SPH 817

Medical/Surgical Speech Pathology

S2 Day 2016

Dept of Linguistics

Contents

General Information

Unit convenor and teaching staff
Part A
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Credit points
4

Prerequisites
Admission to MSpchLngPath

Corequisites

Co-badged status

Unit description
This unit is designed to cover medical and surgical knowledge related to a number of clinical areas serviced by speech pathologists. One component will focus on craniofacial anomalies, including cleft lip and palate. The second component will focus on relevant clinical aspects related to cardiothoracic disorders, neurosurgery, head and neck surgery and geriatrics. Tracheostomy management will also be discussed.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Identify and describe the nature and classifications of a range of craniofacial, velopharyngeal, and pharygeal disorders including those that result from clefts, and head and neck cancers

Identify and analyse how acute and complex developmental, social, and medical

conditions affect communication and swallowing, and evaluate the impact of these conditions over the lifespan

Apply a social, collaborative, and client-centred model of speech pathology practice for those with complex conditions, and select evidence based assessment and management procedures

Identify and analyse how ageing affects communication and swallowing, and select appropriate evidence-based assessment and management procedures

Differentiate and evaluate the professional roles within mutlidisciplinary teams who work with individuals with complex health conditions, and their families and carers, in acute and community-based settings

General Assessment Information

Coursework Assessments

The following is the general information for all MSLP coursework assessments.

Format

All assignments are to be formatted to the following:

- A4 paper size
- Standard size margins i.e., minimum of 2.5 cm on each side
- APA format for citations and reference lists i.e., *Publication Manual of the American Psychological Association* (6th ed.).
- add a footer to each page with page number, your name and student number, and unit code (e.g.“SPH8XX”)
- format the assignment in MS Word and submit it as a .docx or similar. Do not submit PDFs.
- electronically attach the cover sheet to the document so that a single document is submitted
- use the appropriate file name for the attachment (see below).

Naming files

Assignments submitted on iLearn should use the following naming format:

If Sally Citizen is submitting assignment 1 for SPH800A, then the file should be named scitizen_SPH800A_1.

Word limit

- Word limits for assessments are set deliberately and you must submit work that is of the correct length.

- Include the word count at the end of your assessment e.g.,

"… which is a therefore a valid reason for including this in the treatment goals."

WORD COUNT: 1004 words

- Calculate the word count electronically in MSWord by selecting/dragging the entire body of your text and then using the MSWord count tool, which is found under the Review tab. This means that the word count will include headings, in-text citations, tables and figures.
- The reference list at the end of an assessment is not included in the word count.
- Word counts that are up to 10% over the word limit will not be penalised.
- Assessments with excessive word counts will be penalised 10% of the final mark per 10% (or part thereof) of words over the limit. This means that if your word count is 23% over the word limit then you will be penalised 30% of your final mark for that assessment task.

Submission

All assignments are submitted electronically via Turnitin.

If a student is in any doubt about submission for a particular assignment, then s/he must contact the Unit Convenor for information well before the due date.

Penalty for late submission

Late submission of assessments will result in final marks being reduced at a rate of 5% per day, including weekends.

Assessment Tasks

Name	Weighting	Due
Case based assessment	15%	Week 5
Case based assessment	25%	Week 8
Group presentation	20%	Weeks 7 and 13
Case based assessment	25%	Week 13
Case based assessment	15%	Week 14

Case based assessment

Due: **Week 5**
Weighting: **15%**

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On successful completion you will be able to:

- Identify and describe the nature and classifications of a range of craniofacial, velopharyngeal, and pharygeal disorders including those that result from clefts, and head and neck cancers
- Identify and analyse how acute and complex developmental, social, and medical conditions affect communication and swallowing, and evaluate the impact of these conditions over the lifespan
- Differentiate and evaluate the professional roles within mutlidisciplinary teams who work with individuals with complex health conditions, and their families and carers, in acute and community-based settings

Case based assessment

Due: **Week 8**
Weighting: **25%**

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On successful completion you will be able to:

- Identify and describe the nature and classifications of a range of craniofacial, velopharyngeal, and pharygeal disorders including those that result from clefts, and head and neck cancers
- Identify and analyse how acute and complex developmental, social, and medical conditions affect communication and swallowing, and evaluate the impact of these conditions over the lifespan
- Identify and analyse how ageing affects communication and swallowing, and select appropriate evidence-based assessment and management procedures

Group presentation

Due: **Weeks 7 and 13**
Weighting: **20%**

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On successful completion you will be able to:

- Identify and analyse how acute and complex developmental, social, and medical conditions affect communication and swallowing, and evaluate the impact of these conditions over the lifespan
- Apply a social, collaborative, and client-centred model of speech pathology practice for

those with complex conditions, and select evidence based assessment and management procedures

- Differentiate and evaluate the professional roles within mutlidisciplinary teams who work with individuals with complex health conditions, and their families and carers, in acute and community-based settings

Case based assessment

Due: **Week 13**
Weighting: **25%**

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On successful completion you will be able to:

- Apply a social, collaborative, and client-centred model of speech pathology practice for those with complex conditions, and select evidence based assessment and management procedures
- Differentiate and evaluate the professional roles within mutlidisciplinary teams who work with individuals with complex health conditions, and their families and carers, in acute and community-based settings

Case based assessment

Due: **Week 14**
Weighting: **15%**

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On successful completion you will be able to:

- Identify and analyse how acute and complex developmental, social, and medical conditions affect communication and swallowing, and evaluate the impact of these conditions over the lifespan
- Apply a social, collaborative, and client-centred model of speech pathology practice for those with complex conditions, and select evidence based assessment and management procedures
- Identify and analyse how ageing affects communication and swallowing, and select appropriate evidence-based assessment and management procedures
- Differentiate and evaluate the professional roles within mutlidisciplinary teams who work with individuals with complex health conditions, and their families and carers, in acute and community-based settings

Delivery and Resources

Classes for SPH817 will be delivered over the regular 13 week semester. Lecturers will include a variety of expert clinicians working across the populations under study.

Unit Schedule

Detailed unit schedules are available on iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Identify and describe the nature and classifications of a range of craniofacial, velopharyngeal, and pharygeal disorders including those that result from clefts, and head and neck cancers
- Identify and analyse how acute and complex developmental, social, and medical conditions affect communication and swallowing, and evaluate the impact of these conditions over the lifespan
- Apply a social, collaborative, and client-centred model of speech pathology practice for those with complex conditions, and select evidence based assessment and management

procedures

- Identify and analyse how ageing affects communication and swallowing, and select appropriate evidence-based assessment and management procedures
- Differentiate and evaluate the professional roles within mutlidisciplinary teams who work with individuals with complex health conditions, and their families and carers, in acute and community-based settings

Assessment tasks

- Case based assessment
- Case based assessment
- Group presentation
- Case based assessment
- Case based assessment

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Identify and describe the nature and classifications of a range of craniofacial, velopharyngeal, and pharygeal disorders including those that result from clefts, and head and neck cancers
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Assessment tasks

- Case based assessment

- Case based assessment
- Group presentation
- Case based assessment
- Case based assessment

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Identify and describe the nature and classifications of a range of craniofacial, velopharyngeal, and pharygeal disorders including those that result from clefts, and head and neck cancers
- Identify and analyse how acute and complex developmental, social, and medical conditions affect communication and swallowing, and evaluate the impact of these conditions over the lifespan
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Assessment tasks

- Case based assessment
- Case based assessment
- Group presentation
- Case based assessment
- Case based assessment

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create

new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Identify and describe the nature and classifications of a range of craniofacial, velopharyngeal, and pharygeal disorders including those that result from clefts, and head and neck cancers
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- Case based assessment
- Case based assessment
- Group presentation
- Case based assessment
- Case based assessment

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Apply a social, collaborative, and client-centred model of speech pathology practice for those with complex conditions, and select evidence based assessment and management

procedures

- Differentiate and evaluate the professional roles within mutlidisciplinary teams who work with individuals with complex health conditions, and their families and carers, in acute and community-based settings

Assessment tasks

- Case based assessment
- Case based assessment
- Group presentation
- Case based assessment
- Case based assessment

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

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