SPTH3120
Speech Pathology in Medical Settings 2
Course Outline

Course Co-ordinator: Dr Bernice Mathisen
Room: GP1.17
Ph: 49 217352
Fax: 49 21 7386
Email: Bernice.Mathisen@newcastle.edu.au
Consultation hours: Tuesdays/Thursdays

Semester 1 - 2008
Unit Weighting 10
Teaching Methods Field Study Lecture

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 comprehensively covered. 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

Learning Materials/Texts

Dysphagia


**Hearing Rehabilitation**


**Course Objectives**

Students will be able to:

1. Demonstrate awareness of aetiological factors involved in impairments of swallowing.
2. Select and administer appropriate assessments for swallowing disorders
3. Analyse and interpret findings with regard to knowledge of normal swallowing.
4. Identify further information and referral requirements for impairments of swallowing and hearing rehabilitation.
5. Develop comprehensive and detailed plans for intervention for swallowing disorders
6. Report on findings and make recommendations for future management for swallowing disorders, implementation of hearing rehabilitation.

Course Content

Dysphagia - paediatric & adult:
Observing the normal & disordered swallow
Dietary and therapeutic management

Hearing rehabilitation:
Hearing Aids
Habilitation and rehabilitation
Issues in deaf education
Central Auditory Professing Disorders, Cochlear Implants and Tactile Aids

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Take home assignment 1 - 1,000 words - 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Formal</td>
<td>Examination - 2 hr - written short answers - 25% - Exam period</td>
</tr>
<tr>
<td>Other: (please specify)</td>
<td>Ungraded clinical requirement - submission of Record of Dysphagia Clinical Experience</td>
</tr>
<tr>
<td>Presentations - Group</td>
<td>Debate - 20 minutes - 20%</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 - 2008
Lecture Tuesday 12:00 - 13:00 [V10]
and Lecture Tuesday 13:00 - 14:00 [PG08]
and Lecture Tuesday 14:00 - 15:00 [PG08] Commencing Week 2
and Lecture Thursday 11:00 - 13:00 [V105]
and Lecture Tuesday 14:00 - 15:00 [GP1-1] Week 1 only

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
For semester 2 courses: 31 August 2008
For Trimester 1 courses: 18 February 2008
For Trimester 2 courses: 9 June 2008
For Trimester 3 courses: 22 September 2008
For Trimester 1 Singapore courses: 3 February 2008
For Trimester 2 Singapore courses: 25 May 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 Business and Law


Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment

http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health

http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology

http://www.newcastle.edu.au/faculty/science-it/
Contact details

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

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: 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

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
Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer - http://www.newcastle.edu.au/policylibrary/000648.html


Group Work

The assessment in this course involves group work. Refer - http://www.newcastle.edu.au/policylibrary/000650.html

The group will form for the Hearing Debates section of SPTH3120. Group membership will be determined by the students with support from the Course Coordinator. The roles and responsibilities of group membership will be outlined at the commencement of the course but students will be able to decide which role (1 of 5) they wish to take in the group according to the criteria for marking as set out in this course outline. For example, a student may co-ordinate group activities and meetings, become the EBP literature reviewer or ensure overall clarity and persuasiveness of the argument. Group meetings will be arranged by the students and feedback will be provided by the Course Coordinator as needed. The group members will receive the same mark at assessment by a panel of two (the Course Coordinator and a Guest Lecturer for SPTH3120 (TBA). The marking criteria is outlined in this document under Assessments.

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

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

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

Studentmail and Blackboard: [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.

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:
- **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.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
  *NB: Not all of these services may apply to the Port Macquarie Campus.*
- **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.
- **Keep a copy of all assignments:** 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 electronic and hard copy formats.

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:

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Take home assignment 1 - 1,000 words - 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Take home assignment 2 - 2,000 words - 35%</td>
</tr>
</tbody>
</table>

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 Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. 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.

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 the Procedures for Appeal against a Final Result (see: 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.

Further detail on this University policy can be found at:
Return of Assignments
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

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

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:
## SPTH 3120 Speech Pathology in Medical Settings

### Important Additional Information

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

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Clinical populations</th>
<th>CBOS Unit, Element</th>
<th>University of Newcastle Graduate Attributes¹</th>
<th>Generic Professional Competencies² (COMPASS™ Unit, Element)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aware causes swallowing &amp; hearing disorders</td>
<td>Adults with Dysphagia Paediatric Dysphagia HI across the lifespan</td>
<td>1.1, 1.2</td>
<td>1. Community Responsiveness</td>
<td>GPC 1.1, 3.2</td>
</tr>
<tr>
<td>2 Assess swallowing and hearing rehab needs</td>
<td>Adult dysphagia Paediatric dysphagia HI across the lifespan</td>
<td>1.3, 1.4, 2.1, 2.2, 2.3</td>
<td>2. Professionalism Reasoning Lifelong Learning Communication</td>
<td></td>
</tr>
<tr>
<td>3 Analyse, interpret swallowing assessst &amp; hrg asst</td>
<td>Adult dysphagia Paediatric dysphagia HI across the lifespan</td>
<td>3.1, 3.2</td>
<td>3.1. Community Responsiveness</td>
<td>GPC 1.1, 3.2</td>
</tr>
<tr>
<td>4 Identify need further info &amp; referral</td>
<td>Adult dysphagia Paediatric dysphagia HI across the lifespan</td>
<td>1.2, 3.2</td>
<td>4. Professionalism Reasoning Lifelong Learning Communication</td>
<td></td>
</tr>
<tr>
<td>5 Plan intervention and management</td>
<td>Adult dysphagia Paediatric dysphagia HI across the lifespan</td>
<td>3.5, 3.6, 7.1, 7.3</td>
<td>5. Professionalism Reasoning Lifelong Learning Communication</td>
<td></td>
</tr>
<tr>
<td>6 Report findings &amp; recommend further mgt</td>
<td>Adult dysphagia Paediatric dysphagia HI across the lifespan</td>
<td>2.4, 3.7, 5.7</td>
<td>6. Professionalism Reasoning Lifelong Learning Communication</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)

# Relationship of course objectives and assessment tasks

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Dysphagia Take-home 1 (20%)</th>
<th>Dysphagia Take-home 2 (35%)</th>
<th>Hearing Exam (25%)</th>
<th>Hearing Debate (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Awareness normal swallow and causes swallow dis &amp; hrg rehab</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2 Select and Assess swallow &amp; hrg rehab</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Analyse, interpret swallow &amp; hrg assts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4 Identify need further info &amp; referral</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Plan swallow &amp; hearing rehab</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6 Report findings &amp; recommend further mgt</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
## SPTH3120 Course Timetable

**Adult Dysphagia**

**Paediatric Dysphagia**

**Hearing Rehabilitation**

**Please note that for Weeks 1-3, lectures for the Hearing Rehabilitation course will be on Tuesdays and lectures for the Dysphagia course will be on Thursdays. From Weeks 4-14, the order will be reversed that is, Tuesdays-Dysphagia and Thursdays-Hearing Rehabilitation.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 19</td>
<td>Hearing Assessment and Treatment in Adults and Children: Revision Guest Lecturer Gerri Krynda</td>
</tr>
</tbody>
</table>
|      | February 21    | Introduction & Overview to Adult Acquired Dysphagia  
|      |                 | Introduction to Paediatric Dysphagia |
| 2    | February 26    | Hearing Aids 1 Guest Lecturer Gerri Krynda |
|      | February 28    | The Normal Swallow  
|      |                 | Normal Feeding Development |
| 3    | March 4        | Hearing Aids 2 Guest Lecturer Gerri Krynda |
|      | March 6        | Neural Plasticity and Swallowing  
|      |                 | Severity and Screening Measures  
|      |                 | Growth and Nutrition |
| 4    | March 11       | Clinical Assessment Measures of Adult Swallowing Disorders  
|      | March 13       | Early Development  
|      |                 | The Perspectives of the Person with a Hearing Impairment:  
|      |                 | Guest Lecturers Ms Cindy-Lu Bailey and Ms Karen Dempsey  
|      |                 | The Perspectives of a specialist SLP working in Hearing Impairment:  
|      |                 | Kate Crowe |
| 5    | March 18       | Instrumental Measures of Adult Swallowing incl FEES, MBS, SEMG  
|      | March 20       | Interdisciplinary Clinical Assessment of Paediatric Dysphagia  
<p>|      |                 | Cochlear Implants 1 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecturer/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 26</strong></td>
<td>NO LECTURE</td>
<td></td>
</tr>
<tr>
<td><strong>March 27</strong></td>
<td>(Central) Auditory Processing Disorder &amp; FM Systems</td>
<td>Guest lecturer: Peter Wohlfahrt, PHONAK</td>
</tr>
<tr>
<td><strong>April 1</strong></td>
<td>Radiation Safety and Protection for SLPs</td>
<td>Guest lecturer: Dr Helen Warren-Forward, Medical Radiation Science</td>
</tr>
<tr>
<td><strong>April 3</strong></td>
<td>Instrumental and Physiological Assessment of Paediatric Dysphagia</td>
<td></td>
</tr>
<tr>
<td><strong>April 8</strong></td>
<td>Self-Management, Rehabilitation and Compensatory Treatment for Adult Dysphagia</td>
<td></td>
</tr>
<tr>
<td><strong>April 10</strong></td>
<td>Treatment and Clinical Decision-Making in Paediatric Dysphagia: Direct and Indirect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adult Habilitation &amp; Rehabilitation</td>
<td>Guest lecturer: Emma Scanlan, Australian Hearing</td>
</tr>
<tr>
<td></td>
<td><strong>RECESS (April 14 to April 25)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>April 29</strong></td>
<td>Aspiration Pneumonia/Non-Oral Management</td>
<td></td>
</tr>
<tr>
<td><strong>May 1</strong></td>
<td>Non-oral or enteral nutrition (Tube-feeding)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavioural Intervention (0-3 yrs)</td>
<td></td>
</tr>
<tr>
<td><strong>May 6</strong></td>
<td>Ethical Decision Making/Risk Minimisation and Infection Control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specific Paediatric Dysphagia Populations 1</td>
<td></td>
</tr>
<tr>
<td><strong>May 8</strong></td>
<td>Neonatal Hearing Screening and Paediatric Rehabilitation</td>
<td>Guest lecturer: Rod Beattie, Renwick Centre for Research and Professional Education</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 11 May 13 | High Risk Adult Dysphagia Populations  
Specific Paediatric Dysphagia Populations 2 |
| May 15 | Issues in Deaf Education /Review  
Guest lecturer Rod Beattie, Renwick Centre for Research and Professional Education |
| 12 May 20 | Measuring Clinical Outcomes/EBP  
Resources for Paediatric Dysphagia Practice/ Summary |
| May 22 | Hearing Debate Groups 1 and 2  
Dr Bernice Mathisen and Ms Kate Crowe |
| 13 May 27 | The Perspective of a Person with Dysphagia and CVA  
Guest lecturer Libby Levey |
| May 29 | Palliative Thinking (pcc4u)/Review  
Hearing Debate Groups 3 and 4  
Dr Bernice Mathisen and Ms Emma Scanlan |
| 14 June 4 | NO LECTURE |

**Assessment**

1. **Dysphagia Take-home assignment 1**

   *SPTH3120 – Dysphagia Take-home Assignment 1 – (20%) – 1,000 words. Due Week 9 on April 29, 2008 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 the Shortland Student Hub. When you submit the assignment to Turnitin, **do not** include the assignment case history or questions below, and **do not** include your reference list. However, these **should be** included in the hard copy paper submission.

2. **Dysphagia Take-home Assignment 2**

   *SPTH3120 Dysphagia Take-home assignment: (35%) – 2,000 words. Due Week 14 on June 3, 2008 at 5.00pm.* Submit in the first instance electronically through Turnitin (via Blackboard), and submit the hard copy of the assignment, with coversheet, at the Shortland Student Hub. When you submit the assignment to Turnitin, **do not** include the assignment case history or questions below, and **do not** include your reference list. However, these **should be** included in the hard copy paper submission.
Students will be given a dysphagia video case including a Modified Barium Swallow Study (MBS) or other instrumental investigations. You will be given detailed case history information and the results of any other relevant assessment(s). Student responses are evaluated against a set of predetermined information which must be present and accurate (examination-style criteria).

Please note:
**Where a student fails the Dysphagia Take-home Assignment 2, they are expected to demonstrate competency by passing another dysphagia assignment supplied by the lecturer before graduation.**

### Grading guide

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail</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>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass</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>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction</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</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: Topic TBA

**SPTH3120 – Hearing Debate - (20%) – 20 minutes –During class time in Weeks 12 & 13, 2008**

In groups, students will prepare a twenty-minute oral presentation concerning a controversial issue in hearing rehabilitation (details will be provided by the lecturer) with a child or adult client, for the lecturer and a guest lecturer (TBA):

**Criteria for marking:**
- Demonstrates understanding of the complexities of the case 4
- Able to demonstrate understanding of basic premises involved 4
- Logical and coherent arguments presented 4
- Makes arguments based on EBP 4
- Overall clarity and persuasiveness 4

/20

Marks will be assigned equally to all members in the group on the basis of the quality of the presentation.

4. Exam – Hearing

**SPTH3120 – Hearing Examination** – 25% - 2 hours – short answers. During exam period.

5. Ungraded Requirements – fieldwork/observation

- Students are to attend the following clinical visit. Final marks for SPTH3120 cannot be completed until completion of this visit. Students must complete & submit the Record of Additional Clinical Experience.
  - St Dominic’s School or other site (TBA)
  - Students must complete & submit the **Record of Dysphagia Clinical Experiences (Mathisen, 2004)** based on their fieldwork experiences. **Please note:** Final marks for SPTH3120 cannot 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>Experience</th>
<th>Adult</th>
<th>Paediatric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe initial swallowing assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe review swallowing assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice full inpatient swallowing assessment on a patient who only requires a review.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe inpatient swallowing therapy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write up results of swallowing assessment for an inpatient chart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe Modified Barium Swallow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct other Instrumental Investigations eg MBS, FEES, CA, EMG.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe an outpatient swallowing assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate MBS and write report.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct initial swallowing assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct review of swallowing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare food and equipment for MBS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a formal report for an outpatient referred for a swallowing assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain normal and deviant swallowing to a patient and their family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain MBS results to a patient and their family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct swallowing therapy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct an outpatient swallowing assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve complex patient management issues.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Mathisen, 2004)
<table>
<thead>
<tr>
<th>Case discussion/presentation of a complex dysphagia case.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain results of a swallowing assessment and recommended management to nursing staff and/or other dysphagia team members.</td>
</tr>
<tr>
<td>Explain results of a swallowing assessment and recommended management to a medical officer.</td>
</tr>
<tr>
<td>Conduct diet modification.</td>
</tr>
<tr>
<td>Discuss ethical issues involved with swallowing.</td>
</tr>
<tr>
<td>Discuss conflict resolution within a dysphagia team.</td>
</tr>
<tr>
<td>Discuss normal and deviant swallow to professional medical officer and/or nursing staff in form of a presentation.</td>
</tr>
<tr>
<td>Attend in service on dysphagia.</td>
</tr>
<tr>
<td>Conduct in service on dysphagia.</td>
</tr>
<tr>
<td>Conduct dysphagia research project.</td>
</tr>
</tbody>
</table>

-------------------------------
(Student signature)

_____________________
(Student name)

_______________
(date submitted)

To be completed by: Lecturer responsible for dysphagia (SPTH3120)

This student is identified as requiring further dysphagia experience  YES/NO
This student needs to resubmit the Record by the end of SPTH4080  YES/NO

(copy 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