Course Co-ordinator:  Associate Professor Alison Ferguson  
Room: GP3.21  
Ph: 4921 5716  
Fax: 4921 6933  
Email: Alison.Ferguson@newcastle.edu.au  
Consultation hours:  By appointment  

Course Overview  

**SPTH3110 - Speech Pathology in Medical Settings 1**  
Course Outline  

<table>
<thead>
<tr>
<th>Semester</th>
<th>Semester 1 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Weighting</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Method</td>
<td>Lecture (Tutorial format is integrated within lecture times)</td>
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</tbody>
</table>

**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 reading*


*Recommended learning resource*

Seriais:
- Aphasiology
- Brain and Language
- Brain Impairment
- 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
In relation to adult speech and language disorders, students will be able to:

1. Demonstrate awareness of etiological factors involved in impairments of acquired disorders of speech and language (CBOS 1.1, 1.2, 2.3).
2. Select and administer appropriate assessments for acquired disorders of speech and language (CBOS 1.2, 1.3).
3. Analyse and interpret findings with regard to knowledge of normal speech and language across the adult age-span (CBOS 2.1).
4. Identify further information and referral requirements for acquired disorders of speech and language in adults (CBOS 2.2).
5. Develop comprehensive and detailed plans for intervention for acquired disorders of speech and language (CBOS 3.1, 3.5).
6. Report on findings and make recommendations for future management for acquired disorders of speech and language (CBOS 2.4, 3.7).

Course Content (see Weekly Outline for more detail)
Acquired communication disorders of neurological origin:
- Aphasia & related disorders
- Apraxia of speech
- Dysarthria

Assessment Items (Refer to further information at the end of this course outline)

<table>
<thead>
<tr>
<th>Nature</th>
<th>Description</th>
<th>Timing</th>
<th>Relationship to course objectives</th>
<th>Relationship to CBOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Class</td>
<td>10-15 minute demonstration of administration of assessment procedure - 10%</td>
<td>As scheduled during class times</td>
<td>Obj 2</td>
<td>1.2, 1.3</td>
</tr>
<tr>
<td>Examination: Take Home</td>
<td>Take home assignment 1 - 2,000 words 40%</td>
<td>Thurs 29 April, 5pm Wk 8</td>
<td>Obj 3, 5, 6</td>
<td>2.1, 3.1, 3.5</td>
</tr>
<tr>
<td>Examination: Formal</td>
<td>Short answer and multiple choice exam - 50%</td>
<td>Examination period</td>
<td>Obj 1, 2, 3, 4</td>
<td>1.1, 1.2, 2.1, 2.2, 2.3</td>
</tr>
</tbody>
</table>

Assumed Knowledge
SPTH2220, HUBS1107

Callaghan Campus Timetable
SPTH3110
Speech Path Med Settings 1
Enquiries: School of Humanities and Social Science
 Semester 1 - 2010
Lecture and Lecture Thursday 11:00 - 13:00 [C124]
                        Thursday 16:00 - 17:00 [V107]

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:

**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:
http://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.

http://www.newcastle.edu.au/study/fees/censusdates.html

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
STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
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:

**Callaghan Campus**
Shortland Hub: Level 3, Shortland Building  
Hunter Hub: Level 2, Student Services Centre

**City Precinct**
City Hub & Information Common, University House

**Central Coast Campus (Ourimbah)**
Student Hub: Opposite the Main Cafeteria

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**OTHER CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</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><strong>Rules Governing Undergraduate Academic Awards</strong></td>
<td><a href="http://www.newcastle.edu.au/service/dean-of-students/">http://www.newcastle.edu.au/service/dean-of-students/</a></td>
</tr>
</tbody>
</table>
| [www.newcastle.edu.au/policylibrary/000311.html](http://www.newcastle.edu.au/policylibrary/000311.html) | Phone: 02 4921 5806  
Fax: 02 4921 7151  
Email: Dean-of-Students@newcastle.edu.au |
| **General enquiries** | **University Complaints Managers Office** |
| **Callaghan, City and Port Macquarie** | 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.  |
| Phone: 02 4921 5000 | http://www.newcastle.edu.au/service/complaints/ |
| Email: EnquiryCentre@newcastle.edu.au | Phone: 02 4921 5806  
Fax: 02 4921 7151  
Email: Complaints@newcastle.edu.au |
| **Ourimbah** | **Campus Care** |
| Phone: 02 4348 4030 | 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. |
| Email: EnquiryCentre@newcastle.edu.au | 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.

End of CTS Entry
Online Tutorial Registration:

Students are required to enrol in the Lecture BUT DO NOT NEED TO ENROL IN A SPECIFIC TUTORIAL TIME for this course via the Online Registration system. (Tutorial exercises are conducted within lecture times.) Refer - [http://www.newcastle.edu.au/study/enrolment/regdates.html](http://www.newcastle.edu.au/study/enrolment/regdates.html)

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

Studentmail and Blackboard: Refer - [www.blackboard.newcastle.edu.au/](http://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

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:


Student Representatives

We are very interested in your feedback and suggestions for improvement. Your third year student representative is the channel of communication between students and the Speech Pathology Program Convenor and with the School of Humanities and Social Science Board. Contact details of Speech Pathology Student Representatives can be found on the Speech Pathology Blackboard site.

Student Communication

Students should discuss any course related matters with the Lecturer/Course Coordinator (Assoc Prof Alison Ferguson) in the first instance and then the relevant Discipline Convenor (Dr Sally Hewat) or Program Convenor (Assoc Prof Alison Ferguson). If this proves unsatisfactory, they should then contact the Head of School of Humanities and Social Science if required. Contact details can be found on the School website.
Description of Assessment Tasks

1. **SPTH3110 – In-class demonstration of administration of assessment procedures – 10%**

Students will be required to complete 10 exercises within class that demonstrate their ability to administer selected assessment procedures. Each exercise is worth 1 mark. Exercises will take place in the class times as indicated on the weekly outline below. Exercises are designed to be completed within the scheduled class, as the lecturer needs to observe your performance. No additional times or tuition will be provided for students who miss the class.

Exercise worksheets will be available on Blackboard after the scheduled class, and all lectures will be recorded through Lectopia (with links to recordings provided on Blackboard). Students who miss any class exercises are encouraged to practice these exercises in their own time as soon as possible so that this learning experience can be related to the lecture content. Students in this situation have the option to demonstrate their administration of the assessment procedures in the final week of semester (Wk 13) during class time. There will be a late penalty (such that each late exercise is worth 0.5 mark), except where students have submitted an application for Special Circumstances in relation to this assessment.

2. **SPTH3110 – Take home assignment 1 - 2,000 words 40% - W8**
   
   Due Thursday 29 April, **Week 8**. Submit the assessment report electronically using the Digital Drop Box in Blackboard – 10%; and submit the intervention electronically through turnitin (via Blackboard) – 30%. Do NOT submit hard copies. Marking and feedback for the assessment report will be provided through the Digital Drop Box, and marking and feedback for the intervention plan will be through Grademark.

   Based on data provided in Week 5 (on Thurs 1 April in 4 -5 pm class), students will submit (1) an assessment report (using the template provided on Blackboard site for this course) (10%), and (2) an intervention plan that provides a detailed statement of a related set of long term, short term and session goals for the client, with comprehensive rationales based on theory and the available research evidence (30%).

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

Students will be asked a series of questions related to cases and data concerning etiology, selection of assessments, interpretation in relation to typical speech and language in adults, and needs for further information and referral requirements for acquired disorders of speech and language in adults.
<table>
<thead>
<tr>
<th>Week</th>
<th>Thurs</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
<th>11-12noon C124</th>
<th>12noon – 1pm C124</th>
<th>4 – 5pm V107</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mar 4</td>
<td>Introduction to aphasia – causes, courses, prognosis, scope of intervention</td>
<td>Neuro basis for language; normal adult speech &amp; language over lifespan</td>
<td>Introduction to dysarthria – causes, courses, prognosis, scope of intervention</td>
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<tr>
<td>2</td>
<td>Mar 11</td>
<td>Syndrome approaches to aphasia</td>
<td>Common assessments for aphasia - WAB, BDAE (EXERCISE A)</td>
<td>Neuro basis motor speech - Examination for motor speech (EXERCISE B)</td>
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<tr>
<td>3</td>
<td>March 18</td>
<td>Linguistic description of aphasia - Word, Sentence Therapy for anoma at word level – cueing</td>
<td>Linguistic description of aphasia - Discourse (EXERCISE C) Therapy for anoma in discourse</td>
<td>Flaccid dysarthria - Therapy focus SEMG</td>
<td></td>
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<td>4</td>
<td>March 25</td>
<td>Cognitive –linguistic approach Therapy for agrammatism</td>
<td>Hypothesis testing for nature of aphasia - PALPA (EXERCISE D)</td>
<td>Spastic dysarthria - Therapy focus Articulatory (EXERCISE E)</td>
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<tr>
<td>5</td>
<td>April 1</td>
<td>Social approaches Therapy – goal setting (person/centred; relationship/centred) FCTP</td>
<td>Social approaches to aphasia - CADL (EXERCISE F) Counselling for aphasia</td>
<td>Ataxic dysarthria - Therapy focus Prosody Speech sampling (Take-home DATA)</td>
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<tr>
<td>6</td>
<td>April 15</td>
<td>Apraxia of Speech - 8 step continuum</td>
<td>Apraxia of Speech - Mayo clinic protocol (EXERCISE G)</td>
<td>Hypokinetic dysarthria - Therapy focus LSVT</td>
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<tr>
<td>7</td>
<td>April 22</td>
<td>Traumatic brain injury</td>
<td>Traumatic brain injury - Pragmatic asst (EXERCISE H)</td>
<td>Hyperkinetic dysarthria - Therapy focus AAC</td>
<td></td>
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<tr>
<td>8</td>
<td>April 29</td>
<td>Right hemisphere language</td>
<td>Cognitive rehabilitation Counselling for TBI</td>
<td>Mixed dysarthrias (TAKE-HOME DUE)</td>
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<tr>
<td>9</td>
<td>May 6</td>
<td>Review of principles of intervention - neuroplasticity</td>
<td>Specific behavioural techniques: incl. MIT, VCIU, TAP</td>
<td>Advanced assessment and therapy outcome measures for dysarthria - Perceptual (EXERCISE I)</td>
<td></td>
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<tr>
<td>10</td>
<td>May 13</td>
<td>Specific interactive techniques incl. PACE, drawing, gesture</td>
<td>Specific interventions – Constraint Induced Language Therapy</td>
<td>Advanced assessment and therapy outcome measures for dysarthria - Instrumental (EXERCISE J)</td>
<td></td>
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<tr>
<td>11</td>
<td>May 20</td>
<td>(No lectures)</td>
<td></td>
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<tr>
<td>12</td>
<td>May 27</td>
<td>Acquired aphasia in children - review</td>
<td>Bilingualism &amp; aphasia; interpreters</td>
<td>Counselling for progressive dysarthria</td>
<td></td>
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<tr>
<td>13</td>
<td>Jun 3</td>
<td>Review of aphasia</td>
<td>Review of AoS</td>
<td>Review of dysarthria</td>
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Examination period: June 7 – June 25