SPTH8830

Body Functions and Structures for Speech Pathology

Session 1, In person-scheduled-weekday, North Ryde 2025

Department of Linguistics

Contents

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.

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
This unit provides speech pathology students with an advanced introduction to the body systems that mediate speech and language, and the application of this knowledge in speech pathology practice. The unit introduces the behavioural manifestations of brain damage in acquired speech and language disorders, intervention principles relevant for causing change in body systems and motor functioning, and explores the application of instrumental procedures in speech pathology practice, including the research evidence supporting their use.

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: Identify, describe, and analyse disruptions to the neurophysiological bases of speech and language, causing impairments relevant for speech pathology practice.

ULO2: Develop hypotheses about disruptions to body functions and structures via critical synthesis of client presentation with knowledge about the neurophysiological bases of speech and language.

ULO3: Analyse and evaluate the implications of current knowledge about neuroplasticity

and motor learning for speech pathology practice, particularly in interventions targeting body functions and structures.

ULO4: Critically evaluate the role of instrumental procedures targeting body functions and structures in speech pathology practice with reference to research evidence and its quality

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
Quiz: Body Functions and Structures and clinical reasoning	40%	Yes	PART A week 7 / PART B Week 1 Recess
Critical analysis: intervention principles	30%	No	16/05/2025
Critical analysis: instrumental procedures	30%	No	10/06/2025

Quiz: Body Functions and Structures and clinical reasoning

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 31 hours
Due: **PART A week 7 / PART B Week 1 Recess**
Weighting: **40%**
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 clinical information relating to speech pathology clients with impairments affecting Body Functions and Structures that are central for speech pathology practice (e.g., brain structures, cranial nerves, oral-facial musculature). Students will critically evaluate the relevance of this information for speech and language, develop hypotheses about clinical implications, and summarise it in spoken and written forms.

This hurdle assessment task assures competency in speech pathology practice, as required for the external accreditation of the Master of Speech and Language Pathology course.

On successful completion you will be able to:
• Identify, describe, and analyse disruptions to the neurophysiological bases of speech and language, causing impairments relevant for speech pathology practice.
• Develop hypotheses about disruptions to body functions and structures via critical synthesis of client presentation with knowledge about the neurophysiological bases of speech and language.

Critical analysis: intervention principles

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 23 hours
Due: **16/05/2025**

Weighting: **30%**

In this assessment task, students will critically appraise speech pathology intervention approaches targeting changes in Body Functions and Structures, focusing on intervention employing principles of neuroplasticity and principles of motor learning. Students will analyse published research evidence, and draw conclusions for speech pathology practice.

On successful completion you will be able to:

- Identify, describe, and analyse disruptions to the neurophysiological bases of speech and language, causing impairments relevant for speech pathology practice.
- Analyse and evaluate the implications of current knowledge about neuroplasticity and motor learning for speech pathology practice, particularly in interventions targeting body functions and structures.

Critical analysis: instrumental procedures

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 23 hours
Due: **10/06/2025**
Weighting: **30%**

In this assessment task, students will critically evaluate speech pathology assessment and intervention employing instrumental procedures targeting Body Functions and Structures. Students will analyse published research evidence, and draw conclusions for speech pathology practice.

On successful completion you will be able to:

- Identify, describe, and analyse disruptions to the neurophysiological bases of speech and language, causing impairments relevant for speech pathology practice.
- Critically evaluate the role of instrumental procedures targeting body functions and structures in speech pathology practice with reference to research evidence and its quality

---

[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 2 hour lectorial 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. In addition, two anatomy labs form part of the structured learning activities in this unit.

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

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
- Assessment Procedure
- Complaints Resolution 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 connect.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

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

Academic Success

Academic Success provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault

- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via the Service Connect Portal, or contact Service Connect.

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all

learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2025.02 of the Handbook