



# SPCH13009 *Multi-Modal Communication*

## Term 2 - 2024

Profile information current as at 09/07/2025 08:03 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 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



### 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

### Textbooks

SPCH13009

#### Supplementary

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

Edition: 5th (2020)

Authors: Beukelman, D & Light, J

Brookes Publishing

Baltimore , MD , USA

ISBN: 978-1-59857-196-7

Binding: Hardcover

### 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 - 08 Jul 2024

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 - 15 Jul 2024

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 individuals with complex communication needs within a team of professionals.</li></ul>	Readings will be provided in the e-reading list.	

### Week 3 - 22 Jul 2024

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 individuals with complex communication needs.

Readings will be provided in the e-reading list.

#### Week 4 - 29 Jul 2024

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 individuals with complex communication needs.</li></ul>	Readings will be provided in the e-reading list.	

#### Week 5 - 05 Aug 2024

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 individuals with complex communication needs.</li></ul>	Readings will be provided in the e-reading list.	

#### Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: <ul style="list-style-type: none"><li>• Funding models and prescribing assistive technology</li></ul>	Readings will be provided in the e-reading list.	<b>Assessment Plan</b> Due: Week 6 Friday (23 Aug 2024) 9:00 am AEST

#### Week 7 - 26 Aug 2024

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 individuals with complex communication needs.</li></ul>	Readings will be provided in the e-reading list.	

#### Week 8 - 02 Sep 2024

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 individuals with complex communication needs.</li></ul>	Readings will be provided in the e-reading list.	

#### Week 9 - 09 Sep 2024

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 individuals with complex communication needs.</li></ul>	Readings will be provided in the e-reading list.	

#### Week 10 - 16 Sep 2024

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

- Principles of therapy and therapeutic management for individuals with complex communication needs.

Readings will be provided in the e-reading list.

**Presentation** Due: Week 10 Friday (20 Sept 2024) 9:00 am AEST

#### Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover:		
• Supporting individuals who require alternative access augmentative and alternative communication systems.	Readings will be provided in the e-reading list.	

#### Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover:		
• Considerations for individuals with degenerative conditions.	Readings will be provided in the e-reading list.	

#### Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<b>VIVA</b> Due: Review/Exam Week Friday (11 Oct 2024) 8:00 am AEST

#### Exam Week - 14 Oct 2024

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

Students will be provided access to the Speech Pathology assessment cupboard on Mondays from 11:00am-1:00pm in weeks 4-12 to complete independent study. An 'assessment cupboard' timetable will be posted on the Moodle page.

## Assessment Tasks

### 1 Assessment Plan

#### Assessment Type

Case Study

#### Task Description

You will be provided with case information pertaining to an individual (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 professional's 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 Friday (23 Aug 2024) 9:00 am AEST

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

**Return Date to Students**

Week 8 Friday (6 Sept 2024)

Feedback will be uploaded to Moodle.

**Weighting**

30%

**Minimum mark or grade**

This is a must pass assessment task. Students must receive a grade 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 an individual 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 people who cannot rely on speech alone to be heard and understood.

## 2 Presentation

**Assessment Type**

Presentation

**Task Description**

For this assessment task you will be provided with background information and assessment results pertaining to a child or adult with complex communication needs. If you were allocated a child case for assessment one, you will receive an adult case for assessment two and three (and vice versa). For this assessment task you will be required to review the background information and assessment results for the case. You will then be required to **create and record a presentation** outlining your assessment analysis and plan for an augmentative and alternative communication system trial. Your presentation will need to include:

1. An analysis of the assessment information which demonstrates your ability to integrate and interpret assessment information with reference to the participation model.
2. A description of two pertinent gaps in information and how to source this information in a realistic manner while applying the principles of ethical practice.
3. A description and justification of the most appropriate AAC system to trial taking into consideration assessment data, individual information, the principles of Multi-Modal Communication, evidence-based practice, and the participation model.
4. A description of the steps you would take to trial the AAC system for the client taking into consideration appropriate outcome measures and data that would need to be collected to inform an AAC prescription. Steps taken need to take into consideration evidence-based practice in MMC and AAC.

Your recorded presentation needs to be professional and engaging. Therefore, you are encouraged to utilise recording software that will allow use of visuals such as PowerPoint in addition to a video of you as the presenter. For this reason, Zoom is recommended as it is a free tool. Your recorded presentation must be no longer than 15 minutes. While the



length of your presentation is not included in the marking rubric, the marker will not watch or mark any content that exceeds 15 minutes.

**Assessment Due Date**

Week 10 Friday (20 Sept 2024) 9:00 am AEST

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

**Return Date to Students**

Week 12 Friday (4 Oct 2024)

Feedback will be uploaded to Moodle.

**Weighting**

30%

**Minimum mark or grade**

This is a must pass assessment task. Students must receive a grade of 50% to pass this assessment 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 will be worth 90% of your grade for this assessment task.

**Criteria two** will assess your ability to communicate logically and effectively throughout the presentation including the use of appropriate terminology. This criterion will also assess your ability to create a presentation that is professional in appearance including the use of effective multi-media tools, correct spelling and grammar in the visual presentation as well as correct use of APA 7th edition referencing. This criterion will be worth 10% of your grade for this assessment task.

**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. Submission instructions specific to video uploads will be provided on Moodle.

**Learning Outcomes Assessed**

- Evaluate information to develop and justify holistic assessment plans for people who cannot rely on speech alone to be heard and understood.
- Analyse and interpret assessment information to inform the prescription of augmentative and alternative communication systems.

### 3 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 the same individual as assessment task 2. The steps of the viva process have been outlined below:

- **Step one:** 48 hours before your scheduled viva you will be provided with additional information about the individual which will impact upon management planning. In preparation for your viva, you are expected to research your case, and prepare to answer questions in relation to the 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 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. You will be given 15 minutes to respond to questions in

these section.

- **Step four:** Your examiner will set out two scenarios that may relate to community-centered practice, advocacy, or training. You must outline how you would respond to each scenario as part of holistic care for the individual. You will be given 15 minutes to consider and respond to both scenarios.

### **Assessment Due Date**

Review/Exam Week Friday (11 Oct 2024) 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 (18 Oct 2024)

Feedback will be uploaded to Moodle.

### **Weighting**

40%

### **Minimum mark or grade**

This is a must pass assessment task. Students must receive a grade of 50% to pass this assessment task.

### **Assessment Criteria**

Criteria **one** will assess your ability to create a comprehensive and holistic management plan for an individual 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 one is worth 50%.

Criteria **two** will assess your ability to critically problem solve when supporting an individual 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 individual and their family. Criteria two is worth 40%.

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

### **Referencing Style**

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

### **Submission**

No submission method provided.

### **Submission Instructions**

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

### **Learning Outcomes Assessed**

- 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.
- Demonstrate understanding of the diverse role of speech pathologists through implementation of advocacy, principles of training, and community centred 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