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:   Tues 9 – 11am, & by appointment

Semester  Semester 1 - 2008
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.

Contact Hours
Lecture for 3 Hours per Week for the Full Term

Learning Materials/Texts
Required texts


Course Outline Issued and Correct as at:  Week 1, Semester 1 - 2008
CTS Download Date: 2 Feb 2008
**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 and language.
2. Select and administer appropriate assessments for acquired disorders of speech and language.
3. Analyse and interpret findings with regard to knowledge of normal speech and language across the adult age-span.
4. Identify further information and referral requirements for acquired disorders of speech and language 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

**Assessment Items**

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

**Assumed Knowledge**
SPTH2220, HUBS2512

**Callaghan Campus Timetable**
**SPTH3110**
**SPEECH IN MEDICAL SETTINGS I**
Enquiries: School of Humanities and Social Science
Semester 1 - 2008

<table>
<thead>
<tr>
<th>Lecture and Lecture</th>
<th>Thursday 9:00 - 11:00 [V101]</th>
<th>Thursday 16:00 - 17:00 [V107]</th>
</tr>
</thead>
</table>
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 following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

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

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:
- Requests for Special Consideration must be lodged no later than 3 working days after the due date of submission or examination.

- Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.

- Requests for Rescheduling Exams must be received in the Student Hub no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

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 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. 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 staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus
- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct
- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus
- Ourimbah Hub: Administration Building

Faculty websites

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au
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  

Web Address for Rules Governing Professional Doctorate 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 02 4921 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

End of CTS Entry
Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - 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 if there is one, 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.

Important Additional Information

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

<table>
<thead>
<tr>
<th>University of Newcastle Graduate Attributes</th>
<th>Community Responsiveness</th>
<th>Professionalism</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Competencies²</td>
<td></td>
<td>GPC1.1</td>
<td>GPC3.2</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>CBOS Unit, Element</td>
<td>GPC4.5</td>
<td>GPC2.2</td>
</tr>
<tr>
<td>Clinical populations</td>
<td>CBOS Unit, Element</td>
<td>GPC1.1</td>
<td>GPC3.2</td>
</tr>
<tr>
<td>1 Causes</td>
<td>1.1, 2.3</td>
<td>GPC1.1</td>
<td>GPC3.2</td>
</tr>
<tr>
<td>2 Ass’t</td>
<td>1.2, 1.3</td>
<td>GPC4.5</td>
<td>GPC2.1</td>
</tr>
<tr>
<td>3 Interpret</td>
<td>2.1, 2.2</td>
<td>GPC1.1</td>
<td></td>
</tr>
<tr>
<td>4 Refer</td>
<td>3.2, 3.6</td>
<td></td>
<td></td>
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<tr>
<td>5 Plan to Intervene</td>
<td>3.1, 3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Report</td>
<td>2.4, 3.7</td>
<td></td>
<td></td>
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</tbody>
</table>

Relationship of course objectives and assessment tasks

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Take home assignment 2,500 words 50% W8</th>
<th>Formal examination Short answer &amp; multiple choice exam 50% in exam period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Causes</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2 Assessment</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3 Interpret</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4 Refer</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5 Plan to Intervene</td>
<td>X</td>
<td></td>
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<tr>
<td>6 Report</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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)
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: There are no hard copy submissions of assignments in this course.

Electronic submission via Blackboard digital drop box:
Submit the written assignment through the 'digital drop box' on the Blackboard site for this course.
Go to the front screen for SPTH3110, and select 'Course Tools' from the menu bar on the left-hand side.
Select 'digital drop box'. Then select 'send', and follow the instructions.

Note that if you just select 'add', then the assignment will be visible in your drop box, but not in mine. So select 'send', and then you will be able to see it in your drop box, and I'll be able to see it in mine!

Online copy submission to Turnitin
In addition to the electronic submission through the digital drop box (see above), students are required to submit an electronic version of the following assignment to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

Examination: Take Home
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.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course in order to attain a higher grade. 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. Also students may be required to resubmit any aspect of the assessment in which specific clinical competencies need to be demonstrated as required for the specific course as specified below:

SPTH3110 Take home assignment includes requirement to demonstrate competency in administration of an assessment task.
Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments – via Digital Drop Box


Preferred Referencing Style

In this course, it is required that you use the use 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 or specific information 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).

For information about APA – see:

For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html
Students are also encouraged to make use of ‘Endnote’ software – a reference data base which allows you to select your referencing format style – and which is available at no charge via the library – see:


**Student Representatives**

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

**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 is available @ http://www.newcastle.edu.au/currentstudents/index.html
Description of Assessment Tasks

1. **SPTH3110** – Take home assignment 1 - 2,500 words 50% - W8
   Due: MONDAY 7 APRIL, 2008 Week 8. Submit in the first instance electronically through Turnitin (via Blackboard). Secondly, submit the electronic copy through the digital drop box in the Blackboard site for SPTH3110. Thirdly, in the lecture time in Week 8, students will be required to demonstrate the assessment task they have selected in their submitted assignment.

Students will select from one of three cases (aphasia, dysarthria, apraxia of speech) for which details will be provided in Week 2. For each case, students will discuss the relevant etiological factors, and identify further information and referral requirements. Students will select an appropriate assessment which could be used in further assessment, and demonstrate competent administration of this approach to assessment (scheduled during class time in Week 8). Students will select one appropriate intervention approach, and select five research studies that provide evidence with regard to the efficacy of that approach, and undertake a critical appraisal of this evidence.

The marking for this assignment is divided into 2 sections (demonstration 10%, written 40%)

**10% - Demonstrated competency in administration of assessment:**

**Criteria**

3 - Demonstrated ability to use interpersonal communication skills to facilitate the effectiveness of the assessment
2 - Demonstrated ability to conform to required protocol
3 - Demonstrated ability to record data accurately and sufficiently to allow for analysis and interpretation
2 - Level of proficiency demonstrated in administration
10 - TOTAL

**40% - Written part of assignment –marked using the guide below**

<table>
<thead>
<tr>
<th>Grading guide for written part of take home assignment</th>
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</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
</tr>
<tr>
<td></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 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>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
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<tr>
<td></td>
<td>The work demonstrates a reasonable attempt to address the task, 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>
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<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
</tr>
<tr>
<td></td>
<td>The work demonstrates a clear understanding of the relevant information, a capacity to integrate research into the discussion, and a critical appreciation of a range of different 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>75% to 84%</td>
<td>Distinction (D)</td>
</tr>
<tr>
<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>High Distinction (HD)</td>
</tr>
<tr>
<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>
## Lecture Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Thurs 9-10 V101</td>
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<tr>
<td></td>
<td></td>
<td>Thurs 10-11 V101</td>
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<tr>
<td></td>
<td></td>
<td>Thurs 4-5 V107</td>
</tr>
<tr>
<td>1</td>
<td>Mon 18 Feb</td>
<td>Course overview Intro neuro comm. dis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal asst/int Intro to aphasia</td>
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<tr>
<td></td>
<td></td>
<td>Intro to dysarthria</td>
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<tr>
<td>2</td>
<td>Mon 25 Feb</td>
<td>Cases for TH Aphasia syndromes</td>
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<tr>
<td></td>
<td></td>
<td>Flaccid dysarthria</td>
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<tr>
<td>3</td>
<td>Mon 3 Mar</td>
<td>Cognitive neuropsychological approaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Motor speech</td>
</tr>
<tr>
<td>4</td>
<td>Mon 10 Mar</td>
<td>Social approaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spastic dysarthria</td>
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<tr>
<td>5</td>
<td>Mon 17 Mar</td>
<td>Apraxia of Speech assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ataxic dysarthria</td>
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<tr>
<td>6</td>
<td>Mon 24 Mar</td>
<td>Apraxia of Speech intervention</td>
</tr>
<tr>
<td></td>
<td>(Easter Monday)</td>
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<tr>
<td></td>
<td></td>
<td>Hypokinetic dysarthria</td>
</tr>
<tr>
<td>7</td>
<td>Mon 31 Mar</td>
<td>Cognitive-communication disorders - RCVA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hyperkinetic dysarthria</td>
</tr>
<tr>
<td>8</td>
<td>Mon 7 Apr</td>
<td>Demonstrations of Assessment</td>
</tr>
<tr>
<td></td>
<td>Take home due Mon 5pm BB digital drop box</td>
<td>Demonstrations of Assessment</td>
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<tr>
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<td>Demonstrations of Assessment</td>
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<td></td>
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<td>Demonstrations of Assessment</td>
</tr>
</tbody>
</table>

### Mid-Semester Recess: Mon 14 Apr – Fri 25 April

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mon 28 Apr</td>
<td>Cog-comm dis - TBI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mixed dysarthrias</td>
</tr>
<tr>
<td>10</td>
<td>Mon 5 May</td>
<td>Cog-comm dis dementia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intervention principles</td>
</tr>
<tr>
<td>11</td>
<td>Mon 12 May</td>
<td>Bilingualism &amp; Aphasia - interpreters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acquired Childhood Aphasia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specific interventions</td>
</tr>
<tr>
<td>12</td>
<td>Mon 19 May</td>
<td>Aphasia &amp; related disorders - review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dysarthria review</td>
</tr>
<tr>
<td>13</td>
<td>Mon 26 May</td>
<td>SPAA/NZ conference</td>
</tr>
<tr>
<td>14</td>
<td>Mon 2 June</td>
<td>No lecture</td>
</tr>
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</table>