SPTH 3120
Speech Pathology in Medical Settings 2
Course Outline

Course Coordinator  David Wigney
Room GPG-24, General Purpose Building
Phone: 4921 7347
Email: David.Wigney@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 in the community. Swallowing (dysphagia) in adults and children (including infant feeding) is also comprehensively covered. Alternative and augmentative communication approaches are explored. Hearing rehabilitation is studied for hearing impairment and its consequences for communication in adults (with a particular focus on the elderly population).

Contact Hours  Lecture for 2 Hours per Week for 12 Weeks
               Lecture for 3 Hours per Week for the Full Term

Learning Materials/Texts
Information enclosed

Course Objectives
Students will be able to:
1. Demonstrate awareness of etiological factors involved in impairments of swallowing.
2. Select and administer appropriate assessments for swallowing disorders, and for establishing augmentative and alternative communication needs.
3. Analyse and interpret findings with regard to knowledge of normal swallowing.
4. Identify further information and referral requirements for impairments of swallowing, augmentative and alternative communication, and for hearing rehabilitation.
5. Develop comprehensive and detailed plans for intervention for swallowing disorders, and for the implementation of augmentative and alternative means of communication.
6. Report on findings and make recommendations for future management for swallowing disorders, implementation of augmentative and alternative communication, and for hearing rehabilitation.

Distributed to students week commencing:
21st February, 2005
CTS Download 15 February 2005
**Course Content**
Dysphagia - paediatric & adult:
Observing the normal & disordered swallow
Dietary and therapeutic management

Hearing rehabilitation:
Aids
Habilitation and rehabilitation
Issues in deaf education

Alternative & augmentative communication:
AAC systems/content decision-making issues and processes
Other issues: including literacy, social interaction

**Assessment Items**

| Essays / Written Assignments | Take home assignment 1 - 1,000 words - 20%  
|                             | Take home assignment 2 - 2,000 words - 35% |
| Examination: Formal         | Examination - 2 hr - written short answers - 25% - Exam period |
| Other: (please specify)     | * Presentation - 20 minutes - 20%  
|                             | * Ungraded clinical requirement - field observation visits |

**Assumed Knowledge**
SPTH2210, SPTH3110, HUBS2512

**Callaghan Campus Timetable**

**SPTH3120**
**SPEECH IN MEDICAL SETTINGS II**
Enquiries: School of Language and Media

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<tr>
<th>Semester 1 - 2005</th>
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**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 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:

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 of Language & Media
Office, Room MC1271st floor McMullin building
Phone: 02 4921 5175, 4921 5172, 4921 5360, 4921 5155
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
email education-arts@newcastle.edu.au

The Faculty of Health
Level 1 (Bowman Building) Phone: 0249 215 682

**The Dean of Students**
Dr Jennifer Archer
phone 492 16723; fax: 492 16895;
Jennifer.Archer@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
Semester Dates

**Semester 1**
- Semester 1 commences: Monday 21 February to Friday 8 April 2005
- Semester 1 recess: Monday 11 April - Monday 25 April 2005
- Semester 1 resumes: Tuesday 26 April 2005
- Semester 1 concludes: Friday 10 June 2005
- Mid Year Examinations: Tuesday 14 June - Friday 1 July 2005

**Semester 2**
- Semester 2 commences: Monday 18 July to Friday 23 September 2005
- Semester 2 recess: Monday 26 September - Friday 7 October 2005
- Semester 2 resumes: Monday 10 October 2005
- Semester 2 concludes: Friday 4 November 2005
- End of Year Examinations: Monday 7 November - Friday 25 November 2005

Mailing Address

School of Language and Media  
The University of Newcastle  
Callaghan NSW 2308

Phone: 4921 5175  
Email: Language-Media@newcastle.edu.au  
Web site: www.newcastle.edu.au/school/lang-media

The Dean of Students is Dr Jennifer Archer.  
Various services are offered by the University Student Support Unit:  

Changing your Enrolment

HECS Census Dates (last dates to withdraw without financial or academic penalty): First Semester, 31 March; Second Semester, 31 August. Last Dates to withdraw without academic penalty: First Semester, 10 June; Second Semester, 4 November.

To change your enrolment online, please refer to  
http://www.newcastle.edu.au/study/enrolment/change-enrol.html

**Frequently Asked Questions**

**Penalties for Late Essays**

In courses offered by the School of Language and Media, penalties for late essays will be 2% of the maximum mark per working day, with the weekend to be counted as a single day. Applications for extensions should go to the Course Coordinator.

**When Do My Classes Start?**

Seminars and Lecturers normally start in week one of semester. (Check timetable.) Tutorials commence week 2 of semester. Film screenings start week 2 of semester.

**Where and How Do I Hand In Assignments?**
All essays are to be placed in the assignment box outside school office, and will be returned in class by the lecturer. Remaining essays will be left in the office for collection.

Please attach a cover sheet with the correct colour for your discipline, available from the School Office. Plagiarism declaration must be signed at bottom of cover sheet. Fasten pages with a single staple in the upper left-hand corner.

Assignments may be sent by ordinary mail or express envelope, but are not to be faxed or emailed. Please address your assignments to School of Language and Media, The University of Newcastle, Callaghan 2308. We will accept the essay from the date it was mailed, so make sure that the envelope is clearly postmarked. If the postmark is illegible, we will assume it was sent the previous day.

WHAT SHOULD I DO IF I CAN’T SUBMIT AN ASSIGNMENT ON TIME?
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:
http://www.newcastle.edu.au/policy/academic/adm_prog/special_consid.htm

WHAT HAPPENS TO ESSAYS FROM PAST SEMESTERS?
All essays not collected by twelve months will be destroyed.

HOW AND WHEN CAN I COLLECT THE END-OF-SEMESTER ESSAYS?
Final Semester one essays will be available from the office AFTER 11 JULY 2005 (or can be mailed to you by leaving a stamped, self-addressed envelope at the School Office).

WHAT HAPPENS IF I CANNOT ATTEND A SEMINAR?
Information for students will be specified in individual Course Outlines.

WHAT HAPPENS IF I CAN’T MAKE IT TO A SEMINAR ON TIME OR HAVE TO LEAVE EARLY?
Information for students will be specified in individual Course Outlines.

HOW CAN I APPLY FOR SPECIAL CONSIDERATION?
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:
http://www.newcastle.edu.au/policy/academic/adm_prog/special_consid.htm
Relationship between course objectives & CBOS

<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>
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<tr>
<td></td>
<td>CBOS* Unit/Element</td>
<td>Range Indicator</td>
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<td>2 Ass't</td>
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<td>3, 4, 5.4 Swallowing Speech Language</td>
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<td>2.4 Swallowing Speech Language Hearing</td>
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* Competency Based Occupational Standards for Speech Pathologists - Entry Level (Revised 2001, Speech Pathology Australia)

Relationship between course objectives and course assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>Obj 1 Causes</th>
<th>Obj2 Ass't (AAC)</th>
<th>Obj3 Interpret</th>
<th>Obj4 Refer</th>
<th>Obj5 Intervene</th>
<th>Obj6 Report</th>
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<td>3 Debate (hearing)</td>
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## Dysphagia

### Time
Semester 1 2005  
Thursday 9-11

### Lecturer
Dr Bernice Mathisen, Room GP131, ph: (02) 4921 7352  
fax (02) 4921 7170 email Bernice.Mathisen@newcastle.edu.au  
Availability by appointment

### Timetable
**ADULT ACQUIRED DYSPHAGIA**

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<tr>
<th>WEEK</th>
<th>LECTURE - TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>Extending the Clinical Assessment – Review</td>
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<tr>
<td>2</td>
<td>Instrumental Assessment - Overview</td>
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<td>3</td>
<td>Modified Barium Swallow/FEES revisited</td>
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<td>4</td>
<td>Biofeedback and New Therapies: sEMG</td>
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<td>5</td>
<td>Dietary/nutritional management</td>
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<td>6</td>
<td>Aspiration /Non-oral alternatives</td>
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<td>7</td>
<td>Management principles</td>
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<td>8</td>
<td>Special populations: CVA, CAL, DD, the aged</td>
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<td>9</td>
<td>Special populations: tracheostomees, head &amp; neck cancer patients</td>
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<td>10</td>
<td>Infection control/Risk minimization</td>
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<td>11</td>
<td>Ethical decision making</td>
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<td>12</td>
<td>Outcomes and Quality of Life Measures/Mealtime management</td>
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**PAEDIATRIC DYSPHAGIA**  
Thursday 10-11

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<th>WEEK</th>
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<tr>
<td>1</td>
<td>Overview of Paediatric Dysphagia/Significance/Interdisciplinary Dysphagia Team</td>
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<td>2</td>
<td>The Neurodevelopmental basis/growth disorder-sub-optimal nutrition</td>
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<td>3</td>
<td>Clinical Assessment in infants and children</td>
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<td>Instrumental Assessment</td>
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<td>Guidelines for MBS in children</td>
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<td>6</td>
<td>Non-oral issues Aspiration</td>
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<td>7</td>
<td>Management principles/treatment options 1</td>
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<tr>
<td>8</td>
<td>Management principles/treatment options 2</td>
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<tr>
<td>9</td>
<td>Service delivery options/Partnership with Parents</td>
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</table>
| 10   | Special populations- including Gastro-oesophageal reflux disease (GORD)  
Extremely Low Birth Weight (ELBW)  
Cerebral palsy  
Failure to Thrive (FTT)  
Tracheostomees |
| 11   | Ethical decision Making/Quality of Life/Outcomes |
| 12   | Infection control/Risk minimisation |
Additional learning experiences

Students are required to document the extent of their clinical experience with dysphagia, using the form – ‘Clinical Procedures 3c – Record of Dysphagia Clinical Experiences’ (in the Speech Pathology General Information 2005 – Short Loans, Auchmuty library, and attached to this course description). Complete the form on an on-going basis during your clinical placement, or on reflection on your previously obtained clinical experience. Keep a copy for your own records, and give the signed original to the lecturer. After noting that you have completed the requirements for the course, the lecturer will forward the signed original to the Speech Pathology Administrative Officer to be retained with your Records of Range of Experience. (Further details to be advised by lecturer.)

Dysphagia clinical experiences

Interdisciplinary Dysphagia Clinic (IDC) attendance is a necessary part of the Dysphagia Course at The University of Newcastle. See the IDC Co-ordinator to arrange a suitable time for attendance.

During this specialist clinical experience, speech pathology and other health professional students will have an opportunity to:

• observe assessment procedures;
• observe a variety of treatment techniques;
• practise developing skills with normal subjects;
• assist with assessments/treatment with pathological conditions in paediatric and adult clients and/or work under supervision where appropriate;
• observe emergency and safety procedures.

Where a client presents with multiple features that combine to require specialist knowledge, supervision by a senior speech pathologist is essential. Some examples of such combinations of features are:

• neonatal feeding problems
• dysphagia in an intensive care ward
• an organisational service model in conflict with the client’s culture
• multiple handicap
• rare etiologies
• a paediatric client involved in a medico-legal claim
• designing, setting up or redesigning service

Competency in these circumstances is expected only in consultation with a senior speech pathologist.

Required Learning Resource

All students are expected to have used the following interactive CD-ROMs: NZIMES (loaded in Speech Pathology Clinic computer), “The Dynamic Swallow”, “Open Wide”, and “The Radiographic Interpretation of Swallowing Disorders”.

Recommended Texts

Adult Acquired Dysphagia

San Diego, CA: Singular.


Paediatric Dysphagia


Further Reading

Adult (Acquired) Dysphagia


Speech Pathology Australia – Position paper on Dysphagia and Tracheostomy Tube Management.

Other Resources

Wide Open Wide www.ozrocket.com

ASHA (1997). Dysphagia Grand Rounds (Video)

ASHA Special Interest Divisions, (Swallowing & Swallowing Disorders (Dysphagia), 10801 Rockville Pike, Rockville, MD, 20852 (Fax. 301-571-0457).

AASH (NSW) (1996). Paediatric Feeding Self Study Package


Bloeser, R., & Custinger, L. (video) Feeding the neurologically involved child. Winslow


Paediatric Feeding and Dysphagia Interest Group Newsletter.

Speech Pathology Australia Position Paper on Dysphagia and Tracheostomy Tube Management.

The Australasian Dysphagia Newsletter
c/- Speech Pathology Department, Concord Repatriation General Hospital,
Hospital Road, Concord NSW 2139

Augmentative & Alternative Communication (AAC)

Content
This is an introduction to Augmentative and Alternative Communication (AAC), highlighting issues that are crucial to the design and implementation of alternative communication interventions. It will provide a comprehensive overview of augmentative communication as it relates to a wide range of individuals with severe communication impairment.

Timetable
The student is provided with an initial theoretical framework of a topic, taken from the literature. This is then supplemented by case presentations, where the emphasis is on student-initiated learning and the practical application of this information.

1 Introduction to AAC: Terminology and concepts
   Components of an AAC system /symbol systems
2 Functional communication system/comprehension skills and expressive skills
3 Functional communication intervention-Pre-intentionality/Basic Skills
4 Visual support strategies/sensory processing/role of Occupational Therapy
   -Gai Lovell
5 Behaviour support/role of Special Education-Michael Arthur-Kelly
6 TASC Workshop 1 Digitised VOCAs (subject to confirmation)–Jenny Kidd-Stuart Centre
7 Social networks/Social communication skills
8 Speech Language and Literacy
9 TASC Workshop 2 Synthesized and Encoded VOCAs (subject to confirmation)-Jenny Kidd-Stuart Centre
10 Adult AAC users
11 Role of the communication partner/environment
12 PECS workshop-Katherine Proudfoot
13 Service delivery/Outcomes/New and Emerging technologies
14 Interview with an AAC user-Mr Jim Grainda

Other Resources
AAC Inventory and Low technology student resources in IDC room
ISAAC (www.isaac-online.org)
Recommended Reading


Kashman, N & Mora J (2002). An OT & SLP team approach - Sensory and communication strategies that work. Las Vegas: Sensory Resources.


Audio-Visual Resources

Augmentative and alternative communication AASH (Qld) self-study package. The quality of communication.


Pennington, L., Joliffe, N., McConachie, H., Wisbeach, A., & Price, K. My turn to speak - A team approach to augmentative communication training package


Keys to Communication. Video

**AAC Software (available in University Clinic)**

Boardmaker Version 5

Pick & Stick


**Softpics Professional**

**Living Skills**

**Vocaselect**

**Mayer-Johnson Inc ([www.mayer-johnson.com](http://www.mayer-johnson.com))**

**Clinical Resources**

Assistive Technology Interest Group Jenny Kidd jkidd@tscnsw.org.au
The Stuart Centre
Parklea Avenue
Croudace Bay 2280

Regency Park Centre for the Young Disabled Ph. 08 243 8332
http://regencyrehab.cca.org.au/ Fax 08 243 8208
PO Box 209
Kelkenny SA 5009

TASC (Technology, Access, Seating and Communication) Hayley Smithers-Sheedy
Ph. 02 9975 8218
Spastic Centre of NSW
189 Allambie Road
Allambie Heights 2100

Computer Assistive Technology Services (CATS) Ph. 02 9890 0100
P.O. Box 4055
Parramatta 2124

MACAS
Independent Living Centre  
Newdegate St  
Greenslopes Qld 4120

Microcomputer Applications Centre  
Thistlewaite St.  
Sth Melbourne Vic
Ph. 03 9254 5400  
Fax 03 9696 1956

Technical Solutions Australia Pty Ltd  
Cnr Seymour & Station St  
Belgrave 3150
Ph. 03 9754 4368

Technability  
Spastic Centre of NSW  
Adam Lynn  
Ph 02 99758240

Adaptive Technology Centre  
The University of Newcastle  
Trevor Wilks  
Ph 498684

Communication Aid User Society Inc  
36A Wilson St  
Brighton Victoria  
Ph. 03 9500 0315
Hearing Rehabilitation

Lecturer Contact Details
David Wigney

Lecture Time/Room
Lecture Tuesday 10.00 – 11.00 GP322
13.00 – 14.00 SRLT3 Weeks 1-13 not week 6

Lecture Plan
Audiological theory and methods of assessment are reviewed. Intervention for hearing impairment in children and adults will be dealt with, including medical interventions such as cochlear implants as well as speech/language therapy. Current issues in educating deaf children will be discussed.

Topics
• Review of hearing assessment in adults and children
• Hearing aids and FM systems
• Cochlear implants and tactile aids
• Central Auditory Processing Disorders
• Habilitation and rehabilitation of the hearing impaired
• Issues in educating deaf children

Additional learning experiences
Students are required to participate in the following additional learning experiences, as arranged by the lecturer. Students need to take with them the form – ‘Clinical Procedures 3b – Record of Additional Experience’ (attached to this course description). Complete the form at the time of the experience, and have the form signed by the person responsible for your supervision at the place of the experience. Keep a copy for your own records, and give the signed original to the lecturer. You will not receive your final grade until you have completed these requirements for the course.

• One full day clinical visit to The University of Newcastle Hearing Clinic

Recommended Reading


**Readings for Specific Topics** (In Short Loans in Auchmuty Library)

♦ **Hearing aids**


♦ **Cochlear Implants and Tactile Aids**


♦ Hearing habilitation/rehabilitation

The Hearing Journal, (November, 2002). 55(11). Whole issue about different techniques for testing hearing of children and fitting them with hearing aids.*


♦ Issues in educating deaf children


Other Resources

Understanding of Hearing CD ROM. Available from Short Loans audiovisual
Assessment

Description of Assessment Tasks

1. **AAC - Take-home assignment**

   SPTH3120 – AAC Take-home assignment – (20%) – 1,000 words. Due Week 7 on Thursday April 7, 2005 at 5.00 pm. Submit in the first instance electronically through Turnitin (see information at the end of this course outline) and attach the Turnitin receipt to the hard copy of the assignment which should be submitted in the Speech Pathology Box with the School of Language and Media coversheet at the School office, 1st floor, McMullin Building.

   Details of the AAC assignment will be given in Week 2. Students will be expected to utilise Boardmaker 5 (in Speech Pathology Clinic) or similar software in their assignment.

2. **Dysphagia - Take-home assignment**

   SPTH3120 Dysphagia Take-home assignment: (35%) – 2,000 words. Due Week 12 on Thursday May 26, 2005 at 5.00pm. Submit in the first instance electronically through Turnitin (see information at the end of this course outline) and attach the Turnitin receipt to the hard copy of the assignment which should be submitted in the Speech Pathology Box with the School of Language and Media coversheet at the School office, 1st floor, McMullin Building.

   Students will be given a paediatric or adult dysphagia video case including a Modified Barium Swallow Study (MBS) which you must analyse and report. You will be given detailed case history information and the results of both relevant clinical and instrumental assessment(s). Student responses are evaluated against a set of pre-determined information which must be present and accurate (examination-style criteria).

   *Where a student fails the dysphagia take-home assignment, they are expected to pass another dysphagia assignment supplied by the lecturer before graduation.*

3. **Hearing - Debate**

   SPTH3120 – Hearing Debate - (20%) – 20 minutes – issues in deaf education, during class time in Weeks 12 &13 on May 24 and 31, 2005.

   In groups of nor more than 4, students will prepare a twenty-minute oral presentation concerning the following issue:
   A hypothetical organization runs three educational programs for hearing impaired / Deaf children. Administrators of the organization have decreed that they can only afford to run one program.
As speech pathologists working for either the
- Auditory/Oral program or
- Total Communication program or
- Bilingual program
Prepare a presentation to defend the continued funding of your program

Criteria for marking:
- Demonstrates understanding of the background and basic premises of chosen method. /8
- Makes an effective contrast with other educational methods /8
- Logical and coherent argument /4

Marks will be assigned equally to all members in the group on the basis of the quality of the presentations. Presentations will be video taped for marking purposes.

4. Exam - Hearing

5. Learning Activities
Students are to attend the following clinical visits. Final marks for SPTH3120 will be awarded upon completion of these visits.
1. Interdisciplinary Dysphagia Clinic (IDC)
2. The Stockton Centre
3. The University of Newcastle Hearing Clinic

Summary of Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Weighting</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Take home assignment 1 - 1,000 words</td>
<td>AAC</td>
<td>20%</td>
<td>S1, W7</td>
</tr>
<tr>
<td>2. Take home assignment 2 - 2,000 words</td>
<td>Dysphagia</td>
<td>35%</td>
<td>S1, W12</td>
</tr>
<tr>
<td>3. Debate (20 min.)</td>
<td>Debate on issues in deaf education</td>
<td>20%</td>
<td>S1, W12 &amp;13</td>
</tr>
<tr>
<td>4. Exam – (1 hr) short answers</td>
<td>Hearing Exam – short answers</td>
<td>25%</td>
<td>Exam period</td>
</tr>
<tr>
<td>5. Required learning activities</td>
<td>Clinical experiences &amp; Field visits eg IDC, Hearing Clinic</td>
<td>Ungraded</td>
<td>Documentation submitted by S1, Wk 16</td>
</tr>
</tbody>
</table>
Submit both AAC and Dysphagia Assignments to the Turnitin site for this course. For further information: http://www.newcastle.edu.au/intranet/student/learning-support/turnitin-faq.html

- Go to www.turnitin.com
- Register as a user for Turnitin
- Log on into the course (identified by the Class ID 1244247, the Class Name, SPTH 3120, with password SPTH3120)
- 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 is clearly identifiable, e.g. Bloggsassignment 1.doc
Clinical Procedures 3b - Record of Additional Experience

Complete the following form at the time of your additional clinical experience, and have the entry signed by the supervisor. Keep a copy for your own records, and give the signed original to the lecturer responsible for organising the experience. After noting that you have completed the requirements for the course, the lecturer will forward the signed original to the Speech Pathology Administrative Officer to be retained with your Records of Range of Experience.

<table>
<thead>
<tr>
<th>Course for which experience required</th>
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<tbody>
<tr>
<td>Lecturer responsible for Course</td>
<td></td>
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<tr>
<td>Institution/Location of experience</td>
<td></td>
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<tr>
<td>Nature of experience</td>
<td></td>
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<tr>
<td>Date(s)</td>
<td></td>
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<tr>
<td>Attendance confirmed by location supervisor (supervisor’s signature)</td>
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</tbody>
</table>

Student Name: (print) ________________________

Student Uni ID number: ______________________

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Date submitted