

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Acquired Language and Speech Impairment 2
<b>Unit ID:</b>	HEASP3025
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(HEASP3022 and HEASP3033)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061707

## Description of the Unit:

The unit builds on previously learnt skills. Students will be introduced to advanced issues in the description, assessment, differential diagnosis, and treatment of acquired speech and language disorders in adults; particularly, aphasia and dysarthria. Students will explore relevant speech pathology assessment and intervention, and critically evaluate the research evidence supporting their use. There will be an extension of the management strategies for aphasia specifically when alternative and augmentative communication is involved and in cases of bilingualism or multilingualism. Students will utilise evidence-based practice frameworks, including the ICF (International Classification of Disability, Functioning and Health), to support person-centered intervention planning.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	✓	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Critically evaluate the research evidence supporting speech pathology assessment and intervention (including service delivery modes) for adults experiencing speech and language disorders, and employ it appropriately to promote client-centred care.
- K2.** Explore the various forms of augmentative communication, and how this may be used to support assessment, diagnosis and intervention.
- K3.** Discuss how various degenerative conditions impact on communication and what is expected as the disease progresses.

#### Skills:

- S1.** Appraise the models of learning and rehabilitation in the context of a neurological damage and client centred care
- S2.** Select and justify appropriate, evidence-based speech pathology assessment and intervention for acquired speech and language disorders in adults.

#### Application of knowledge and skills:

- A1.** Plan person-centred, and culturally responsive assessment of acquired language disorders utilising the International Classification of Functioning (ICF) and best available research evidence

#### Unit Content:

Professional Standards for Speech Pathologist in Australia (2020), Speech Pathology Guidelines for Reporting of Aboriginal and Torres Strait Islander Curriculum Development and Inclusions (2018), National Quality and Safeguarding Framework (NQS, 2018), National Safety and Quality Health Service (NSQHS) Standards (2017-2019) and National Aged Care Quality Standards (2019) have substantially informed the syllabus/content of this unit

Topics may include:

- Ethical and medico-legal issues in acquired communication disorders
- Theories of learning
- Aetiologies and prognostic features that affect recovery of acquired language and cognitive-communication disorders including
  - stages of recovery
  - neuroplasticity
  - spontaneous recovery
- Interventions/Management of acquired communication disorders
- Impact of cognitive impairments (e.g. memory, attention)
- Augmentative communication strategies
- Living with a lifelong disability
- Understand the International Classification of Functioning Disability and Health (ICF) when applied to assessment and management of acquired language disorders in those with acquired communication disorders.

- Understanding the role of the National Disability Insurance Scheme (NDIS)

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1	Students demonstrate acquisition of knowledge of key theoretical concepts	Multiple choice and short answer question task/s	10-20%
K2, K3	Fact sheet on specific degenerative condition and/or augmentative communication system	Written task	20-30%
K1, K2, S1, S2, A1	Group case study presentation	Oral presentation	40-60%
K1, K2, S2, A1	Participation in discussion and feedback of group presentations.	Tutorial reflection and feedback	10-20%

**Adopted Reference Style:**

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)