

Unit Outline (Higher Education)

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| Institute / School: | Institute of Health and Wellbeing |
| Unit Title: | Acquired Language and Speech Impairment 1 |
| Unit ID: | HEASP5015 |
| Credit Points: | 15.00 |
| Prerequisite(s): | Nil |
| Co-requisite(s): | Nil |
| Exclusion(s): | (HEASP1015) |
| ASCED: | 061707 |

Description of the Unit:

This unit introduces acquired communication disorders that are associated with the various types of dementia, stroke and traumatic brain injury. Topics may include: aphasia, cognitive-communication impairments, acquired reading and spelling disorders; motor speech disorders, degenerative neurological conditions and bilingual aphasia. The unit will provide students with an understanding of the theoretical constructs and clinical features of acquired communication impairments of adults. This unit will assist student to identify and understand appropriate language and communication assessments and interventions for adults with acquired communication disorders. The unit will also help student identify the impacts on an individual with an acquired communication disorder.

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 how different strokes (location, cause) will affect the language and non-language functions of an individual (drawing on your knowledge of neuroanatomy/ neurophysiology)
- K2.** Critically appraise 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
- K3.** Evaluate and critique formal and informal assessment protocols for adults with acquired language and cognitive communication disorders

Skills:

- S1.** Discuss and empathise the impact of the cognitive communication disorders associated with dementia, stroke and traumatic brain injury on the activity, participation and quality of life of a person and their family

Application of knowledge and skills:

- A1.** Demonstrate analyse and interpret distinctive features of acquired communication disorders for differential diagnosis
- A2.** Demonstrate how a speech pathologist may alter their own communication style when interacting with someone with an acquired communication disorder

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), FedUni STRETCH Reconciliation Action Plan (2019-2022), National Quality and Safeguarding Framework (NQSF, 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. Characteristics of specific acquired communication disorders Dementia Stroke Traumatic brain injury. Formal and informal assessment protocols Aphasia Dysarthria Cognitive-communication impairments Acquired reading and spelling disorders degenerative neurological conditions The appraisal and diagnosis of the residual communicative abilities. Impact of acquired communication disorders on an individual's function, participation and quality of life on caregivers on communication partners. 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. Role of the National Disability Insurance Scheme (NDIS). Ethical and medico-legal issues in acquired communication disorders.

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|----------------------------|---|---|-----------|
| K1, K2, K3 | Students demonstrate acquisition of knowledge of key theoretical concepts | Complex Multiple choice question task/s | 10-20% |
| K2, K3, S1, A1 | Case study / Analysis | Complex Case Study analysis | 20-40% |
| K1, K2, K3, S1, A1, A2 | Examination of unit material and content using complex MCQ and case studies appropriate for level 9 | Written Examination | 40-60% |

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)