowerPoint Presentation

- PowerPoint file for a 20-25-minute presentation that includes:
 - A brief introduction to your client and the treatment need you are addressing
 - An explanation of the process you used to compare two strategies or two external aids and select one
 - A description of your chosen strategy or aid and the steps involved in using it
 - Time to show a 4-5 minute video role-play of the first session with your client (see Item 2 below) and have your classmates track client performance data while watching the video
 - Your completed data tracking form (see Item 3 below) and time for your peers to compare with their forms and seek any clarification
 - Your plan to ensure your client will eventually be able to generalize the strategy or aid into use in the required functional context, including:
 - A context hierarchy and the criteria to advance the client to each higher level on the hierarchy
 - A plan for how to involve important others in the client's rehabilitation
 - An example of one Goal Attainment Scale to measure outcome on a possible aim for the client
 - A reference list using APA-7 referencing format

Item 2 - Video Role-Play

- Video file of a 4-5-minute role-play showing the first session with your client and how you would train the strategy or aid for the need identified

- You may do the role-play with a classmate or a friend/family member. If done with a friend/family member, you must additionally upload their written consent to show the video to the class.

Item 3 - Therapy Session Data Form

- A completed therapy session data tracking form documenting the results of the session depicted in the video role-play

During the live presentation time on 9th October 2023, the above Moodle submissions will be loaded onto the classroom computer for you to access. You must also bring blank data tracking forms to distribute to your classmates. Presentations must be at least 20 minutes and no more than 25 minutes in length. You will be alerted with a 2-minute warning sign when you reach the 23-minute mark, if applicable. There will be a ~3-minute Q&A period at the completion of the presentation. All presentations will be recorded for marking purposes.

Assessment Due Date

Review/Exam Week Monday (9 Oct 2023) 8:30 am AEST

This assessment task must be uploaded to Moodle by the due date/time. Presentations will be scheduled between 9:00am and 3:00pm on 9th October 2023.

Return Date to Students

Exam Week Friday (20 Oct 2023)

Feedback will be uploaded to Moodle.

Weighting

50%

Minimum mark or grade

This is a MUST PASS assessment task. You must receive a minimum mark of 50/100 to pass the unit.

Assessment Criteria

There are 4 marking criteria that will be used to assess Assessment 2 for SPCH13008:

1. The first criterion focuses on your ability to justify your choice of strategy/aid and your plan for generalization, ensuring all elements of the ICF have been considered. This criterion is marked out of 15 and converted to a grade out of 30.
2. The second criterion focuses on your ability to select and formulate meaningful target-level and aim-level outcome measures and correctly track data in a way that will allow effective determination of progress toward those outcomes. This criterion is marked out of 15 and converted to a grade out of 25.
3. The third criterion focuses on effective knowledge transfer, specifically your ability to effectively explain and demonstrate the strategy/aid and address questions such that classmates could easily replicate implementing the strategy/aid themselves. This criterion is marked out of 15 and converted to a grade out of 25.
4. The fourth criterion focuses on presentation style, including speech rate, verbal/vocal/nonverbal engagement with audience, effectiveness of spoken content, effectiveness of written (PowerPoint) content, and overall time management. This criterion is marked out of 25 and converted to a grade out of 20.

Referencing Style

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

Submission

Online

Submission Instructions

This assessment task must be uploaded to Moodle by the due date/time. Presentations will be scheduled between 9:00am and 3:00pm on 9th October 2023.

Learning Outcomes Assessed

- Critically appraise a range of management approaches and outcome measures designed for the management of neurogenic communication conditions
- Integrate the International Classification of Functioning, Disability and Health framework, in the management of neurogenic communication conditions

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