

# Evidence Based Assessment in Complex Communication Need

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<b>Unit Code</b>	2CP3D953										
<b>Unit Title</b>	Evidence Based Assessment in Complex Communication Need										
<b>Unit Abbreviation</b>	EBAComplex Communication										
<b>Level of Study</b>	7										
<b>Credit Value</b>	20	<b>ECTS Value</b>	10								
<b>Home Department</b>	Health Professions										
<b>Unit Coordinator</b>	Dr Janice Murray										
<b>Keywords</b>	Assessment, evidence based assessment, Augmentative and Alternative Communication (AAC), assistive technologies, complex communication needs (all ages)										
<b>Unit Learning Outcomes</b>	<p>On completion of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. identify a range of theories that inform evidence based assessment</li> <li>2. critically evaluate current assessment techniques as relevant to specific medical and speech and language diagnoses</li> <li>3. identify and apply theoretical principles within an AAC assessment</li> <li>4. apply theoretical principles in the construction of advanced clinical assessment in AAC</li> <li>5. apply theoretical principles in the interpretation of assessment data</li> </ol>										
<b>Summative Assessment</b>	<table border="1"> <thead> <tr> <th>Element (highlight final element)</th><th>Type</th><th>Weighting</th><th>Learning outcomes assessed</th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>			Element (highlight final element)	Type	Weighting	Learning outcomes assessed				
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	1	Essay	25%	1,2
	2	Case study	75%	3,4,5
<b>Employability and Sustainability Outcomes</b>				
	Outcomes			Element of Assessment
	Analyse real world situations critically			2
	Demonstrate professionalism and ethical awareness			1,2
	Communicate effectively using a range of media			1,2
	Apply teamwork and leadership skills			2
	Manage own professional development reflectively			1,2
	Find, evaluate, synthesise and use information			1,2
	Work within social, environmental and community contexts			1,2
	Use systems and scenario thinking			1,2
	Engage with stakeholder/interdisciplinary perspectives			1,2

<b>Assessment Strategies for each Element of Assessment</b>	<p>Summative</p> <p>Essay: 2000 words (+/- 10%) review of the literature.</p> <p>Case study: 2,500 (+/- 10%) word exploration of assessment principles in relation to one or more clients. The detail of this assessment can be negotiated to suit the individual student's clinical context.</p> <p>Both elements of assessment will be supported by students receiving formative feedback via tutor discussion on work plans.</p>
<b>Assessment Criteria for Unit/Elements of Assessment</b>	Level 7 Grading Criteria
<b>Non-Standard Minimum Pass Mark</b>	N/A

## Outline of the Unit

<b>Brief Summary</b>	<p>This unit offers experienced speech and language therapists (SALT) the opportunity to reflect on their assessment practices within the field of AAC. AAC is an intervention and therefore spans many client groups across developmental and acquired domains. This unit has relevance to any SALT with a caseload that includes complex communication need where aided communication techniques may be relevant (e.g. the aphasias, dysarthrias, specific language impairment, learning difficulties).</p> <p>This unit is usually only available to practitioners with considerable clinical experience in the area of complex communication need. In discussion with tutors, exceptions may be made.</p> <p>This unit complements the Evidence Based Intervention in Complex Communication Needs but may be taken as a stand-alone unit.</p>
<b>Indicative</b>	Exploration of theories of assessment will include (i) research

<b>Content</b>	<p>methodologies that underpin assessment construction, (ii) consideration of models of speech, language and communication acquisition in children and adults, and (iii) consideration of models of impaired speech, language and communication.</p> <p>The relationship between current assessment techniques and their relevance to specific medical diagnoses, e.g. motor neuron disease, cerebral palsy, and their related speech and language diagnoses, e.g. dysarthria, will be critiqued against a backdrop of holistic assessment.</p> <p>Drawing from earlier unit content, current practices in AAC assessment will be explored. Students will critically evaluate the theoretical principles behind current AAC assessment techniques, e.g. message construction methodologies, symbol system evaluation, aided system evaluation.</p> <p>Students will reflect on their learning and practice by constructing their own repertoire of evidenced clinical assessment in AAC, e.g. single case design, applications of cognitive neuropsychology, motor planning and learning.</p> <p>Students will be able to critically evaluate AAC assessments from the robustness of data the assessment techniques can elicit. This evaluation will enhance clinical practice and inform the development of evidenced AAC assessment tools and techniques.</p>
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### Learning Activities

<b>Breakdown of Student Learning Activity</b>	<table> <tr> <th>Type of Activity</th><th>%</th></tr> <tr> <td>Summative assessment</td><td>25%</td></tr> <tr> <td>Directed study</td><td>40%</td></tr> <tr> <td>Student-centred learning</td><td>35%</td></tr> </table>	Type of Activity	%	Summative assessment	25%	Directed study	40%	Student-centred learning	35%
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<b>Mandatory Learning &amp; Teaching Requirements</b>	
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## Learning Resources

<b>Essential Reading</b>	<p>Murray, J., &amp; Goldbart, J. (2009). Cognitive and language acquisition in typical and aided language learning: A review of recent evidence from an aided communication perspective. <i>Child Language Teaching and Therapy</i>, 25, 7–34.</p> <p>Raghavendra, P., Bornman, J., Granlund, M., &amp; Bjorck-Akesson, E. (2007). The World Health Organization's International Classification of Functioning, Disability and Health: implications for clinical and research practice in the field of augmentative and alternative communication. <i>Augmentative and Alternative Communication</i>, 23, 349–361.</p> <p>Schlosser, R.W (2000) <i>The Efficacy of Augmentative and Alternative Communication: Toward Evidence-Based Practice</i> Elsevier Science: London</p> <p>Soto, G &amp; Zangari, C (2009) <i>Practically Speaking: Language, Literacy &amp; Academic Development for Students with AAC Needs AAC Series</i>: Brookes: London</p> <p>Smith, M.M. (2005) <i>Literacy and Augmentative and Alternative Communication</i>, Elsevier: London</p> <p>von Tetzchner, S, &amp; Grove, N (Eds.) (2003), <i>Augmentative and Alternative Communication: Developmental Issues</i> .Whurr/Wiley: London.</p> <p>Whitworth, A; Webster, J, &amp; Howard, D (2013) (2<sup>nd</sup> Ed) <i>A Cognitive Neuropsychological Approach to Assessment and Intervention in Aphasia: A clinician's guide</i>, Psychology Press: London</p> <p>World Health Organization. (2001). <i>International classification of functioning, disability and health</i>. Geneva: World Health Organization.</p>
<b>Additional Resources that Students Should Buy</b>	<p>Pring, T (2005) <i>Research Methods in Communication Disorders</i> Whurr: London</p> <p>Schlosser, R.W (2000) <i>The Efficacy of Augmentative and Alternative Communication: Toward Evidence-Based Practice</i> Elsevier Science: London</p> <p>Soto, G &amp; Zangari, C (2009) <i>Practically Speaking: Language, Literacy &amp; Academic Development for Students with AAC Needs AAC Series</i>:</p>

	Brookes: London
<b>Special ICTS Requirements</b>	Students will be expected to access the range of ICT facilities within the university; specifically some practicals will involve the use of iPads to explore the available AAC communication apps.
<b>Any Other Additional Resources</b>	<p>Journal of Augmentative and Alternative Communication</p> <p>Journal of Assistive Technologies</p> <p>Journal of Child Language Teaching and Therapy</p> <p>Journal of Aphasia</p> <p>Journal of Applied Psycholinguistics</p> <p>Journal of Disability and Rehabilitation</p>

### Administration

<b>JACS Code</b>	B630
<b>Date of Approval</b>	11 December 2012
<b>Date of Most Recent Consideration</b>	
<b>Unit External Examiner</b>	Annie Levis
<b>Unit Assessment Board</b>	