SPTH3110 - Speech Pathology in Medical Settings 1

Course Outline

Course Co-ordinator: Associate Professor Alison Ferguson
Room: GP1.18
Ph: 4921 5716
Fax: 4921 7386
Email: Alison.Ferguson@newcastle.edu.au
Consultation hours: Best times Tues & Thurs am – please ring or email for appointment
Semester: Semester 1 - 2006
Unit Weighting: 10
Teaching Methods: Lecture

Course Overview

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
Lecture for 3 Hours per Week for the Full Term

Learning Materials/Texts

Required texts


Course Outline issued and correct Week 1, Semester 1, 2006
CTS Download 30 January 2006
**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.

**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.

**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

<table>
<thead>
<tr>
<th>Examination:</th>
<th>Take Home</th>
<th>Take home assignment 1 - 2,500 words 50% - W8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination:</td>
<td>Formal</td>
<td>Short answer and multiple choice exam - 50% - examination period</td>
</tr>
</tbody>
</table>

See Section B for further details

### Assumed Knowledge

SPTH2220, HUBS2512

### Callaghan Campus Timetable

**SPEECH IN MEDICAL SETTINGS I**

Enquiries: School of Humanities and Social Science

Semester 1 - 2006

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Tuesday</th>
<th>13:00 - 14:00</th>
<th>[V01]</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Lecture</td>
<td>Thursday</td>
<td>12:00 - 14:00</td>
<td>[PG08]</td>
</tr>
</tbody>
</table>

See Section B for Weekly outline

### 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 -


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 unavoidable 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:


**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 2006
For semester 2 courses: 31 August 2006
For Trimester 1 courses: 18 February 2006
For Trimester 2 courses: 10 June 2006

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

Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Dean of Students
Dr Jennifer Archer
Phone: 492 15806
Fax: 492 17151
resolutionprecinct@newcastle.edu.au

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

Online Tutorial Registration:
Students are required to enrol in the Lecture times for this course via the Online Registration system:
β http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
β Type your assignments: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
β Word length: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
β Proof read your work because spelling, grammatical and referencing mistakes will be penalised.
β Staple the pages of your assignment together (do not use pins or paper clips).
β University coversheet: All assignments must be submitted with the University coversheet: www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf
Assignments are to be deposited in the relevant discipline assignment box:
- Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127

Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

Keep a copy of all assignments: All assignments are date-stamped upon receipt. However, it is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- Take home assignment 1 - 2,500 words 50% - W8

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course, unless special circumstances apply. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments. Students who wish to make a case for assignment re-submission should contact the Discipline Convenor.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style
In this course, it is required that you use the APA referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source: the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

Infoskills:

Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

Section B: Specific Course Information

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

* 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>
</tr>
</thead>
<tbody>
<tr>
<td>1 Exam</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Take home Ass't</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Take home Ass't</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Description of Assessment Tasks

1. **SPTH3110** - Take home assignment 1 - 2,500 words 50% - W8

   Due: Thursday 13 April, 2006 4pm, **Week 8**. Submit in the first instance electronically through turnitin (via Blackboard), and submit the hard copy of the assignment, with coversheet, at School of Humanities & Social Science office, 1st floor, McMullen Building.

   Approaches to the assessment and intervention of dysarthria, aphasia, and apraxia of speech can be described in relation to their focus on the person’s communication impairment and its consequences for his/her social participation. For one of these communication disorders of neurological origin, select two approaches which can be differentiated with regard to their focus on communication impairment and consequences for social participation. Critically compare and contrast these approaches with reference to the published theoretical and research literature.

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>50% to 64%</td>
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<tr>
<td>65% to 74%</td>
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<tr>
<td>75% to 84%</td>
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<td></td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td></td>
<td></td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>

2. **SPTH3110** - Short answer and multiple choice exam - 50% - examination period

   Students will be asked a series of questions related to cases and data which raise assessment and intervention issues for in-patient and out-patient neurological caseloads, i.e. dysarthria, apraxia of speech, and aphasia & related language disorders. Students will be required to demonstrate the ability to select appropriate approaches to assessment and intervention, and to provide clear explanations that support their decision-making.
# SPTH31110 Weekly outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tues 1pm-2pm V101</td>
</tr>
<tr>
<td>1</td>
<td>February 20</td>
<td>Introduction to dysarthria – causes, courses, prognosis, scope of intervention</td>
</tr>
<tr>
<td>2</td>
<td>February 27</td>
<td>Neuro basis motor speech (Duffy ch.2) - Examination for motor speech (Duffy ch. 3)</td>
</tr>
<tr>
<td>3</td>
<td>March 6</td>
<td>Flaccid dysarthria (Duffy ch.4)</td>
</tr>
<tr>
<td>4</td>
<td>March 13</td>
<td>Spastic dysarthria (Duffy ch.5)</td>
</tr>
<tr>
<td>5</td>
<td>March 20</td>
<td>Ataxic dysarthria (Duffy ch. 6)</td>
</tr>
<tr>
<td>6</td>
<td>March 27</td>
<td>Hyopkinetic dysarthria (Duffy ch. 7)</td>
</tr>
<tr>
<td>7</td>
<td>April 3</td>
<td>Hyperkinetic dysarthria (Duffy ch.8)</td>
</tr>
<tr>
<td>8</td>
<td>April 10</td>
<td>Mixed dysarthrias (Duffy ch.10)</td>
</tr>
</tbody>
</table>

**Take-home assignment due**

**Mid-Semester Recess: Friday 14 April - Friday 28 April**

| 9    | May 1          | Intervention principles for dysarthria (Duffy ch.16, 17) | Traumatic brain injury (LaPointe ch.15) |
| 10   | May 8          | Interventions for specific populations | Intervention principles for aphasia | Semantic therapies – ‘stimulation therapies’ |
| 11   | May 15         | Counselling issues for dysarthria – special focus on Palliative Care | ‘Constraint’ therapies | Group therapy; partner training |
| 12   | May 22         | No Lectures (SPAA conference) | | |
| 13   | May 29         | Review of Evidence Base for Intervention for Dysarthria | Specific behavioural techniques: incl. MIT, VCIU, TAP | Specific interactive techniques incl. PACE, drawing, gesture |

**Queen’s Birthday Public Holiday: Monday 12 June**

**Examination period: Tuesday 13 June - Friday 30 June**