



# SPCH13009 *Multi-Modal Communication*

## Term 2 - 2023

Profile information current as at 23/04/2024 07:08 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

In this unit you will learn how to apply the models and principles of Multi-Modal Communication for people with complex communication needs across the lifespan. You will also learn about Augmentative and Alternative Communication Systems including oral, manual and assistive technologies. You will be required to analyse and evaluate assessment approaches to create therapy techniques and management strategies for children and adults. Theoretical frameworks including the Participation Model, principles of evidence based practice and interprofessional practice will be integrated 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: SPCH13003 Neurogenic Communication Disorders 1 SPCH13012 Voice Across the Lifespan  
Co-requisites: SPCH13008 Neurogenic Communication Disorders 2

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. **Oral Examination**

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 Student discussion and staff reflection

**Feedback**

Students benefited from reviewing real-life case studies as a way to apply theory to practice.

**Recommendation**

The unit should continue to embed real case studies focused on individuals who have complex communication needs.

#### Feedback from Have Your Say Survey

**Feedback**

Students wanted more time spent on each topic to assist in their consolidation of new information.

**Recommendation**

The unit coordinator should review the content taught as part of Multi-Modal Communication and aim to update topics which may require more time or elaboration due to complexity.

## Unit Learning Outcomes

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

1. Evaluate information to develop and justify holistic assessment plans for clients with complex communication needs.
2. Create holistic, person-centred management plans that are based on the analysis of assessment data and principles of multi-modal communication.
3. Demonstrate understanding of the diverse role of speech pathologists through implementation of advocacy, principles of training, and community centred practice.
4. Justify decision making with reference to evidence-based practice and the participation model.

## 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 - Oral Examination - 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

SPCH13009

#### Supplementary

#### **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

[c.conlon@cqu.edu.au](mailto:c.conlon@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: <ul style="list-style-type: none"><li>• Principles of Multi-Modal Communication.</li><li>• Introduction to Augmentative and Alternative Communication (AAC).</li></ul>	Readings will be provided in the e-reading list.	

### Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: <ul style="list-style-type: none"><li>• Supporting people with complex communication needs within a team of professionals.</li></ul>	Readings will be provided in the e-reading list.	

### Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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The online lectures and face to face tutorial will cover:

- Principles of assessment for people with complex communication needs.

Readings will be provided in the e-reading list.

#### Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: <ul style="list-style-type: none"> <li>• Principles of assessment for people with complex communication needs.</li> </ul>	Readings will be provided in the e-reading list.	

#### Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: <ul style="list-style-type: none"> <li>• Principles of assessment for people with complex communication needs.</li> </ul>	Readings will be provided in the e-reading list.	

#### Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

#### Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: <ul style="list-style-type: none"> <li>• Principles of therapy and therapeutic management for people with complex communication needs and their families.</li> </ul>	Readings will be provided in the e-reading list.	<b>Assessment Plan</b> Due: Week 6 Monday (21 Aug 2023) 9:00 am AEST

#### Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: <ul style="list-style-type: none"> <li>• Principles of therapy and therapeutic management for people with complex communication needs and their families.</li> </ul>	Readings will be provided in the e-reading list.	

#### Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: <ul style="list-style-type: none"> <li>• Principles of therapy and therapeutic management for people with complex communication needs and their families.</li> </ul>	Readings will be provided in the e-reading list.	

#### Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: <ul style="list-style-type: none"> <li>• Data collection, outcome measures and reporting requirements for people with complex communication needs.</li> </ul>	Readings will be provided in the e-reading list.	

#### Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic

The online lectures and face to face tutorial will cover:

- Prescribing augmentative and alternative communication systems.
- Funding models.

Readings will be provided in the e-reading list.

### Week 11 - 25 Sep 2023

#### Module/Topic

The online lectures and face to face tutorial will cover:

- Supporting individuals who require alternative access augmentative and alternative communication systems.

#### Chapter

Readings will be provided in the e-reading list.

#### Events and Submissions/Topic

### Week 12 - 02 Oct 2023

#### Module/Topic

The online lectures and face to face tutorial will cover:

- Training communication partners.
- Advocating for your client.

#### Chapter

Readings will be provided in the e-reading list.

#### Events and Submissions/Topic

### Review/Exam Week - 09 Oct 2023

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

### Exam Week - 16 Oct 2023

#### Module/Topic

#### Chapter

#### Events and Submissions/Topic

**Viva Due:** Exam Week Wednesday (18 Oct 2023) 8:00 am AEST

## Term Specific Information

Students will be provided with access to the assessment cupboard and resource room on Mondays from 11:00am-1:00pm in weeks 1-12 for the purpose of independent study and assessment preparation. A copy of the assessment cupboard timetable will be provided on Moodle.

## Assessment Tasks

### 1 Assessment Plan

#### Assessment Type

Case Study

#### Task Description

You will be provided with case information pertaining to a child or adult with complex communication needs. For this assessment task you will need to:

1. Review the background information provided.
2. Identify two assessment procedures you would complete and justify why these are needed/appropriate with reference to the three pillars of evidence-based practice and the participation model.
3. Outline two referrals to other professionals that are required and justify this decision including a description of the person's role on the team.
4. Identify one opportunity barrier and one access barrier (based on the participation model) and outline a strategy or recommendation to reduce or overcome this barrier with reference to the literature.

The word limit for this assessment task is **1500 words** including in-text referencing but not the reference list or appendixes. Therefore the assessor will not read or mark past 1500 words.

APA 7th edition formatting and referencing style must be used accurately and in accordance with the CQUniversity's Academic Misconduct Procedure. The CQU APA 7th edition referencing style must be adhered to for this assessment task.

Students are required to paraphrase information from sources rather than include direct quotations. Paraphrasing

ensures the content is well integrated into the context of the text and provides students better opportunity to explain the significance of the information to their assessment task. If direct quotes are used, that information will not be considered in the grading of the work.

**Assessment Due Date**

Week 6 Monday (21 Aug 2023) 9:00 am AEST

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

**Return Date to Students**

Week 8 Monday (4 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% to pass this assessment task.

**Assessment Criteria**

**Criteria one** will assess your ability to develop a holistic and client-centered assessment plan for a client with complex communication needs including referrals to other professionals. You will also be assessed on your ability to justify your assessment plan with reference to the three pillars of evidence-based practice and the participation model. Criteria one is worth 90%.

**Criteria two** will assess your writing style including use of appropriate word choice and grammar. You will also be assessed on your use of APA 7th edition style conventions, formatting and referencing. Criteria two is worth 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**

- Evaluate information to develop and justify holistic assessment plans for clients with complex communication needs.
- Justify decision making with reference to evidence-based practice and the participation model.

## 2 Viva

**Assessment Type**

Oral Examination

**Task Description**

For this assessment task, you will be required to complete a viva (an oral assessment in the form of an interview) based on a paediatric or adult clinical scenario for a client with complex communication needs. If you were given a paediatric case for assessment 1, you will have an adult case for your viva and vice versa. The steps of the viva process have been outlined below:

**Step one:** 48 hours before your scheduled viva you will be provided with basic case history information and the assessment results of a client with complex communication needs. In preparation for your viva, you are expected to research your case, and prepare to answer questions in relation to the following areas outlined in the following steps. You are permitted to bring an A4 (one-sided) page of notes with you to your viva (size 11, Calibri font, 1.5 spacing).

**Step two:** At the time of your viva you will report to the allocated room at the time outlined on Moodle. You will wait on a chair outside of the room and wait until you are asked to enter by the examiner.

**Step three:** Your examiner will commence your viva by asking questions in relation to the 'analysis and interpretation' of the background information and assessment results you were previously provided. This should include recommendation of an AAC system and steps taken as part of the trial. There are 4 main questions that will be asked as part of this section however your examiner may ask additional prompt questions.

**Step four:** Your examiner will ask questions in relation to the 'planning of evidence-based speech pathology practices'. As part of this section you will be expected to explain your management of the case including goal setting and intervention strategies. You will also be expected to discuss how you utilised transferability of existing knowledge to develop your intervention plan. There are 3 main questions that will be asked as part of this section however your examiner may ask additional prompt questions.

**Step five:** Your examiner will set out two scenarios that may relate to community-centered practice, advocacy, or training. You will be given 2 minutes per scenario to consider how you would support the client in the given situation.



You will then be given 5 minutes per scenario to respond. These scenarios will be posed one at a time e.g.:  
Scenario 1 given by the examiner.

- 2 minutes to review scenario.
- 5 minutes respond to the examiner.

Scenario 2 given by the examiner

- 2 minutes to review scenario.
- 5 minutes to respond.

### **Assessment Due Date**

Exam Week Wednesday (18 Oct 2023) 8:00 am AEST

The student must attend and complete their viva at the time allocated to them on Moodle.

### **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. Students must receive a minimum grade of 50% to pass this task.

### **Assessment Criteria**

**Criteria one** will assess your ability to analyse and interpret assessment information, recommend an augmentative and alternative communication system and trial that system in a way that aligns with evidence-based practice. You will also be assessed on your clinical reasoning i.e., your ability to justify your assessment interpretation, system recommendation and the way in which you conduct your trial. Criteria one is worth 30%.

**Criteria two** will assess your ability to create a comprehensive and holistic management plan for a client with complex communication needs and justify this management plan with reference to the client and evidence based practice. You will also be assessed on your ability to explain how *transfer of knowledge (or transferability)* was used to create your management plan. Criteria two is worth 30%.

**Criteria three** will assess your ability to critically problem solve when supporting a client with complex communication needs. Your problem solving will need to take into consideration (and not breach) the Speech Pathology Australia Code of Ethics, Disability Discrimination Act 1992, Human Rights Act 2019, evidence-based practice as well as the needs of the client and their family. Criteria three is worth 30%.

**Criteria four** will assess your professionalism and communication throughout the viva. This will include your use of appropriate, respectful and professionally acceptable language when referring to people with disabilities and their families. Criteria four is worth 10%.

### **Referencing Style**

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

### **Submission**

No submission method provided.

### **Submission Instructions**

Students must attend their viva at the date and time allocated on Moodle.

### **Learning Outcomes Assessed**

- Create holistic, person-centred management plans that are based on the analysis of assessment data and principles of multi-modal communication.
- Demonstrate understanding of the diverse role of speech pathologists through implementation of advocacy, principles of training, and community centred practice.
- Justify decision making with reference to evidence-based practice and the participation model.

## 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