SPTH8852

Swallowing and its Disorders

Session 1, Weekday attendance, North Ryde 2021

Department of Linguistics

Contents

General Information 2

Learning Outcomes 2

General Assessment Information 3

Assessment Tasks 4

Delivery and Resources 5

Policies and Procedures 6

Changes since First Published 7

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff Claire Layfield claire.layfield@mq.edu.au Scott Barnes scott.barnes@mq.edu.au
Credit points 10
Prerequisites Admission to MSpchLngPath
Corequisites
Co-badged status
Unit description In this unit, students will develop advanced knowledge and clinical reasoning skills relevant for speech pathology practice with swallowing disorders. It will address the neurophysiological bases of swallowing and its disorders, comprehensive client-centred speech pathology assessment and intervention for dysphagia, and the research evidence supporting speech pathology practice. Practice with adults and children will be addressed.

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:

ULO1: Apply knowledge of the neurophysiological bases of swallowing to the assessment and differential diagnosis of dysphagia in adults and children.

ULO2: Integrate the outcomes of dysphagia assessment focused on body functions and structures with other sources of information, with a view to comprehensive, client-centred assessment.

ULO3: Apply theoretically-motivated and evidence-based principles to planning speech pathology interventions for people with dysphagia, including both rehabilitative and

compensatory approaches.

ULO4: Identify and evaluate ethical speech pathology practice for people with dysphagia, focusing on client-centred care.

ULO5: Critically appraise the research evidence supporting speech pathology assessment and intervention for people experiencing dysphagia, and employ it appropriately to promote client-centred care.

General Assessment Information

Word limits

Assessment submissions with excessive word counts will receive a penalty commensurate with the amount the submission has exceeded the word limit stated in the assessment description. Excessive word counts will result in the following penalties:

- From 11 to 20% over the word limit = reduction by one grading band.
- More than 20% over the word limit = reduction by ***at least*** two grading bands, with further penalties applied at the discretion of the unit convenor.

For example: Word limit = 2000 words; Submission word count = 2240, i.e., 12% over the limit, and therefore a penalty is applied as follows:

- Initial grade = D
- Penalty = reduction of one grading band
- Final grade = C

Penalty for late submission

Late submission of assessments will result in the following penalties:

- 1 day late = reduction by ***no more than*** one grading band, at the discretion of the unit convenor
- 2 days late = reduction by ***no more than*** two grading bands, at the discretion of the unit convenor
- 3 or more days late = reduction by ***at least*** two grading bands, with further reductions at the discretion of the unit convenor

For example: A submission is two days late, and therefore a penalty is applied as follows:

- Initial grade = HD
- Maximum penalty = reduction of two grading bands
- Final grade = C

Assessment Tasks

Name	Weighting	Hurdle	Due
Case based assessment: dysphagia intervention	50%	Yes	Week 13
Case based assessment: dysphagia assessment	50%	Yes	Week 8

Case based assessment: dysphagia intervention

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 38 hours
Due: **Week 13**
Weighting: **50%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

In this assessment task students will be provided with case information relating to people who have dysphagia. They will also be provided with clinical scenarios, and asked to develop plans relating to speech pathology intervention for these people. The assessment task will require them to integrate and synthesise case information, case data, theory, research evidence, and routine speech pathology practices in order to formulate plans.

On successful completion you will be able to:

- Integrate the outcomes of dysphagia assessment focused on body functions and structures with other sources of information, with a view to comprehensive, client-centred assessment.
- Apply theoretically-motivated and evidence-based principles to planning speech pathology interventions for people with dysphagia, including both rehabilitative and compensatory approaches.
- Identify and evaluate ethical speech pathology practice for people with dysphagia, focusing on client-centred care.
- Critically appraise the research evidence supporting speech pathology assessment and intervention for people experiencing dysphagia, and employ it appropriately to promote client-centred care.

Case based assessment: dysphagia assessment

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 39 hours

Due: **Week 8**
Weighting: **50%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

In this assessment task students will be provided with case information relating to people who have dysphagia. They will also be provided with clinical scenarios, and asked to develop plans relating to speech pathology assessment for these people. The assessment task will require them to integrate and synthesise case information, case data, theory, research evidence, and routine speech pathology practices in order to formulate plans.

On successful completion you will be able to:

- Apply knowledge of the neurophysiological bases of swallowing to the assessment and differential diagnosis of dysphagia in adults and children.
- Integrate the outcomes of dysphagia assessment focused on body functions and structures with other sources of information, with a view to comprehensive, client-centred assessment.
- Identify and evaluate ethical speech pathology practice for people with dysphagia, focusing on client-centred care.
- Critically appraise the research evidence supporting speech pathology assessment and intervention for people experiencing dysphagia, and employ it appropriately to promote client-centred care.

---

[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Students will participate in 3 hour seminar classes blending teacher-fronted delivery with small group activities. Students will be expected to engage with learning materials before attending and participating in weekly classes, and then to complete learning activities following class. All learning and teaching activities will occur over the standard 13 teaching weeks of the session.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise

- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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

If you are a Global MBA student contact globalmba.support@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.

Changes since First Published

Date	Description
22/03/2021	Administrative error in the ordering of assessment tasks.