SPTH3120 - Speech Pathology in Medical Settings 2

Course Outline

Course Co-ordinator: Dr Bernice Mathisen
Room: GP 1.17
Ph: 49 217352
Fax: 49 217386
Email: Bernice.Mathisen@newcastle.edu.au
Consultation hours: Tuesdays/Wednesdays

Hearing Rehabilitation: David Wigney
Ph: 4921 7347
Email: David.Wigney@newcastle.edu.au

Semester
Semester 1 - 2006
Unit Weighting
10
Teaching Methods
Lecture
Tutorial

Course Overview
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 (AAC) are explored. Hearing habilitation and rehabilitation including different methods of intervention for hearing loss are studied for adults and children.

Contact Hours
Lecture for 5 Hours per Week for the Full Term

Course Outline issued and correct Week 1, Semester 1, 2006
CTS Download 30 January 2006
Learning Materials/Texts

Swallowing readings


AAC readings


Hearing readings


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.

Course Content
Adult and paediatric dysphagia:
Observing and reporting the normal & disordered swallow
Compensatory, alternative and complementary management
Interdisciplinary teams

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

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

Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>AAC Take home assignment 1 - 1,000 words - 20%</td>
</tr>
<tr>
<td></td>
<td>Dysphagia Take home assignment 2 - 2,000 words - 35%</td>
</tr>
<tr>
<td>Examination:</td>
<td>Examination - 2 hr - written short answers - 25% - Exam period</td>
</tr>
<tr>
<td>Formal</td>
<td></td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>* Presentation - 20 minutes - 20%</td>
</tr>
<tr>
<td></td>
<td>* Ungraded clinical requirement - field observation visits</td>
</tr>
</tbody>
</table>

Assumed Knowledge
SPTH2210, SPTH3110, HUBS2512

Callaghan Campus Timetable
SPTH3120
SPEECH IN MEDICAL SETTINGS II
Enquiries: School of Humanities and Social Science
Semester 1 - 2006
Lecture                  Tuesday 15:00 - 17:00   [SRLT1]
and Lecture              Tuesday  9:00 - 11:00   [GP1-1]
and Lecture              Tuesday 12:00 - 13:00  [V107]
**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 and a specific Tutorial time 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 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.

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
β Assignments are to be deposited in the relevant discipline assignment box:
  o Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
  o Ourimbah students: Room H01.43
β 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.

**6 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:

- **AAC Take home assignment 1** - 1,000 words - 20%
- **Dysphagia Take home assignment 2** - 2,000 words - 35%

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:  [www.newcastle.edu.au/policy/academic/adm_prog/procedures_appeals_finalresult.pdf](http://www.newcastle.edu.au/policy/academic/adm_prog/procedures_appeals_finalresult.pdf)

**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 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 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. 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 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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</thead>
<tbody>
<tr>
<td></td>
<td>CBOS * Unit/Element</td>
<td>Range Indicator</td>
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<tr>
<td>1 Causes</td>
<td>1.1, 1.2</td>
<td>Swallowing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2 Ass't</td>
<td>1</td>
<td>Swallowing Speech Language</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3 Interpret</td>
<td>2, 5.7</td>
<td>Swallowing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4 Refer</td>
<td>2.2, 5.4</td>
<td>Swallowing Speech Language Hearing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5 Intervene</td>
<td>3, 4, 5.4</td>
<td>Swallowing Speech Language</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Report</td>
<td>2.4</td>
<td>Swallowing Speech Language Hearing</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

* 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</th>
<th>Obj3 Interpret</th>
<th>Obj4 Refer</th>
<th>Obj5 Intervene</th>
<th>Obj6 Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ass't (AAC)</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2 Ass't (dysph)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3 Debate (hearing)</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4 Ungraded req.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5 Exam (Hearing)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Assessment

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 (via Blackboard), and submit the hard copy of the assignment, with coversheet, at School of Humanities & Social Science office, 1st floor, McMullen Building. (See grading guide below)

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 (via Blackboard), and submit the hard copy of the assignment, with coversheet, at School of Humanities & Social Science office, 1st floor, McMullen Building. (See grading guide below)

Students will be given a paediatric or adult dysphagia video case including a Modified Barium Swallow Study (MBS). 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 demonstrate competency by passing another dysphagia assignment supplied by the lecturer before graduation.

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</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>
<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>
<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>
3. Hearing - Debate

**SPTH3120 - Hearing Debate - (20%) – 20 minutes – issues in deaf education, during class time in Weeks 12 &13 on May 23 and 30, 2006.**

In groups of not more than 6, 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

**SPTH3120 - Hearing Examination - 25% - 1 hour – short answers. During exam period.**

5. Ungraded Requirement - fieldwork/observation

- Students are to attend the following clinical visit. Final marks for SPTH3120 cannot be completed until completion of this visit.
  - The Stockton Centre

- Students must complete & submit the Record of Dysphagia Clinical Experience, based on their fieldwork experiences overall. Final marks for SPTH3120 can not be completed until this record has been received.
THE UNIVERSITY OF NEWCASTLE

SPEECH PATHOLOGY

Clinical Procedures 3c - Record of Dysphagia Clinical Experiences

This Record is to be maintained by the student during SPTH3080 and SPTH3110, SPTH3120. It is a requirement of SPTH3120 that the Record be submitted to Dr Bernice Mathisen, the lecturer responsible for dysphagia by end Week 14, Semester 2. Dr Mathisen will identify students who require more dysphagia experience, pass on the original Record to the Clinical Education Co-ordinator, and return a copy of the Record with recommendations to the student (students to collect from Secretary, Department of Linguistics). As a general guide, it is expected that students will have participated in most of the 28 experiences listed below for adult populations, by the time of course completion. (It is usually more difficult to secure paediatric dysphagia experience.) Students who have been identified as requiring more dysphagia experience need to re-submit their Record at the end of SPTH4080. All students are encouraged to continue to up-date their personal copy of the Record, as evidence of their experience.

<table>
<thead>
<tr>
<th>Adult</th>
<th>Paediatric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe initial swallowing assessment.</td>
<td></td>
</tr>
<tr>
<td>Observe review swallowing assessment.</td>
<td></td>
</tr>
<tr>
<td>Practice full inpatient swallowing assessment on a patient who only requires a review.</td>
<td></td>
</tr>
<tr>
<td>Observe inpatient swallowing therapy.</td>
<td></td>
</tr>
<tr>
<td>Write up results of swallowing assessment for an inpatient chart.</td>
<td></td>
</tr>
<tr>
<td>Observe Modified Barium Swallow.</td>
<td></td>
</tr>
<tr>
<td>Conduct other Instrumental Investigations eg MBS, FEES, CA, EMG.</td>
<td></td>
</tr>
<tr>
<td>Observe an outpatient swallowing assessment.</td>
<td></td>
</tr>
<tr>
<td>Rate MBS and write report.</td>
<td></td>
</tr>
<tr>
<td>Conduct initial swallowing assessment.</td>
<td></td>
</tr>
<tr>
<td>Conduct review of swallowing.</td>
<td></td>
</tr>
<tr>
<td>Prepare food and equipment for MBS.</td>
<td></td>
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<tr>
<td>Write a formal report for an outpatient referred for a swallowing assessment.</td>
<td></td>
</tr>
<tr>
<td>Explain normal and deviant swallowing to a patient and their family.</td>
<td></td>
</tr>
<tr>
<td>Explain MBS results to a patient and their family.</td>
<td></td>
</tr>
<tr>
<td>Conduct swallowing therapy.</td>
<td></td>
</tr>
</tbody>
</table>

1 (Mathisen, 2001)
| Conduct an outpatient swallowing assessment. |  |
| Solve complex patient management issues. |  |
| Case discussion/presentation of a complex dysphagia case. |  |
| Explain results of a swallowing assessment and recommended management to nursing staff and/or other dysphagia team members. |  |
| Explain results of a swallowing assessment and recommended management to a medical officer. |  |
| Conduct diet modification. |  |
| Discuss ethical issues involved with swallowing. |  |
| Discuss conflict resolution within a dysphagia team. |  |
| Discuss normal and deviant swallow to professional medical officer and/or nursing staff in form of a presentation. |  |
| Attend in service on dysphagia. |  |
| Conduct in service on dysphagia. |  |
| Conduct dysphagia research project. |  |

(Student signature)  
____________________  
(Student name)  
(_______)  
(date submitted)  

To be completed by: Lecturer responsible for dysphagia (SPTH 3120)  
This student is identified as requiring further dysphagia experience  
This student needs to resubmit the Record by the end of SPTH4080  
(cycle to be returned to student; original to Clinical Education Co-ordinator)
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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer responsible for Course</td>
<td></td>
</tr>
<tr>
<td>Institution/Location of experience</td>
<td></td>
</tr>
<tr>
<td>Nature of experience</td>
<td></td>
</tr>
<tr>
<td>Date(s)</td>
<td></td>
</tr>
<tr>
<td>Attendance confirmed by location supervisor (supervisor's signature)</td>
<td></td>
</tr>
</tbody>
</table>

Student Name: (print) ________________________

Student Uni ID number: ______________________

……….. Student's signature

……………………
Date submitted
### SPTH3120 Weekly outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
</table>
| 1    | February 21    | Adult Dysphagia: EBP/Definitions, Epidemiology and Role of Speech Pathologist in Interdisciplinary team/The Normal Swallow  
AAC: EBP for AAC /Developing Literacy and AAC  
Paediatric Dysphagia: EBP/Definitions/Overview /Significance/Interdisciplinary Dysphagia Clinic (IDC) |
| 2    | February 27    | Adult Dysphagia: Neurology of Swallowing/ Screening/Severity  
AAC: Literacy and AAC/Functional communication assessment/Visual support systems  
Paediatric Dysphagia: Neurodevelopmental Basis of Paediatric Swallowing/Respiratory Status/Growth and Sub-optimal Nutrition |
| 3    | March 6        | Adult Dysphagia: Clinical & Instrumental Assessment/ MBS & FEES  
AAC: TASC Workshop 1  
Paediatric Dysphagia: Clinical Assessment in Infants and Children |
| 4    | March 13       | Hearing rehabilitation  
Hearing rehabilitation  
Hearing rehabilitation |
| 5    | March 20       | Hearing rehabilitation  
Hearing rehabilitation  
Hearing rehabilitation |
| 6    | March 27       | Hearing rehabilitation  
Hearing rehabilitation  
Hearing rehabilitation |
| 7    | April 3        | *AAC Take Home assignment 1 due*  
Adult dysphagia: Instrumental Assessment/sEMG, Biofeedback and other developing technologies  
Paediatric dysphagia: Instrumental Assessment/MBS and others  
AAC: Communication & Behaviour Support  
Hearing rehabilitation |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>April 10</td>
<td>Adult dysphagia: Aspiration and non-oral alternatives</td>
</tr>
<tr>
<td></td>
<td>9-10</td>
<td>Paediatric Dysphagia: Aspiration and non-oral alternatives</td>
</tr>
<tr>
<td></td>
<td>10-11</td>
<td>AAC: OT &amp; Assistive technology</td>
</tr>
<tr>
<td></td>
<td>12-1</td>
<td>Hearing rehabilitation</td>
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<td>3-5</td>
<td>Note: Good Friday Holiday</td>
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<td><strong>Mid-Semester Recess: Friday 14 April - Friday 28 April</strong></td>
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<tr>
<td>9</td>
<td>May 2</td>
<td>Adult dysphagia: Management Principles incl mealtime management</td>
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<td>Paediatric dysphagia: Management Principles incl mealtime management</td>
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<td>10-11</td>
<td><strong>AAC: TASC 2 with AAC user</strong></td>
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<td>Hearing rehabilitation</td>
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<td>10</td>
<td>May 8</td>
<td>Adult dysphagia: Ethical decision making</td>
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<td>Paediatric dysphagia: Service delivery/Partnership with parents</td>
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<td>AAC: PECS workshop</td>
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<td>May 15</td>
<td>Adult dysphagia: Special Populations 1/ CVA, DD, Seniors</td>
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<td>9-10</td>
<td>Paediatric dysphagia: Special Populations1 GORD/Preterms incl ELBW</td>
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<td>Special Populations continued</td>
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<td>AAC: Role of the communication partner and environment</td>
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<td>3-5</td>
<td>Adult users</td>
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<td>May 22</td>
<td>*Dysphagia Take Home assignment 2 due</td>
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<td>9-10</td>
<td>*Deaf Education debate</td>
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<td>Date</td>
<td>Events</td>
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</table>
| May 29 | * Deaf Education debate  
|       | Adult dysphagia: Infection Control/Risk Minimisation  
|       | Paediatric dysphagia: Infection Control/Risk Minimisation  
|       | AAC: Case studies : Putting it all together  
|       | Hearing rehabilitation |
| June 5 | Adult dysphagia/Quality of Life /Outcomes/Summary |
|       | Paediatric dysphagia Quality of Life /Outcomes/Summary  
|       | AAC: Outcomes and developing research  
|       | Hearing rehabilitation |

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

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

*Hearing exam-short answers-Exam period