

SPTH2003: Complex Communication Needs

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course introduces students to acquired and lifelong disability in relation to individuals with complex communication needs who need or use Alternative and Augmentative Communication (AAC). The course covers in detail; intentional communication, aided and unaided multi-modal communication systems, assessment and intervention for individuals with complex communication needs.
Academic Progress Requirements	Nil
Requisites	This course is only available to students enrolled in the Bachelor of Speech Pathology (Honours) [12318].
Assumed Knowledge	Students are required to have successfully completed SPTH2101, SPTH2102 and SPTH1080
Contact Hours	Callaghan Lecture Face to Face On Campus 2 hour(s) per week(s) for 12 week(s) starting Week 1 Tutorial Face to Face On Campus 1 hour(s) per week(s) for 4 week(s)
Unit Weighting Workload	10 Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Callaghan**
Dr Gwendalyn Webb
Gwendalyn.Webb@newcastle.edu.au
(02) 49215694
Consultation: Available Monday, Tuesday, Wednesdays, by appointment.

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Health Sciences**
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SYLLABUS

Course Content

- Introduction to acquired and lifelong disability and complex communication needs
- Assessment & intervention approaches for individuals with complex communication needs
- Alternative & Augmentative Communication (AAC) and Assistive Technology
- Facilitating communication in individuals with complex communication needs across contexts
- Conditions associated with complex communication needs
- Teamwork to support individuals with complex communication needs
- Strategies to enhance advocacy and inclusion for individuals with complex communication needs
- Consumer perspectives
- Funding and governmental policies

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Describe etiological factors involved in populations of individuals with complex communication needs.
2. Analyse and interpret findings from assessment of an individual with complex communication needs.
3. Identify further information and referral requirements for individuals with complex communication needs.
4. Develop comprehensive and detailed plans for intervention, incorporating multi-modal communication, AAC strategies and the use of other assistive technologies to enhance communication and inclusion.
5. Report on findings and make recommendations for future management for individuals with complex communication needs and those who use AAC.

Course Materials

Required Text:
Beukelman, D. R., & Light, J. L. (2020). *Augmentative & Alternative Communication: Supporting Children and Adults with Complex Communication Needs* (5th Edition). Brookes Publishing.

Recommended Text:

- McNaughton, D.B. & Beukelman, D.R. (Eds.). (2010). *Transition strategies for adolescents and young adults who use AAC*. Baltimore, MD: Brookes Publishing
- Beukelman, D. R., Garrett, K. L., & Yorkston, K. M. (2007). *Augmentative Communication Strategies for Adults with Acute or Chronic Medical Conditions*. Baltimore: Brookes Publishing

- Watts Pappas, N., & McLeod, S. (2009). *Working with families in speech-language pathology*. San Diego: Plural.

SCHEDULE

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Quizzes	Quiz 1 due 17th March, Quiz 2 due 31st March, Quiz 3 due 14th April, Quiz 4 due 12th May.	Individual	40%	1, 2, 3, 4, 5
2	Report	3rd May 2024, midnight.	Individual	20%	2, 5
3	Formal examination - closed book	During the formal exam period	Individual	40%	1, 2, 3, 4

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Quizzes

Assessment Type	Quiz
Purpose	To assess student understanding of concepts and theories learned in Lectures and Tutorials.
Description	Each online, timed (10 minute) quiz will be available for 4 days
Weighting	40%
Length	10 marks
Due Date	Quiz 1 due 17th March, Quiz 2 due 31st March, Quiz 3 due 14th April, Quiz 4 due 12th May.
Submission Method	Online
Return Method	Online
Feedback Provided	Online - .
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 2 - Report

Assessment Type	Report
Purpose	For students to demonstrate skills in assessment analysis and interpretation for people with complex communication needs. For students to report on recommendations for management for people with complex communication needs.
Description	Verbal report with written script, APA references and AI disclosure statement.
Weighting	20%
Length	5 minutes
Due Date	3rd May 2024, midnight.
Submission Method	Online
Assessment Criteria	See details on Canvas

Return Method	Online
Feedback Provided	Online - .
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 3 - Formal examination - closed book

Assessment Type	Formal Examination
Purpose	To evaluate students' understanding of all course content.
Description	Closed book invigilated exam featuring short answer questions.
Weighting	40%
Length	2 hours
Due Date	During the formal exam period
Submission Method	Formal Exam
Assessment Criteria	
Return Method	Not Returned
Feedback Provided	
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

As a result of student feedback, the following changes have been made to this offering of the course:

- The assessment tasks have been spaced to occur across the semester.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination

(viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at

<https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

Course Learning Outcomes	University of Newcastle Graduate Attributes and Learning Outcomes				
	Attributes	Life Ready Graduates: 'Work Ready' ~ 'Healthy and Well' ~ Community Minded'			
	Learning Outcomes	SPA Professional Standards: Domains (standards, elements)			
	Assessments	Practice area (Communication/ swallowing)	Domain 1: Professional Conduct	Domain 2: Reflective Practice & Life-long Learning	Domain 3: Speech Pathology Practice
1. Aware of etiological factors	Written assignment Formal Examination	Communication Swallowing	1.1 b, c, d, e, f 1.2 b, c, d 1.4 b, c, d,	2.1 a, b 2.2 a	3.1 a 3.2 a 3.4
2. Assess, interpret	Written assignment Report Formal Examination	Communication	1.1 b, c, d, f 1.2 b 1.3 g 1.4 a 1.6 a, b, c	2.2 a, b, c, 2.4 a 2.5 a, b	3.2 c, d 3.3 a, b
3. Identify further information	Written assignment Report Formal Examination	Communication	1.1 a, b, c 1.5 b 1.7, a, b, e	2.2 a, c 2.4 a 2.5 a, b	3.2 a, b, c 3.3 b, c
4. Plan to intervene	Report Formal Examination	Communication	1.2 a, b 1.6 a, b, c	2.1 a, b 2.2 a, b, c 2.4 b 2.5 a, b	3.4 a, b, c, d 3.6 a
5. Report on findings	Report Formal Examination	Communication	1.3 a, b 1.4 a, d 1.7 a, b, e	2.1 b 2.2 c 2.4 a 2.5 a, b	3.1 a 3.3 a, b, c 3.4 a, c 3.6 a

1. University of Newcastle's strategic plan 2020-2025: Looking Ahead (<https://www.newcastle.edu.au/our-uni/strategic-plan/life-ready-graduates>)
2. Speech Pathology Australia (2020). Professional standards for speech pathologists in Australia (https://www.speechpathologyaustralia.org.au/SPAweb/Resources_For_Speech_Pathologists/Professional_Standards/Professional_Standards/SPAweb/Resources_for_Speech_Pathologists/CBOS/Professional_Standards.aspx?hkey=583a56af-74e0-4111-95fa-656502269967)

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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