SPCH13009 *Hearing and Multi-Modal Communication*
Term 2 - 2018

Profile information current as at 13/05/2024 02:11 am

General Information

Overview

This unit is divided into two elements - hearing and multi-modal communication. In the hearing section, you will cover aetiology, assessment and management of hearing disorders. In the multi-modal section, you will cover oral, manual, assistive technology and augmentative and alternative communication strategies. Both sections will require practical demonstration of assessment, therapy techniques and communication strategies. Theoretical frameworks, principles of evidence based and interprofessional practice will be applied throughout the 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: SPCH12006 Linguistics and Phonetics 1SPCH12004 Speech Pathology Work-Integrated Learning 1SPCH13005 Linguistics and Phonetics 2Co-requisites:SPCH12003 Functional Anatomy of Head, Neck and ThoraxSPCH13004 Communication Disorders in School-Aged Children
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 - 2018

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

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

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 evaluations

Feedback

As indicated by an overall rating of 5, the students enjoyed this unit immensely. The comments received were all related to the 'real-life' nature of the unit, the inclusion of relevant guest speakers and the provision of practical resources. This is one such comment. " I really liked the practical nature of this course and it has been highly interactive, with lots of information around assessments and plenty of preparation for not only exams but using it in the real world".

Recommendation

It is recommended that the structure for 2018 remain as it was for 2017 due to the success of the unit. The community speakers from 2017 are committed to continued contribution to this unit.

Feedback from Have Your Say evaluations

Feedback

Students responded positively to the inclusion of a final exam as an assessment task but feedback suggested that the content was too much for a three hour exam.

Recommendation

The unit coordinator will review the examination content for 2018 as it was apparent that students did have difficulty in completing it in the 3 hours.

Feedback from Have Your Say evaluations

Feedback

Whilst the students did enjoy the assessment task of creating a 'real-life' resource such as the PODD (Pragmatic Organisation Dynamic Display) book it was very time consuming and accessing the program and printing resources was problematic at times.

Recommendation

The creation of a communication resource as an assessment task will be revised for 2018. It is recommended that this continue, but the format is subject to change based on student feedback.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Use current theoretical frameworks to discuss the various types of hearing impairment, as well as the impact of hearing impairment on the speaker and their community
2. Administer and interpret hearing screening assessments
3. Discuss the application of multi-modal communication in the assessment and treatment of children and adults
4. Demonstrate the use of formal and informal assessment methods to recommend appropriate multi-modal communication strategies for individuals with complex communication needs
5. Design best practice speech pathology intervention plans for individuals with complex communication needs and/or hearing impairment.

Speech Pathology Range of Practice covered:

- Adult - Multi-modal communication, Speech and Language
- Child - Multi-modal communication, Speech and Language

Competency-based Occupational Standards for Speech Pathology (CBOS 2011):

- Unit 1 Assessment - Elements 1.1. 1.2, 1.3 and 1.4 to Intermediate standard
- Unit 2 Analysis and interpretation - Elements 2.1, 2.2, 2.3, 2.4 and 2.5 to Intermediate standard
- Unit 3 Planning evidence based speech pathology practices - Elements 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7 to Intermediate standard
- Unit 4 Implementation of speech pathology practice - Elements 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 to Intermediate standard
- Unit 5 Planning, providing and managing speech pathology services - Elements 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6 to Intermediate standard
- Unit 6 Professional and Supervisory Practice - Elements 6.1, 6.2 and 6.3 to Introductory standard
- Unit 7 Lifelong learning and reflective practice - Elements .7.1, 7.2, 7.3 and 7.4 to Intermediate standard

Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

- Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Intermediate standard
- Unit 2 Communication - Elements 2.1, 2.2 and 2.3 to Intermediate standard
- Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4 to Intermediate standard
- Unit 4 Professionalism - Elements 4.1, 4.2, 4.3, 4.4 and 4.5 to Intermediate standard

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	5
1 - Practical Assessment - 30%			●	●	●
2 - Practical Assessment - 30%	●	●			●
3 - Examination - 40%	●		●		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Practical Assessment - 30%	•	•	•	•		•	•	•	•	
2 - Practical Assessment - 30%	•	•	•	•		•	•	•		
3 - Examination - 40%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks
SPCH13009

Prescribed

Augmentative and Alternative Communication. Supporting Children and Adults with Complex Communication Needs.
Fourth Edition (2013)
Authors: Beukelman, D & Mirenda, P
Brookes Publishing
Baltimore , MD , USA
ISBN: 978-1-59857-196-7
Binding: Hardcover
SPCH13009

Prescribed

Clinical Audiology: An Introduction.
Second Edition (2010)
Authors: Brad A. Stach
Cengage Learning
US
ISBN: 9780766862883
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 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Judith Broadhurst Unit Coordinator
j.broadhurst@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Orientation to unit resources and assessment tasks. Multimodal Communication: • Definitions/Terminology • Who are people with Complex Communication needs (CCN) • Theoretical frameworks • Communication competence and AAC • Introduction to AAC options	Beukelman, D.R. & Mirenda, P. (2013) Augmentative and Alternative Communication: supporting children and adults with complex communication needs (4th Edition). Baltimore, Marylands: Paul H Brookes Publishing, USA. Chapter 1, pp3-16. Justice L.M.& Redle E.E (2014) Communication Sciences and Disorders: A Clinical Evidence Based Approach. Upper Saddle River NJ: Pearson. Ch 4, pp 114-135. Speech Pathology Australia Clinical Guidelines http://www.speechpathologyaustralia.org.au/SPAweb/Document_Management/Public/Clinical_Guidelines.aspx	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Multimodal Communication (MMC): Efficiency: • message management for communication function • vocabulary for different settings • symbol systems and development of understanding • communication and rate enhancement • language systems versus communication aide • unaided and aided systems.	Beukelman, D.R. & Mirenda, P. (2013) Augmentative and Alternative Communication: supporting children and adults with complex communication needs (4th Edition). Baltimore, Marylands: Paul H Brookes Publishing, USA. Chapter 2-3, pp.17-72.	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Multimodal Assessment: • Assessment models • Phases of assessment • Participation inventories and opportunity barriers Access options • Access for voice and volume • Characteristics of visual displays and access Continue to discuss and practise different communication programs.	Beukelman, D.R. & Mirenda, P. (2013) Augmentative and Alternative Communication: supporting children and adults with complex communication needs (4th Edition). Baltimore, Marylands: Paul H Brookes Publishing, USA. Chapter 5, pp101-129. Speech Pathology Australia Clinical Guidelines http://www.speechpathologyaustralia.org.au/SPAweb/Document_Management/Public/Clinical_Guidelines.aspx	

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Explore some assessments & issues around assessing informally and formally Assessment domains • Seating and positioning • Motor skills and fatigue • Cognitive and linguistic capabilities • Literacy • Sensory/perceptual skills Case study: developmental disability • Supporting access for beginning communicators • Instruction to support linguistic competence • Literacy intervention	Beukelman, D.R. & Mirenda, P. (2013) Augmentative and Alternative Communication: supporting children and adults with complex communication needs (4th Edition). Baltimore, Marylands: Paul H Brookes Publishing, USA. Chapter 6, pp131-186.	

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Multimodal Communication: Opportunity barrier interventions • exploring funding options • instructions for facilitators • planning for the future Case study: • acquired disability.	Beukelman, D.R. & Mirenda, P. (2013) Augmentative and Alternative Communication: supporting children and adults with complex communication needs (4th Edition). Baltimore, Marylands: Paul H Brookes Publishing, USA. Chapter 7, pp187-200.	

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Recess.		

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Multimodal Communication: • Case studies continued Hearing: • Introduction to the auditory system	Stach, B.A. (2010) Clinical Audiology: An Introduction; Second Edition; Cengage Learning; USA. Chapter 2	**Multimodal Communication Resources** Due: Week 6 Friday (24 Aug 2018) 9:00 am AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Hearing: The Auditory System Multimodal Communication - practical assessment	Stach, B.A. (2010) Clinical Audiology: An Introduction; Second Edition; Cengage Learning; USA. Chapter 2 Additional readings will be posted on Moodle.	Assessment 1 (Part 2) will occur in class time on Friday 31 August.

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Hearing: Types, Nature and Causes of Hearing Loss	Stach, B.A. (2010) Clinical Audiology: An Introduction; Second Edition; Cengage Learning; USA. Chapter 3 and 4. Additional readings will be posted on Moodle.	Online Module - Conductive Hearing Loss. The link to this module will be available through Moodle.

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Hearing: Australian Hearing Services (guest presentation) Hearing Assessment	Stach, B.A. (2010) Clinical Audiology: An Introduction; Second Edition; Cengage Learning; USA. Chapter 5, 6, 7 and 8. Additional readings will be posted on Moodle.	Australian Hearing visit.

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Hearing Assessment (Review and practice)		Hearing screening assessment task is completed on Friday 21 September.

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Hearing: Audiological Management	Stach, B.A. (2010) Clinical Audiology: An Introduction; Second Edition; Cengage Learning; USA. Chapter 9, 12 and 13. Additional readings will be posted on Moodle.	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Hearing: Habilitation and Rehabilitation	Lim & Simser (2005) Article on auditory verbal therapy will be posted on Moodle. Additional readings will be posted on Moodle.	**Hearing Assessment** Due: Week 12 Monday (1 Oct 2018) 9:00 am AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review and preparation for exam.		Exam will be scheduled either this week or next week. The examination will include questions relating to both components: multimodal communication and hearing.

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Exam will be scheduled either this week or last week. The examination will include questions relating to both components: multimodal communication and hearing.

Term Specific Information

Welcome to Term 2 and your study in SPCH13009.

This unit is delivered in two separate components. The first component (multimodal communication) will be delivered from Weeks 1-6. The second component (hearing) will be delivered from Weeks 7-12.

Your unit coordinator for this term is Judy Broadhurst. You can contact Judy on email j.broadhurst@cqu.edu.au or by phoning 49306481.

Your learning and teaching staff will be Judy Broadhurst (multimodal communication) and Dr Barbra Zupan (hearing). You can contact Dr Barbra Zupan on email b.zupan@cqu.edu.au or by phoning 49309265.

Assessment Tasks

1 Multimodal Communication Resources

Assessment Type

Practical Assessment

Task Description

This assessment task reflects the learning outcomes related to the multimodal section of SPCH13009 Hearing and Multimodal Communication. There are two parts (Part 1 and Part 2) to this assessment task.

Part 1: You will be provided with a clinical scenario. You will be required to:

- Develop a multimodal communication resource relevant to the scenario, and
- Develop an appropriate instruction booklet explaining how to use the resource, and
- Explain your clinical reasoning for the choices you have made during the development of the resource and information booklet.

Part 2: You will be required to demonstrate key word signs in two practical activities. You will be required to:

- Determine and demonstrate the key signs to use in phrases provided by the examiner, and
- Select relevant vocabulary and concepts to sign in a particular scenario provided by the examiner.

Assessment Due Date

Week 6 Friday (24 Aug 2018) 9:00 am AEST

Part 1 must be submitted electronically by the due date on 24 August. Part 2 will be assessed during class time on Friday 31 August. The unit coordinator will explain the specifics during class.

Return Date to Students

Week 8 Wednesday (5 Sept 2018)

Written feedback will be uploaded through Moodle

Weighting

30%

Minimum mark or grade

You must achieve a mark of at least 50% for each part (Part 1 at least 10/20; and Part 2 at least 5/10) in order to pass SPCH13009.

Assessment Criteria

You will receive a mark out of 30. Part 1 and Part 2 will be marked separately and you must achieve a mark of at least 50% for each part (Part 1: at least 10/20; and Part 2 at least 5/10) in order to pass SPCH13009.

You will be graded on the following:

Part 1: Multimodal communication resource (20 marks)

You are graded on your ability to do the following:

- Create a multimodal resource that is suitable to the particular focus person and scenario that has been provided to you.
- The multimodal communication resource must meet all of the guidelines for the type of resource.
- Create an instruction booklet or leaflet that the targeted carers can use to assist them in successful implementation the multimodal communication resource.
- Explain your clinical reasoning for the choices you have made during the development of the resource and information booklet.
- APA referencing and writing style.

Part 2: Signing (10 marks)
You are graded on your ability to do the following:

- Determine and demonstrate the key signs to use in phrases provided by the examiner
- Select relevant vocabulary and concepts to sign in a particular scenario provided by the examiner.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Offline Online

Submission Instructions
Part 1 is submitted online. Part 2 is completed during individual assessment on Friday 31 August.

Learning Outcomes Assessed

- Discuss the application of multi-modal communication in the assessment and treatment of children and adults
- Demonstrate the use of formal and informal assessment methods to recommend appropriate multi-modal communication strategies for individuals with complex communication needs
- Design best practice speech pathology intervention plans for individuals with complex communication needs and/or hearing impairment.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 Hearing Assessment

Assessment Type
Practical Assessment

Task Description
This assessment includes two parts (Part 1 and Part 2).
For Part 1, you will conduct a hearing screening assessment for a client. The clients will be scheduled by CQUniversity staff for a hearing screening on Friday 21 September, 2018. You will need to accurately gather information from the client and appropriately utilise the university hearing screening equipment, including recording results and providing feedback to the client about the outcomes of the assessment.
For Part 2, you will be required to complete a written report that outlines the findings of your assessment and provides the client with recommendations based on these results. Part 2 is due to be submitted via Moodle by 9:00am on Monday 1 October, 2018.

Assessment Due Date
Week 12 Monday (1 Oct 2018) 9:00 am AEST
Part 1: Hearing Screening Assessment is due Week 10 on Friday September 21, 2018. Part 2: Written Report is due Week 12 on Monday 1 October, 2018.

Return Date to Students
Exam Week Monday (15 Oct 2018)
Feedback will be provided through Moodle.

Weighting
30%

Minimum mark or grade
You must achieve a mark of at least 50% for each part (Part 1: at least 5/10; and Part 2 at least 10/20) in order to pass SPCH13009.

Assessment Criteria
Part 1 and Part 2 of this assessment task will be marked separately. You must achieve a mark of at least 50% for each part (Part 1: at least 5/10; and Part 2 at least 10/20) in order to pass SPCH13009.
The assessment criteria for each part are listed below and you will be provided with a more comprehensive rubric in

Moodle.

Part 1: Hearing Screening Assessment (10 marks)
You are required to demonstrate the following:

- Professionally gather a thorough clinical history from the client that provides sufficient information to inform the client assessment process.
- Accurately conduct an otoscopy and correctly explain the results.
- Accurately conduct a tympanometry and correctly record the results.
- Accurately conduct a Pure Tone Audiometry Hearing Screen and correctly record the results.
- Demonstrate professionalism during the assessment.

Part 2: Written Report (20 marks)
You are required to:

- Develop a case history form that you will use during the hearing screening process.
- Write a report concisely describing the results and information gathered.
- Make appropriate recommendations based on the results obtained.
- Demonstrate your consideration of the ICF and EBP frameworks in the assessment.
- Use appropriate writing conventions (accurate spelling, grammar, and punctuation; demonstrate cohesion, clarity, and organisation).
- Correctly apply APA referencing.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Use current theoretical frameworks to discuss the various types of hearing impairment, as well as the impact of hearing impairment on the speaker and their community
- Administer and interpret hearing screening assessments
- Design best practice speech pathology intervention plans for individuals with complex communication needs and/or hearing impairment.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Examination

Outline
Complete an invigilated examination.

Date
During the examination period at a CQUniversity examination centre.

Weighting
40%

Length
120 minutes

Minimum mark or grade
50%

Exam Conditions
Closed Book.

Materials
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).
Calculator - non-programmable, no text retrieval, silent only

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