



# SPCH12003 *Functional Anatomy of the Head, Neck and Thorax*

## Term 2 - 2018

Profile information current as at 29/04/2024 07:18 pm

All details in this unit profile for SPCH12003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Students will develop an understanding of the functional anatomy and physiology relevant to communication and swallowing. Topics covered include surface anatomy and the anatomical relationships of bones, muscles, blood vessels and nerves within each of the pertinent body regions. This unit provides students with foundation knowledge to assist in clinical reasoning, practice and consultation in speech pathology.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

ALLH11004 Anatomy & Physiology for Health Professionals 2 SPCH11001 Introduction to Speech Pathology

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2018

- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 20%

#### 2. **In-class Test(s)**

Weighting: 20%

#### 3. **Practical Assessment**

Weighting: 60%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student evaluations & self-reflection.

##### Feedback

Give students more time to absorb swallowing and orofacial myology content to better reflect the importance of these areas for speech pathology students.

##### Recommendation

Cover this content earlier in the term.

## Unit Learning Outcomes

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

1. Define the skeletal structures, innervation and musculature serving respiration, phonation, mastication and swallowing, articulation and resonance, and hearing.
2. Describe the functional importance of each structure/muscle/nerve relative to respiration, phonation, mastication and swallowing, articulation and resonance, and hearing.
3. Explain the relationship between structure and function of the speech, hearing and swallowing mechanism in a developmental context.
4. Discuss the relevance of anatomy and physiology to clinical practice in speech pathology.
5. Discuss the relationship between physiologic functions which sustain life versus physiologic functions related to communication.

The learning outcomes have been mapped to the external accreditation process. The learning outcomes are consistent with Speech Pathology Australia Competency Based Occupational Standards (CBOS) and Competency Assessment in Speech Pathology (COMPASS) requirements.

The Speech Pathology Australia Professional Framework states - "It is expected that an entry-level speech pathologist in Australia will be familiar with the ICF framework and competently apply the social health principles of individual functioning and well-being to their speech pathology practice. Applying the ICF to the clinical practice of speech pathology, practitioners can incorporate both the diagnosis of impairment (body function and structure) and the activity and participation of the individual to assess the impact of the communication and/or swallowing disorder on quality of life. A guiding principle of speech pathology assessment, habilitation and/or rehabilitation is a thorough evaluation of an individual's functional abilities. Using the ICF framework, including the contextual factors (environmental and personal) and activity and participation levels, allows speech pathologists to collaboratively set goals with an individual and their caregivers."

The Learning Outcomes for this unit reflect this principle through the assessment of foundation knowledge in anatomy and physiology required to accurately evaluate human body function and structure.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
<b>1 - Written Assessment - 20%</b>	•	•	•	•	•

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
2 - In-class Test(s) - 20%	•	•	•	•	•
3 - Practical Assessment - 60%	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking		•	•	•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work	•	•	•	•	•
6 - Information Technology Competence	•	•	•	•	•
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•	•	•							
2 - In-class Test(s) - 20%	•	•	•							
3 - Practical Assessment - 60%	•	•	•		•					

## Textbooks and Resources

### Textbooks

SPCH12003

#### Prescribed

#### **Anatomy & Physiology for Speech, Language, and Hearing**

Edition: 5 (2015)

Authors: J. Anthony Seikel, David G. Drumright, Douglas W. King

Cengage Learning US

Clifton Park , NY , USA

ISBN: 9781285198248

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Stanley Serafin** Unit Coordinator

[s.serafin@cqu.edu.au](mailto:s.serafin@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Bones & Joints	Ch. 1 Ch. 2 - pp. 49-74 Ch. 6 - pp. 316-355 Appendices A & B	

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Muscles	Ch. 2 - pp. 92-132 Ch. 6 - pp. 361-370, 376-385 Appendices C, D & E	Written Assessment 1 must be submitted online by 09:00 AM (AEST) Thursday 19 July.

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Blood Supply	Ch. 10 & 14 in Blumenfeld's Neuroanatomy through Clinical Cases	Written Assessment 2 must be submitted online by 09:00 AM (AEST) Thursday 26 July.

**Week 4 - 30 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Respiratory System & Thorax	Ch. 2 & 3 Appendix C	Written Assessment 3 must be submitted online by 09:00 AM (AEST) Thursday 2 August.

**Week 5 - 06 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Phonation	Ch. 4 & 5	Written Assessment 4 must be submitted online by 09:00 AM (AEST) Thursday 9 August.

**Vacation Week - 13 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 20 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Articulation, Resonance & Swallowing	Ch. 6 & 7 Ch. 10 in Moore's Before We Are Born	Written Assessment 5 must be submitted online by 09:00 AM (AEST) Thursday 23 August.

**Week 7 - 27 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Hearing & Equilibrium	Ch. 9 & 10	Written Assessment 6 must be submitted online by 09:00 AM (AEST) Thursday 30 August.

**Week 8 - 03 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Nervous System	Ch. 11 - pp. 577-652 Appendix F	Written Assessment 7 must be submitted online by 09:00 AM (AEST) Thursday 6 September.

**Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Nerve Supply of Head, Neck & Thorax	Ch. 11 - pp. 652-702 Ch. 12 Appendix G	Written Assessment 8 must be submitted online by 09:00 AM (AEST) Thursday 13 September.

**Week 10 - 17 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Motor & Sensory Pathways	Ch. 6 & 7 in Blumenfeld's Neuroanatomy through Clinical Cases	Written Assessment 9 must be submitted online by 09:00 AM (AEST) Thursday 20 September.

**Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Higher Order Cerebral Function	Ch. 19 in Blumenfeld's Neuroanatomy through Clinical Cases	Written Assessment 10 must be submitted online by 09:00 AM (AEST) Thursday 27 September.

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
In-class Assessment. Revision (self-directed).		In-class Assessment.

**Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Practical Assessment		Practical Assessment 09:00 AM (AEST) Wednesday 10 October in ROK 7/1.22.

## Term Specific Information

The unit coordinator is Stanley Serafin (s.serafin@cqu.edu.au, 02 9324 5719). Stanley delivers the lecture in Sydney via ISL. Jenni-Lee Rees (j.rees2@cqu.edu.au) delivers the tutorial face-to-face in Rockhampton.

## Assessment Tasks

### 1 Written Assessments

**Assessment Type**

Written Assessment

**Task Description**

Short written assessments will be due before class and submitted online in weeks 2 through 11. There will be 10 in total. Each is worth 2% of the overall unit mark. Collectively, these are worth 20% of the overall unit mark. Instructions for each are available on Moodle under the respective week and in the assessment block.

**Assessment Due Date**

See 'Task description' above.

**Return Date to Students**

Graded written assessments will be returned within one week of submission.

**Weighting**

20%

**Minimum mark or grade**

50%

**Assessment Criteria**

For the written assessments, your responses are scored according to the following criteria:

- correctness, relevance and completeness of the response to the question asked
- correct spelling and use of anatomical terminology

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Define the skeletal structures, innervation and musculature serving respiration, phonation, mastication and swallowing, articulation and resonance, and hearing.
- Describe the functional importance of each structure/muscle/nerve relative to respiration, phonation, mastication and swallowing, articulation and resonance, and hearing.
- Explain the relationship between structure and function of the speech, hearing and swallowing mechanism in a developmental context.
- Discuss the relevance of anatomy and physiology to clinical practice in speech pathology.
- Discuss the relationship between physiologic functions which sustain life versus physiologic functions related to communication.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## 2 In-class Assessments

### Assessment Type

In-class Test(s)

### Task Description

The in-class assessment will be administered at the start of class in week 12. It is worth 20% of the overall unit mark. For the in-class assessment you will have to create a swallowing function table. Your table must include the following information: the name of each stage of swallowing, a description of the key events in each stage of swallowing, the structures involved in each stage of swallowing, the function and innervation of the muscles involved in each stage of swallowing, and the effects of malfunction. You will be marked based on the completeness and accuracy of your table. Additional instructions are available on Moodle in the assessment block.

### Assessment Due Date

See 'Task description' above.

### Return Date to Students

Assessments will be returned within one week of submission.

### Weighting

20%

### Minimum mark or grade

50%

### Assessment Criteria

For the in-class assessment, your responses are scored according to the following criteria:

- correctness, relevance and completeness of the response to the question asked
- correct spelling and use of anatomical and professional terminology

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Offline

### Learning Outcomes Assessed

- Define the skeletal structures, innervation and musculature serving respiration, phonation, mastication and swallowing, articulation and resonance, and hearing.
- Describe the functional importance of each structure/muscle/nerve relative to respiration, phonation, mastication and swallowing, articulation and resonance, and hearing.
- Explain the relationship between structure and function of the speech, hearing and swallowing mechanism in a developmental context.
- Discuss the relevance of anatomy and physiology to clinical practice in speech pathology.
- Discuss the relationship between physiologic functions which sustain life versus physiologic functions related to communication.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

## 3 Practical Assessment

### Assessment Type

Practical Assessment

### Task Description

In the clinical context, speech pathologists are expected to have in-depth knowledge and understanding of anatomical structures and their function in the head, neck and thorax. In a university simulation setting you will take part in practical learning activities with anatomical models, bones and real plastinated human bodies to develop detailed knowledge of these structures. In this practical assessment you will identify and describe anatomical structures on anatomical models, bones and real plastinated human bodies. The practical assessment is worth 60% of your overall mark for the unit. It is approximately 1 hour in duration. It consists of 10-20 stations set up around the room, each with



one specimen. At each station will be a station identifier that lists 4-8 brief questions. After a set period of time, you will rotate to the next station and repeat this until you have been at all stations. There will be 1 student at each station at a time. You will be given an answer sheet on which to write your answers. The practical assessment is closed book so the only things you will be allowed to have on you are pens (blue or black ink only), your answer sheet and ID (e.g., driver's license). Structures will be tagged using coloured chalk or stickers labeled A, B, C, D, etc. Questions will cover muscles, bones, joints, nerves, blood vessels, viscera and supporting structures in the head, neck and thorax. Students are responsible for all content covered in class for the entire term that is visible on the specimens that we have.

### **Assessment Due Date**

Practical Assessment 8:00 AM (AEST) Monday 9 October in ROK 7/1.22

### **Return Date to Students**

Within 1 week of assessment date

### **Weighting**

60%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

For the practical assessment, your responses are scored according to the following criteria:

- correctness, relevance and completeness of the response to the question asked
- correct spelling and use of anatomical and professional terminology

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Offline

### **Learning Outcomes Assessed**

- Define the skeletal structures, innervation and musculature serving respiration, phonation, mastication and swallowing, articulation and resonance, and hearing.
- Describe the functional importance of each structure/muscle/nerve relative to respiration, phonation, mastication and swallowing, articulation and resonance, and hearing.
- Explain the relationship between structure and function of the speech, hearing and swallowing mechanism in a developmental context.
- Discuss the relevance of anatomy and physiology to clinical practice in speech pathology.
- Discuss the relationship between physiologic functions which sustain life versus physiologic functions related to communication.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Team Work

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem