In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.

SPCH13009 *Multi-Modal Communication*
Term 2 - 2024

Profile information current as at 19/05/2024 09:45 am

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 who cannot rely on speech alone to be heard and understood 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 - 2024

- 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. **Presentation**
Weighting: 30%
3. **Oral 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.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE comments

Feedback

Utilising real augmentative and alternative communication systems in the tutorials supported students' understanding of multi-modal communication.

Recommendation

It is recommended that students have access to a range of real augmentative and alternative communication systems during the face to face tutorials.

Feedback from SUTE comments

Feedback

Students would prefer the two assessment tasks to be broken into several, smaller assessment tasks.

Recommendation

It is recommended that the unit coordinator review the number and format of the current assessment tasks.

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 people who cannot rely on speech alone to be heard and understood.
2. Analyse and interpret assessment information to inform the prescription of augmentative and alternative communication systems.
3. Create and justify holistic, person-centred management plans that are based on the analysis of assessment data, evidence-based practice and principles of multi-modal communication.
4. Demonstrate understanding of the diverse role of speech pathologists through implementation of advocacy, principles of training, and community centred practice.

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
1 - Case Study - 30%	●			
2 - Presentation - 30%	●	●		
3 - Oral Examination - 40%			●	●

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

Information for Textbooks and Resources has not been released yet.
This information will be available on Monday 17 June 2024

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.