



# SPCH13009 *Hearing and Multi-Modal* **Communication** Term 2 - 2020

Profile information current as at 20/04/2024 01:36 pm

All details in this unit profile for SPCH13009 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

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 you to identify and explain assessment approaches, 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 SPCH13005 Acoustics and Phonetics SPCH12002 Communication Development and Disorders in Early Childhood SPCH12004 Speech Pathology Work Integrated Learning 1 Co-requisites: SPCH12003 Functional Anatomy of Head, Neck and Thorax SPCH13004 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 - 2020

- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Case Study**

Weighting: 30%

#### 2. **In-class Test(s)**

Weighting: 20%

#### 3. **Written 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 Have Your Say

**Feedback**

Word limit for the hearing report was too narrow.

**Recommendation**

It is recommended that the lecturer consider broadening the word limit.

#### Feedback from Have Your Say

**Feedback**

Assessments for the multimodal component of the unit should not all occur in the same week.

**Recommendation**

It is recommended that the timing of the assessments across the unit be reviewed.

#### Feedback from Have Your Say

**Feedback**

There were too many assessment tasks overall.

**Recommendation**

It is recommended that the assessments be reviewed and the number of parts to each assessment reduced.

#### Feedback from Have Your Say

**Feedback**

Interactive components of the lectures and practical activities were helpful.

**Recommendation**

It is recommended that the lectures remain interactive with practical experiences implemented where appropriate.

## 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. Interpret hearing screening assessments
3. Discuss the application of multi-modal communication in the assessment and treatment of children and adults
4. Design best practice speech pathology intervention plans for individuals with complex communication needs and/or hearing impairment.

The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia. The Speech pathology range of practice areas covered in this unit are:

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

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%			•	•
2 - Case Study - 30%	•	•		•
3 - In-class Test(s) - 20%	•	•		

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence		•	•	•
7 - Cross Cultural Competence	•			•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•		•		•		
2 - Case Study - 30%	•	•	•	•		•	•	•		
3 - In-class Test(s) - 20%	•	•	•				•	•		

## Textbooks and Resources

### Textbooks

SPCH13009

#### Prescribed

#### **Augmentative and Alternative Communication. Supporting Children and Adults with Complex Communication Needs**

Edition: 4th (2013)

Authors: Beukelman, D & Mirenda, P

Brookes Publishing

Baltimore, MD, USA

ISBN: 978-1-59857-196-7

Binding: Hardcover

#### **Additional Textbook Information**

If you prefer to study with a paper copy you can purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks can be purchased at the publisher's website.

[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 styles below:**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Clancy Conlon** Unit Coordinator  
[c.conlon@cqu.edu.au](mailto:c.conlon@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1 and 2: Hearing and the auditory system	Readings will be assigned as required via Moodle. Readings will be assigned as required via Moodle.	

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1 and 2: Types, nature and causes of hearing loss	Readings will be assigned as required via Moodle.	

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1 and 2: Hearing assessment *Hands-on practice with the audiological equipment will be scheduled when face-to-face practice clinical skills training resumes	Readings will be assigned as required via Moodle.	

#### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1: Hearing assessment Lecture 2: Audiological management	Readings will be assigned as required via Moodle.	

#### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1 and 2: Audiologic management, auditory habilitation and rehabilitation	Readings will be assigned as required via Moodle.	<b>HEARING CASE STUDY</b> Due: Week 5 Thursday (13 Aug 2020) 11:00 pm AEST

#### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

#### Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1: Auditory habilitation and rehabilitation *This session will include a facilitated video analysis of auditory verbal therapy by Associate Professor Barbra Zupan Lecture 2: In-class test	Readings will be assigned as required via Moodle.	<b>IN-CLASS TEST (HEARING)</b> Due: Week 6 Tuesday (25 Aug 2020) 4:30 pm AEST

#### Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1: <ul style="list-style-type: none"> <li>• Introduction to multi-modal communication</li> <li>• Introduction to Alternative and Augmentative Communication (AAC)</li> </ul> Lecture 2: <ul style="list-style-type: none"> <li>• AAC and the ICF</li> <li>• Intervention - Message management</li> <li>• Intervention - Supporting participation as a first priority</li> </ul>	Readings will be assigned as required via Moodle.	

#### Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1 and 2: <ul style="list-style-type: none"> <li>• Utilising specific multi-modal communication equipment</li> </ul>	Readings will be assigned as required via Moodle.	

#### Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1: <ul style="list-style-type: none"> <li>• Intervention - Developing linguistic and social competence</li> <li>• Intervention - Training the communication partner</li> </ul> Lecture 2: <ul style="list-style-type: none"> <li>• Intervention - AAC and behaviour</li> <li>• Intervention - Considerations for specific populations</li> </ul>	Readings will be assigned as required via Moodle.	

## Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1 and 2 : Assessment and goal setting	Readings will be assigned as required via Moodle.	

## Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1 and 2: Utilising specific multi-modal communication equipment	Readings will be assigned as required via Moodle.	

## Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1: Multi-modal communication in the school setting Lecture 2: Multi-modal communication in the acute setting	Readings will be assigned as required via Moodle.	

## Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		<b>MULTI-MODAL COMMUNICATION CASE STUDY</b> Due: Review/Exam Week Monday (12 Oct 2020) 9:00 am AEST

## Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Your weekly lecture and/or tutorial content for this unit will be delivered face-to-face via Zoom during regularly scheduled class time. In order to complete the clinical skills training and practical assessment tasks for this unit, you will also be required to attend some sessions on campus. You will be notified of the dates and times of these sessions via Moodle at least four weeks prior to the date. Prior to those sessions, you will be required to complete a self-declaration form regarding your current health status and COVID-19 risk factors. During these sessions, provisions for social distancing and use of PPE will be implemented in accordance with health and government guidelines. Please note that the recommencement of these practical and clinical sessions is subject to State and Federal health guidelines and may change if the situation with COVID-19 should deteriorate.

## Assessment Tasks

### 1 HEARING CASE STUDY

#### Assessment Type

Case Study

#### Task Description

For this assessment task, you will be assigned either a paediatric or adult case study. You will be provided with background information about a client and a copy of that client's hearing assessment results. You will be required to do the following as part of this assessment task:

Step 1: Review the case materials;

Step 2: Complete the ICF model (using the template provided on Moodle), applying the information provided in the case materials;

Step 3: Write an audiological report that summarises the background information (reflecting aspects of the ICF) and concerns of the client and his/her carers; a summary and interpretation of the hearing assessment results, recommendations and two recommended strategies that will facilitate communication while the individual awaits implementation of audiological management plans, and;

Step 4: Write a reflection that describes how and why you chose your two recommended strategies making specific reference to aspects of evidence-based practice (250 words maximum per recommended strategy).

**Assessment Due Date**

Week 5 Thursday (13 Aug 2020) 11:00 pm AEST

Assessment must be uploaded to Moodle

**Return Date to Students**

Week 7 Thursday (3 Sept 2020)

Feedback will be uploaded to Moodle

**Weighting**

30%

**Minimum mark or grade**

You MUST PASS this assessment task (overall mark of at least 15/30 marks) in order to pass SPCH13009.

**Assessment Criteria**

Your hearing case study will be graded out of a total of 30 marks, using two main criteria:

- Criterion 1: Ability to interpret case study information within the context of the ICF, interpret results, and provided evidence based strategies for facilitating communication (24 points)
- Criterion 2: Professional writing style and conventions and use of APA (6 points)

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Assignment must be uploaded to Moodle.

**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
- 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

## 2 IN-CLASS TEST (HEARING)

**Assessment Type**

In-class Test(s)

**Task Description**

There is one in-class test during the term. This test will focus on all content taught in the hearing section of your unit. You MUST PASS this assessment task (overall mark 10/20) in order to pass SPCH13009.

NOTE: This is an in-class test and can only be completed during class time. **You will have two hours to complete the test** within regularly scheduled class time. That is, the test will be released on Moodle at the start of class (4:30pm) on Tuesday 25 August 2020 and will close at the end of class (7:30pm) and you can use any two hours within that time span to complete the test. Once you begin the test, Moodle will save your completed responses and close after two hours. Please note, that regardless of the time you begin the test, it will close at 7:30pm. This means you should aim to start the in-class test no later than 5:30pm. If you have any difficulty accessing the test, you need to alert your lecturer right away using the information provided to you in the preceding class.



**Assessment Due Date**

Week 6 Tuesday (25 Aug 2020) 4:30 pm AEST

Test to be completed through Moodle

**Return Date to Students**

Week 8 Tuesday (8 Sept 2020)

Marks and feedback will be available through the Moodle site within two weeks of the due date of the in-class test.

**Weighting**

20%

**Minimum mark or grade**

This is a MUST PASS assessment task with a minimum grade of 50%.

**Assessment Criteria**

The in-class test will include a combination of multiple-choice, fill in the blanks (including diagrams) and short answer questions.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

You will need to submit your test via Moodle.

**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
- Interpret hearing screening assessments

**Graduate Attributes**

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

## 3 MULTI-MODAL COMMUNICATION CASE STUDY

**Assessment Type**

Written Assessment

**Task Description**

For this assessment task, you will be assigned a paediatric case study that will include some background information about your client, a copy of previous assessment results/reports and videos of the client interacting in therapy sessions. This assessment task has two parts.

**PART A**

You will need to do the following:

Step 1: Carefully review all the case study materials.

Step 2: Using parent-friendly language, write a multi-modal communication report that:

- Summarises the background information provided to you and the concerns of your client and his/her carers. You are encouraged to explore information related to the case using external sources in order to improve your overall understanding of the background information.
- Describe the assessment that was completed including strategies the therapist used to elicit certain communication behaviours.
- Outline the client's communication profile including the types of multi-modal communication being utilised and the communication functions being expressed.
- Describe the client's communication access including how their communication profile may impact their access to relevant environments and participation in relevant activities. It may be applicable to also discuss the strategies the client's communication partners are currently using.
- Describe any opportunity and access barriers.
- Summarise and interpret the client's assessment results integrating information from previous therapy reports and information from the parent.

- Outline any recommendations for the client regarding the need for further assessment and/or treatment and/or referrals to other health professionals.

## **PART B**

In addition to the multi-modal communication report, you will need to outline the following information in a separate document. This information does not need to be written in a manner that can be understood by a parent. This information does need to integrate high-quality literature.

**Step 1:** Outline any gaps in information from the case study and show your understanding of the significance of this information through reference to high quality literature. You must also outline how you would gain this information including any further assessments you would complete.

**Step 2:** Select two 'issues/problems' identified by the parent in relation to a communication behaviour and outline:

- *Why* you believe this communication behaviour is occurring with reference to the literature.
- *How* you would approach this problem with reference to the literature. You should include information on what you would do as the therapist, in therapy and what recommendations you would provide to the family.

### **Assessment Due Date**

Review/Exam Week Monday (12 Oct 2020) 9:00 am AEST

Assessment task must be uploaded to Moodle

### **Return Date to Students**

Exam Week Friday (23 Oct 2020)

Feedback will be uploaded to Moodle

### **Weighting**

50%

### **Minimum mark or grade**

You **MUST PASS** this assessment task (overall mark of at least 25/50 marks) in order to pass SPCH13009

### **Assessment Criteria**

There are three marking criteria that will be used to assess this task for SPCH13009.

The first criterion assesses your ability to interpret assessment information accurately and generate a multi-modal communication report that can be understood by a parent (25%).

The second criterion assess your ability to identify gaps in information and apply assessment results to the treatment of a client requiring multi-modal communication support (20%).

The third criterion focuses on writing style and conventions and use of APA referencing (5%).

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Assessment task must be uploaded through Moodle

### **Learning Outcomes Assessed**

- Discuss the application of multi-modal communication in the assessment and treatment of children and adults
- 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
- 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