SPT H3110 - Speech Pathology in Medical Settings 1
Course Outline

Course Coordinator  Associate Professor Alison Ferguson
GP1.18
Phone 4921 5716
Email Alison.Ferguson@newcastle.edu.au

Semester  Semester 1 - 2005
Unit Weighting  10

Teaching Methods  Lecture
                Tutorial

Brief Course Description
Focuses on communication disorders typically seen in hospital settings or specialist
service facilities. Acquired communication disorders of neurological origin are covered,
i.e. aphasia and related disorders, apraxia of speech, dysarthria. An introduction to the
management of swallowing disorders (dysphagia) in adults is also covered.

Contact Hours  5 hours per week

Learning Materials/Texts
TBA

Course Objectives
Students will be able to:

1. Demonstrate awareness of etiological factors involved in impairments of acquired
disorders of speech, language, and swallowing.
2. Select and administer appropriate assessments for acquired disorders of speech,
language, and for bedside screening of swallowing function.
3. Analyse and interpret findings with regard to knowledge of normal speech, language,
and swallowing function across the adult age-span.
4. Identify further information and referral requirements for acquired disorders of speech,
language and swallowing in adults.
5. Develop comprehensive and detailed plans for intervention for acquired disorders of
speech and language.
6. Report on findings and make recommendations for future management for acquired
disorders of speech and language.

Distributed to students week commencing: 21st February, 2005
Course Content
Acquired communication disorders of neurological origin:
   Aphasia & related disorders
   Apraxia of speech
   Dysarthria

Introduction to Dysphagia in adults:
   Observing the normal & disordered swallow
   Basic dietary management

Assessment Items
Item     (Description)     Weighting     Timing
1. Examination - (1 hr) 20% W8
2. Take home assignment 1 - 2,000 words 40% W10
3. Take home assignment 2 - 2,000 words 40% W14

Assumed Knowledge
SPTH2220, HUBS2512

Callaghan Campus Timetable

SPTH3110
SPEECH IN MEDICAL SETTINGS I
Enquiries: School of Language and Media

Semester 1 - 2005
Lecture         Tuesday       14:00 - 17:00       [C1.24]
and Lecture     Thursday       12:00 - 14:00       [PG08]

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

   · copying or paraphrasing material from any source without due acknowledgment;
   · using another’s ideas without due acknowledgment;
   · working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.
Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - [http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.html](http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.html)

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of 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 plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or avoidable commitment; or
2. 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;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.
Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:

http://www.newcastle.edu.au/policy/academic/adm_prog/special_consid.htm

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2005
For semester 2 courses: 31 August 2005
For Trimester 1 courses: 18 February 2005
For Trimester 2 courses: 10 June 2005

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/change-enrol.html

Contact Details

School Office
School of Language and Media
Room MC127, McMulling Building
Phone: 4921 5175
Email: Language-Media@newcastle.edu.au

Faculty Student Service Offices
Faculty of Science and Information Technology
Room V19 (Mathematics Building)
Phone: 0249 215 562

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314
Various services are offered by the University Student Support Unit:


**Alteration of this Course Outline**

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

**Web Address for Rules Governing Undergraduate Academic Awards**


**Web Address for Rules Governing Postgraduate Academic Awards**

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The 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 please contact the Disability Liaison Officer on 49 21 5766, or via 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 related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

www.newcastle.edu.au/services/disability

Relationship of Course Objectives to CBOS (Competency Based Occupational Standards)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Clinical Skills</th>
<th>Clinical Skills</th>
<th>Empirical/Analysis Skils</th>
<th>Interpretive/Synthesis Skills</th>
<th>Critical Thinking Skills</th>
<th>Communication Skills</th>
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<tbody>
<tr>
<td>CBOS* Unit/Element</td>
<td>Range Indicator</td>
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<td>1 Causes</td>
<td>1.1, 1.2</td>
<td>Adult speech, language, swallowing</td>
<td>X</td>
<td>X</td>
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<td>2 Ass't</td>
<td>1, 5.1</td>
<td>Adult speech, language, swallowing</td>
<td>X</td>
<td>X</td>
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<tr>
<td>3 Interpret</td>
<td>1.4, 2, 5.6</td>
<td>Adult speech, language, swallowing</td>
<td>X</td>
<td>X</td>
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<td>4 Refer</td>
<td>2, 5.3</td>
<td>Adult speech, language, swallowing</td>
<td>X</td>
<td>X</td>
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<td>5</td>
<td>3, 4, 5.3</td>
<td>Adult speech, X</td>
<td>X</td>
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</tbody>
</table>
Intervene | language
--- | ---
6 Report | 1.6, 2.2 | Adult speech, language | X | X

* Competency Based Occupational Standards for Speech Pathologists - Entry Level (Revised, 2001)

The assessment of this course relates to the learning objectives as outlined below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Obj 1 Causes</th>
<th>Obj2 Ass’t</th>
<th>Obj3 Interpret</th>
<th>Obj4 Refer</th>
<th>Obj5 Intervene</th>
<th>Obj6 Report</th>
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<td>1 Exam</td>
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<tr>
<td>3 Take home Ass’t</td>
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<td>X</td>
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**Timetable**

<table>
<thead>
<tr>
<th>Week</th>
<th>Tues 2-3</th>
<th>Tues 3-4</th>
<th>Tues 4-5</th>
<th>Thur 12-1</th>
<th>Thur 1-2</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro</td>
<td>Intro aphasia</td>
<td>Intro dysarthria</td>
<td>Neuro basis motor speech (Duffy ch.2)</td>
<td>Examination for motor speech (Duffy ch. 3)</td>
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<tr>
<td>2</td>
<td>Apraxia of speech – assessment (Duffy ch.11)</td>
<td>AOS – treatment (Duffy ch. 18)</td>
<td>Flaccid dysarthria (Duffy ch.4)</td>
<td>Spastic dysarthria (Duffy ch.5)</td>
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<tr>
<td>3</td>
<td>Syndrome approaches to aphasia (LaPointe ch. 8,9,10, 11, 12)</td>
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<td>Ataxic dysarthria (Duffy ch. 6)</td>
<td>Hyopkinetic dysarthria (Duffy ch. 7)</td>
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<td>4</td>
<td>Cognitive-linguistic approaches to aphasia</td>
<td></td>
<td>Hyperkinetic dysarthria (Duffy ch.8)</td>
<td>Mixed dysarthrias (Duffy ch.10)</td>
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<tr>
<td>5</td>
<td>Social approaches to aphasia (LaPointe ch.3)</td>
<td></td>
<td></td>
<td>Intervention principles for dysarthria (Duffy ch.16, 17)</td>
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<tr>
<td>6</td>
<td>Advanced considerations for anomia, agrammatism/paragrammatism, paraphasia &amp; jargon</td>
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<td></td>
<td>Interventions for specific populations</td>
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<tr>
<td>7 Asst 1 avail</td>
<td>Adv. Issues for receptive language</td>
<td>Adv. Issues for reading (LaPointe ch.6)</td>
<td>Adv. Issues for writing (LaPointe ch.7)</td>
<td>Counselling issues for dysarthria</td>
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<td>Recess</td>
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<td></td>
<td>Exam</td>
<td>Aphasia intervention</td>
<td>Examination (in-class)</td>
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<td>8</td>
<td>9</td>
<td>Aphasia intervention</td>
<td>Right hemisphere language (LaPointe ch.14)</td>
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<td>10</td>
<td>Asst 1 due</td>
<td>Traumatic brain injury (LaPointe ch.15)</td>
<td>Dementia (LaPointe ch.13)</td>
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<td>11</td>
<td>Asst 2 avail</td>
<td>Bilingualism &amp; aphasia; using interpreters</td>
<td>Acquired aphasia in children</td>
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<td>12</td>
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<td>Counselling issues for aphasia</td>
<td></td>
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<tr>
<td>13</td>
<td></td>
<td>Speech Pathology Australia conference (Canberra) - no lecture</td>
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<tr>
<td>14</td>
<td>Asst 2 due</td>
<td>Review of theoretical &amp; empirical bases for assessment &amp; treatment</td>
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</tbody>
</table>

**Topics**

**Dysarthria**

**Diagnostics**
- Upper & lower motor neurone lesions (Flaccid & spastic dysarthria)
- Extrapyramical syndromes (Hypokinetic & hyperkinetic dysarthria)
- Other motor system lesions (Ataxic & mixed dysarthria)

**Intervention**
- Functional systems
- Maximising intelligibility/comprehensibility
- Therapies for specific dysarthrias
- Severe dysarthria

**Apraxia of Speech**
- Characteristics
- Neurological basis
- Assessment
- Treatment
Aphasia

Diagnostics
Characteristics, causes & courses
Approaches (Syndrome; cognitive-neuropsychological; sociolinguistic)
Assessments
Multicultural issues in assessment & intervention

Intervention for aphasia
Types, goals & approaches to intervention
Rationales for intervention (incl. Evidence-base)

Related disorders

Diagnostics
Non-dominant cerebral hemisphere lesions
Traumatic brain injury
Dementia
Schizophrenia
Acquired Childhood Aphasia

Intervention for aphasia & related disorders
Cognitive therapies
Behavioural therapies
Neurolinguistic therapies
Sociolinguistic therapies
Specific therapies

Required texts


Recommended Reading
(Books on 3 Day Loan or in Short Loans)


**Serials:**
- Aphasiology
- Brain and Language
- Brain Injury
- Journal of Medical Speech-Language Pathology

**Articles**
See up-dates of readings on Blackboard site for this course.
Short loans readings for this course as advised during lectures.

**Assessment**
**Description of Assessment Tasks**

1. **SPTH3110 - Examination** (1 hr) - 20%. To take place in class times during Week 8 (Thursday).

Students will be asked a series of questions related to cases which raise assessment issues for in-patient neurological caseload, i.e. dysarthria, apraxia of speech, and aphasia. Students will be required to demonstrate the ability to select appropriate approaches to assessment, and to provide clear explanations that support their decision-making.

Criteria for marking: (marks to be divided equally between questions)

<table>
<thead>
<tr>
<th>Potential marks</th>
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<tbody>
<tr>
<td>description of assessment choices</td>
<td>4</td>
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<tr>
<td>appropriateness of assessment selection</td>
<td>8</td>
</tr>
<tr>
<td>motivation/support for assessment selection</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
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</tbody>
</table>

2. **SPTH3110 - Take home examination (dysarthria)**: (2,000 words) 40%. Case materials for this examination will be made available in Week 7. Due: Friday 9am, Week 10. Submit in the first instance electronically through turnitin (see information at end of this course outline), and attached the turnitin ‘receipt’ to the hard copy of the assignment, which should be submitted in the Speech Pathology Assignment Box, with School of Language & Media coversheet, at School office, 1st floor, McMullen Building.

The following case materials will be available: a short case history, and a short taped speech sample from a dysarthric speaker. Describe the dysarthric characteristics you observe, and indicate your provisional speech diagnosis with a critical analysis of the supporting evidence. Detail the assessment processes you would undertake with this speaker, and provide justification for your decision-making.
Criteria for marking:

<table>
<thead>
<tr>
<th>Potential marks</th>
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<tbody>
<tr>
<td>8</td>
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<td>8</td>
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<tr>
<td>Total</td>
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<tr>
<td>40</td>
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</tbody>
</table>

3. SPTH3110 - Take-home assignment 2 (aphasia) (2,000 words) - 40%. Information will be available in Week 11, and the assignment is due Week 14, Semester 1, Friday 9am. Submit in the first instance electronically through turnitin (see information at end of this course outline), and attached the turnitin 'receipt' to the hard copy of the assignment, which should be submitted in the Speech Pathology Assignment Box, with School of Language & Media coversheet, at School office, 1st floor, McMullen Building.

You will be provided with information about an aphasic speaker. From the information provided, indicate your provisional language diagnosis. Suggest further areas for assessment, and indicate what particular formal and informal testing procedures you would use, and why. Outline your long term intervention goals for the speaker, with reference to the speaker's impairment, restrictions to communication activity, and limitations in social participation. Select ONE specific therapy approach which relates to your goals, and discuss the evidence base available to justify its use.

Criteria for marking:

<table>
<thead>
<tr>
<th>Potential marks</th>
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<tbody>
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<td>5</td>
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<tr>
<td>Depth/breadth of reading</td>
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<tr>
<td>(incl. use of APA reference format)</td>
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<tr>
<td>5</td>
</tr>
<tr>
<td>Clarity/coherence of writing</td>
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<tr>
<td>(incl. grammar/spelling, proofreading)</td>
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<tr>
<td>40</td>
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</tbody>
</table>
Summary

<table>
<thead>
<tr>
<th>Item</th>
<th>(Description)</th>
<th>Weighting</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examination (1 hr)</td>
<td>Demonstration of bedside examination procedures for acute neurological patient</td>
<td>20%</td>
<td>S1, W8</td>
</tr>
<tr>
<td>2. Take home Examination – 2,000 words</td>
<td>(Dysarthria - case observation)</td>
<td>40%</td>
<td>S1, W10</td>
</tr>
<tr>
<td>3. Take home assignment - 2,000 words</td>
<td>(Case study - aphasia case study)</td>
<td>40%</td>
<td>S1, W14</td>
</tr>
</tbody>
</table>

Turnitin

Submit both Assignments 1 & 2 to the turnitin site for this course.

- Go to [www.turnitin.com](http://www.turnitin.com)
- Register as a user for turnitin
- Log on into the course (identified by the Class ID 1239265, the Class Name, SPTH 3110, with password SPTH 3110)
- Submit your assignment directly to this site. (If you want to check the originality of your work prior to final submission, submit it to the section marked 'revision', then check the originality report. Once you are happy with the assignment, submit it to the final assignment section.
- Make sure your file is named so that both you and the assignment are clearly identifiable, e.g. Bloggsassignment 1.doc