



# SPCH13009 *Hearing and Multi-Modal Communication*

## Term 2 - 2021

Profile information current as at 02/05/2024 06:50 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 - 2021

- Rockhampton

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Test**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **Electronic Focused Interactive Learning (eFIL)**

Weighting: Pass/Fail

### 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 Survey

##### Feedback

Students reported that having time to practice using AAC systems was beneficial to their learning.

##### Recommendation

Practical sessions engaging with Alternative and/or Augmentative Communication (AAC) devices should continue to be embedded within the subject.

#### Feedback from Have Your Say Survey

##### Feedback

Students reported that they would have liked to engage in more activities, to assist in consolidating and applying content taught in 'Hearing' to clinical scenarios.

##### Recommendation

Lectures covering 'hearing' content should be aligned with interactive learning activities, where students have the opportunity to apply the content to clinical/practical scenarios.

#### Feedback from Have Your Say Survey

##### Feedback

Students reported that the hearing content was not clearly linked week to week.

##### Recommendation

Lectures covering 'hearing' content should be redesigned to ensure they clearly link with the learning outcomes and assessment tasks.

## 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 results and apply to intervention plans for individuals with hearing impairment
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.

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

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Test - 50%	•	•		
2 - Written Assessment - 50%			•	•
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	•	•

## 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 Test - 50%	•	•	•	•				•		
2 - Written Assessment - 50%	•	•	•	•		•		•		
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	•					•		

## 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

[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

**Clancy Conlon** Unit Coordinator

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**Barbra Zupan** Unit Coordinator

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## Schedule

### Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> Structure and function of the outer and middle ears	Readings are listed on Moodle with relevant links	
<b>Face-to-face tutorials</b> Disorders of the outer and middle ear		

### Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> Structure and function of the inner ear	Readings are listed on Moodle with relevant links	
<b>Face-to-face tutorials</b> Disorders of the inner ear and the impact of different degrees of hearing loss		

**Week 3 - 26 Jul 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> Hearing assessment and introduction to audiological management	Readings are listed on Moodle with relevant links	
<b>Face-to-face tutorials</b> Hands-on-practice with hearing assessment and more on audiological management		

**Week 4 - 02 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> Auditory habilitation	Readings are listed on Moodle with relevant links	
<b>Face-to-face tutorials</b> Hearing assistive devices and more on auditory habilitation		

**Week 5 - 09 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> Auditory rehabilitation	Readings are listed on Moodle with relevant links	
<b>Face-to-face tutorials</b> Video examples for auditory habilitation and communication strategies for auditory rehabilitation		

**Vacation Week - 16 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 23 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> Introduction to Multi Modal Communication and Augmentative and/or Alternative Communication (AAC)	Readings are listed on Moodle with relevant links	
<b>Face to face tutorial</b> Practical application of AAC systems		

**Week 7 - 30 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> Principles of intervention within AAC	Readings are listed on Moodle with relevant links	
<b>Face to face tutorial</b> Practical application of AAC systems		

**Week 8 - 06 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> Principles of intervention with AAC	Readings are listed on Moodle with relevant links	
<b>Face to face tutorial</b> Practical application of AAC systems		

**Week 9 - 13 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> Principles of intervention and assessment with AAC	Readings are listed on Moodle with relevant links	
<b>Face to face tutorial</b> Practical application of AAC systems		

**Week 10 - 20 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> Principles of assessment with AAC <b>Face to face tutorial</b> Practical application of AAC systems	Readings are listed on Moodle with relevant links	

**Week 11 - 27 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> AAC in the school and adult rehabilitation/acute settings <b>Face to face tutorial</b> AAC trials and prescriptions	Readings are listed on Moodle with relevant links	

**Week 12 - 04 Oct 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Online lectures/activities</b> Personalising the AAC experience <b>Face to face tutorial</b> AAC trials and prescriptions	Readings are listed on Moodle with relevant links	

**Review/Exam Week - 11 Oct 2021**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>eFil Due:</b> Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

**Exam Week - 18 Oct 2021**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Written Assessment Due:</b> Exam Week Thursday (21 Oct 2021) 9:00 am AEST

## Assessment Tasks

### 1 Test: Hearing (Weeks 1-5)

**Assessment Type**

Online Test

**Task Description**

This assessment task includes an online test that will assess your learning on all content related to the Hearing component of the unit including content covered in readings, recorded lectures, interactive activities, and tutorial. This test will include a range of question types (e.g., multiple choice; true/false; short answer).

The test will be available to you on Moodle during Week 6, beginning Monday 23 August, 2021 at 8:00am until Thursday 26 August, 2021 at 11:59am. The test will be timed. That is, only you begin the test on Moodle, you will have a maximum time to complete the test. Further details regarding the test, including the maximum time allotted, will be provided to you in your Assessment 1 Discussion Forum on Moodle at least two weeks prior to 23 August.

This is a must-pass assessment task. You must attain a minimum grade of 25/50 (50%) to pass this assessment task and the unit.

**Assessment Due Date**

Your test will be available to you for completion on Moodle from 8:00am 23 August, 2021 until 11:59am on 26 August, 2021

**Return Date to Students**

Results will be returned within two weeks of the test closing.

**Weighting**

50%

**Minimum mark or grade**

A minimum grade of 25/50 (50%) is required in order to pass this assessment task.

**Assessment Criteria**

Your test will include a range of question types (e.g., multiple choice, true/false, short answer).

**Referencing Style**

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

**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
- Interpret hearing screening assessments results and apply to intervention plans for individuals with hearing impairment

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

## 2 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

This assessment task contains two parts.

For Part A you will be required to:

1. Carefully read all the case study materials.
2. Write a multi-modal communication report that can be understood by a parent which:
  - Summarises the background information provided.
  - Describe the assessment that was completed.
  - Outline the client's communication profile.
  - Describe the client's communication access including any barriers present.
  - Summarise and interpret the client's assessment results.
  - Outline any recommendations for the client regarding need for further assessment and/or treatment and/or referrals to other health professionals.

For Part B you are required to:

1. Outline one gap in information including how you would source this information.
2. Select one issue/problem identified by the parent in relation to the communication behaviour and outline why you believe this communication behaviour is occurring and how you would approach this problem.

**Assessment Due Date**

Exam Week Thursday (21 Oct 2021) 9:00 am AEST

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

**Return Date to Students**

Exam Week Friday (22 Oct 2021)

Feedback will be uploaded to Moodle.

**Weighting**

50%

**Minimum mark or grade**

The is MUST PASS assessment task. You must receive a grade of 50% to pass this assessment task.



**Assessment Criteria**

The first criterion assesses your ability to interpret assessment information accurately and generate a multimodal communication report that can be understood by a parent.

The second criterion assess your ability to identify gaps in information and apply assessment results to the treatment of a client requiring multimodal communication support.

The third criterion focusses on use of appropriate writing style and conventions and use of APA referencing.

**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**

- 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.

**Graduate Attributes**

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

### 3 eFil

**Assessment Type**

Electronic Focused Interactive Learning (eFIL)

**Task Description**

As part of this unit, you are required to engage with interactive, online content to support your learning. This content is referred to as eFIL. eFIL refers to any activities included on your Moodle page in relation to course content. This may include (but is not limited to) recorded lectures, H5P interactive learning activities, discussion forums, tasks set by your lecturer requiring you to email or upload content including work samples or videos, surveys and formative (i.e., nongraded) Moodle quizzes.

**Assessment Due Date**

Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

Students are to complete the activities allocated through Moodle.

**Return Date to Students**

Exam Week Friday (22 Oct 2021)

Some online activities will provide you immediate feedback (e.g., H5P interactive learning activities). For other eFIL activities (e.g., work sample submissions, discussion forums), you will be provided feedback in the form of 1-2 comments by your lecturer, provided the activities are completed by 11:59pm on Sunday of the week the activity was set.

**Weighting**

Pass/Fail

**Minimum mark or grade**

This is a MUST PASS assessment task. Students must receive a grade of 100% on all Moodle quizzes and must complete 80% of eFIL activities.

**Assessment Criteria**

1. You must complete a minimum of 80% of the eFIL activities. An activity will be considered 'complete', when it has met the task requirements set for the individual activity (e.g., completion of an H5P activity, meeting activity instructions and guidelines such as posting a reflection in the discussion forum).
2. You must complete 100% of the formative Moodle Quizzes and must receive a mark of 100% on each quiz. You may re-attempt each quiz as many times as you need to achieve the minimum grade of 100%. Your Moodle quiz will appear on your Moodle page in the 'Quiz' section for each associated week.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Students are to complete the activities uploaded through 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 results and apply to intervention plans for individuals with hearing impairment
- 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.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- 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