SPTH2230

Complex Communication Needs (CCN)

Course Outline

Course Coordinator: **Dr Bernice Mathisen**

Room: GP2.22
Ph: 02 49 21 7352
Fax: 02 49 217386
Email: Bernice.Mathisen@newcastle.edu.au
Consultation hours: By appointment

**Semester** Semester 1 - 2010

**Unit Weighting** 10

**Teaching Methods**
Lecture
Tutorial

**Brief Course Description**

This course develops students understanding of disability and complex communication needs (CCN) with reference to particular clinical populations (including stroke, neurological conditions, cerebral palsy, autism spectrum disorder, and developmental disability), as well as with reference to particular approaches to intervention which are applicable across the full range of communication disability, including in-depth coverage of Alternative and Augmentative Communication (AAC), and assistive technology.

**Contact Hours**

Lecture for 3 Hours per Week for 2 Weeks
Tutorial for 1 Hour per Week for 3 Weeks
Lecture for 2 Hours per Week for 10 Weeks
3 x 1 HOUR TUTORIAL (A quarter of the group will attend a tutorial for 1 hour every three weeks ie each student attends 3 x 1 hour tutorials).

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2010

CTS Download Date: February 10 2010
Please note: All information regarding content and topic areas will be provided by the tutors in Week 1.

Plus 1 day observation clinic visit as available.

Learning Materials/Texts


Course Objectives

Students will be able to:

1. Demonstrate awareness of aetiological factors involved in populations with disability and complex communication needs.
2. Administer, analyse and interpret findings from comprehensive assessment of complex communication needs.
3. Identify further information and referral requirements.
5. Report on findings and make recommendations for future management.

Course Content

Speech and other communication problems associated with disability and cerebral palsy
Communication problems associated with autism spectrum disorder (ASD)
Communication problems associated with developmental disability
Communication problems associated with other special populations with complex communication needs including adult populations
Alternative and Augmentative Communication
Assistive Technology including Speech Generating Devices (SGD)s
Service delivery for populations with complex communication needs

Assessment Items

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<table>
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<tr>
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<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Take home assignment, 2,000 words, 40% Week 8</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Viva examination - 30 minutes - 40% In exam period</td>
</tr>
<tr>
<td>Reports</td>
<td>Report, 1000 words, 20% due Week 14</td>
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</tbody>
</table>
Assumed Knowledge
SPTH1110, SPTH1120, HUBS1107

Callaghan Campus Timetable
SPTH2230
Complex Communication Needs
Enquiries: School of Humanities and Social Science
Semester 1 - 2010
Lecture Monday 13:00 - 14:00 [V10]
and Lecture Monday 15:00 - 16:00 [GP101]
and Lecture Monday 16:00 - 17:00 [GP101] Wks 1 & 2 only
and Tutorial Monday 16:00 - 17:00 Wks 3-12 only -
Rooms: GPG10 & GPG11

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may -

· Reproduce this assessment item and provide a copy to another member of the University; and/or
· Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

· Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS
Students can access the University’s policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM
All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

· applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

· whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

· Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

· Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au . As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability .

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.
Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

## STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: [www.newcastle.edu.au/service/studentsupport/](http://www.newcastle.edu.au/service/studentsupport/)

The **Student Hubs** are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</table>

## OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.</td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic Awards</td>
<td>Ourimbah</td>
</tr>
<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</a></td>
<td>Email: <a href="mailto:Complaints@newcastle.edu.au">Complaints@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>

**Dean of Students Office**

The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.

http://www.newcastle.edu.au/service/dean-of-students/ Phone: 02 4921 5806

Fax: 02 4921 7151

Email: Dean-of-Students@newcastle.edu.au

**University Complaints Managers Office**

The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.

http://www.newcastle.edu.au/service/complaints/ Phone: 02 4921 5806

Fax: 02 4921 7151

Email: Complaints@newcastle.edu.au

**General enquiries**

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

**Ourimbah**

Phone: 02 4921 5806

Email: Complaints@newcastle.edu.au

**Campus Care**

Phone: 02 4921 5806

Fax: 02 4921 7151

Email: CampusCare@newcastle.edu.au

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http://www.newcastle.edu.au/study/fees/censusdates.html
The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour. [http://www.newcastle.edu.au/service/campus-care/](http://www.newcastle.edu.au/service/campus-care/)

Phone: 02 4921 8600
Fax: 02 4921 7151
Email: campuscare@newcastle.edu.au

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

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**SPTH2230 Complex Communication Needs**

### Important Additional Information

**Relationship of Course Objectives to Graduate Attributes, Professional & Occupational Competencies**

<table>
<thead>
<tr>
<th>University of Newcastle Graduate Attributes¹</th>
<th>Community Responsiveness</th>
<th>Professionalism</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Competencies²</td>
<td>CBOS Unit, Element</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td><strong>Clinical populations</strong></td>
<td><strong>Professionalism</strong></td>
<td><strong>Reasoning</strong></td>
</tr>
<tr>
<td>1 Causes</td>
<td>Child and Adult CCN/AAC</td>
<td>1.1, 2.3</td>
<td>GPC1.1</td>
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<tr>
<td>2 Ass't</td>
<td></td>
<td>1.2</td>
<td>GPC1.3</td>
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<tr>
<td>3 Interpret</td>
<td></td>
<td>2.1, 2.2</td>
<td>GPC1.1</td>
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<tr>
<td>4 Refer</td>
<td></td>
<td>2.2, 3.2, 3.6</td>
<td>GPC1.2</td>
</tr>
<tr>
<td>5 Plan to Intervene</td>
<td></td>
<td>3.1, 3.5</td>
<td>GPC1.3</td>
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<tr>
<td>6 Report</td>
<td></td>
<td>2.4, 3.7</td>
<td>GPC4.5</td>
</tr>
</tbody>
</table>

**Generic Professional Competencies³ (COMPASS™ Unit, Element)**

- GPC1.1
- GPC1.2
- GPC1.3
- GPC2.2
- GPC3.2

<table>
<thead>
<tr>
<th>Relationship of course objectives and assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Objectives</strong></td>
</tr>
<tr>
<td>1 Causes</td>
</tr>
<tr>
<td>2 Ass’t</td>
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</tbody>
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¹ The University of Newcastle Graduate Attribute Policy (under development May 2007)

² Competency Based Occupational Standards for Speech Pathologists - Entry Level (Revised 2001, Speech Pathology Australia)

Assessment

1. SPTH2230 Take Home Assignment 1

**SPTH2230 Take Home Assignment 1 (40%):** 2000 words Due Week 8 on Tuesday April 27 at 5pm
Submit in the first instance electronically through Turnitin (via Blackboard), and submit the hard copy of the assignment, with coversheet, at the Shortland Student Hub. When you submit the assignment to Turnitin, **do not** include the assignment case history or questions below, and **do not** include your reference list. However, these **should be** included in the hard copy paper submission.

Students will be given the opportunity to **become an Adult AAC user for a day** utilizing either a low or high technology AAC system they have designed for themselves. Students are encouraged to use personal resources such as The Stuart Centre, Stockton Centre Speech Pathology team or SPTH2230 Clinical Tutor and the resources such as Boardmaker Plus, Lets Chat etc in the AAC Resource Room in the Speech Pathology Clinic for a particular environment, which is NOT with close family, friends or relatives.

Suitable choices would be buying a bus ticket or a book or buying breakfast at a café etcetera but consideration should be given to the script or social story, core and fringe vocabulary needed, the level of the challenge and the sophistication of the reporting. Students need to consider too why they need to use an AAC system now (eg they may choose to be post-TBA or CVA (stroke)).

The student/AAC user will consider why the particular AAC system (or multi-modal systems) was chosen for the particular task and will report on the utility of the system, its strengths and limitations and the responses of their communication partner(s). Students will use the evidence-base to support their choice of AAC system(s) where possible and report on how they may could improve the communication exchange at a later time. This evaluation will form part of the SPTH2230 VIVA in Week 14.

**Please note:** Students may use the SGDs in the AAC resource room for this assignment but they are to be signed out with the PEU staff member available in the Speech Pathology Clinic at the time of collection and used only on the campus. Students can sign the SGD out for a 2 hour period only and must be returned to the PEU Staff member.

**Criteria for marking:**

<table>
<thead>
<tr>
<th>Rationale for choice of AAC system(s) for communication task demonstrated</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>Understanding of social script/usefulness of core and fringe vocabulary</td>
<td>10</td>
</tr>
<tr>
<td>Literature review/evidence-base provided</td>
<td>10</td>
</tr>
<tr>
<td>Clarity/coherence of discussion/style</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
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</table>
2. SPTH2230 Viva examination - 30 minutes - 40% In exam period - Dates and times to be confirmed.

The SPTH2230 viva will consist of 2 parts weighted equally

1. A critique of the SPTH2230 Take Home Assignment 1 experiential learning task (20%)

2. Case studies of AAC adult and child users (20%) Questions will be given with details of persons with CCN who requires ongoing interdisciplinary support from a range of professionals including speech pathology. All information regarding the client will be given to the student to enable them to answer the questions given. This assignment may address specific management and overall service delivery issues related to AAC

**Criteria for marking:**

Adequacy of critique of AAC system used 10
Ability to provide reasonable modifications to multimodal system 10
Understanding of persons with CCN demonstrated 10
Understanding of functional communication system proposed 10

**Total** 40

3. SPTH2230 Report

**SPTH2230 Reflective Practice Report 1000 words, 20% due Week 14 on June 7 at 5pm**
Submit in the first instance electronically through Turnitin (via Blackboard), and submit the hard copy of the assignment, with coversheet, at the Shortland Student Hub. When you submit the assignment to Turnitin, **do not** include the assignment case history or questions below, and **do not** include your reference list. However, these **should be** included in the hard copy paper submission.

Students will reflect on their visit to Stockton Centre using the principles of reflective practice.

**Criteria for marking:**

Knowledge of CCN and disability demonstrated (incl. SP role) 5
Ability to report on emotional impact of visit 5
Perceived value in terms of personal and professional development as a speech pathologist 10

**Total** 20

4. Record of Additional Clinic Experience (Stockton Centre)

| 1-day Clinical Visit (as allocated) | To be submitted after visit is completed |
Clinical Procedures 3b - Record of Additional Experience

Complete the following form at the time of your additional clinical experience, and have the entry signed by the supervisor. **Keep a copy for your own records**, and give the signed original to the lecturer responsible for organising the experience. After noting that you have completed the requirements for the course, the lecturer will forward the signed original to the Speech Pathology Clinical Education Coordinator. **Remember: A copy must be retained by you with your Records of Range of Experience.**

<table>
<thead>
<tr>
<th>Student name:</th>
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<table>
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<tr>
<th>Student number:</th>
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<tr>
<th>Course for which experience required</th>
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<tr>
<th>Lecturer responsible for Course</th>
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<tr>
<th>Institution/Location of experience</th>
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<table>
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<tr>
<th>Nature of experience</th>
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<table>
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<tr>
<th>Date(s)</th>
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<tr>
<th>Attendance confirmed by location supervisor (supervisor's signature)</th>
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Student Signature: ________________________

Date submitted
# TIMETABLE 2010

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
</table>
| 1    | March 1        | Introduction to Complex Communication Needs and Alternative & Augmentative Communication (AAC)  
Visual & gestural systems that promote communication  
Inclusive Education & Universal Design |
| 2    | March 9        | Orientation to disability  
Sensory Processing & Integration |
| 3    | March 15       | Principles of family friendly practice |
| 4    | March 22       | Preintentionality  
Adults with Lifelong Developmental Disability: Pre-intentionality  
Guest lecturer: Judy Vajak |
| 5    | March 29       | Behaviour as Communication  
Positive Behaviour Support (PBS)/ Partnering with Special Education  
Guest lecturer: Associate Professor Michael Arthur-Kelly Special Education |
| 6    | April 12       | Key Word Sign/Makaton Workshop  
Guest lecturer: Chantelle Nissen, Stuart Centre |
| 7    | April 19       | Developing language and literacy in AAC Users |
| 8    | April 26       | No lecture - SPTH2230 Take Home 1 due April 27 |
| 9    | May 3          | Assessing & Designing Effective Multimodal AAC Systems: research evidence and implications for practice  
Picture Communication Symbols (PCS) on Boardmaker Plus, PODD, Talking Books, Makaton Vocabulary (Key Word Sign), Picture Exchange Communication System (PECS), Triple C Checklist, storytelling, social stories |
| 10   | May 10         | Paediatric AAC populations  
Autism Spectrum Disorder (ASD), Cerebral Palsy |
| 11   | May 17         | Adult AAC populations incl Aphasia & Apraxia, Degenerative conditions, ICU |
| 12   | May 24         | Hanen Workshop  
Guest lecturer: Cindy Smith, Hanen representative |
| 13   | May 31         | The special case of palliative care |

Course Summary

Examination period: 7 June to 25 June 2010