



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

## Term 2 - 2023

Profile information current as at 04/05/2024 01:32 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

You 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. You will be required to demonstrate your understanding of the application of these topics to speech pathology practice.

### 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

Prerequisites BMSC11010 Human Anatomy and Physiology 1 OR BMSC11007 Medical Anatomy and Physiology 1 and BMSC11008 Medical Anatomy and Physiology 2 SPCH11001 Introduction to Communication and Swallowing Disorders SPCH12008 Phonetics OR SPCH13005 Acoustics and Phonetics

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 - 2023

- 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. **Online Quiz(zes)**

Weighting: 10%

#### 2. **Case Study**

Weighting: 50%

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

Weighting: 40%

### 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 Teaching team reflection and collaboration with head of course - speech pathology

##### **Feedback**

Case study viva may not be the most appropriate way to assess knowledge in an anatomy and physiology unit. Written assessment (on a case study) may be more appropriate

##### **Recommendation**

It is recommended that the case study assessment be changed from an oral to a written assessment.

#### Feedback from Student evaluation

##### **Feedback**

Weekly case studies provide a functional understanding of theoretical anatomy

##### **Recommendation**

It is recommended that weekly case studies align with weekly anatomy content to provide a functional understanding of the anatomy relevant to speech pathology.

## 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 as it pertains to clinical practice in speech pathology

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Case Study - 50%		•	•
2 - Online Quiz(zes) - 10%	•	•	
3 - Practical Assessment - 40%	•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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			

## Textbooks and Resources

### Textbooks

SPCH12003

#### Prescribed

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

Edition: 6 (2021)

Authors: J. Anthony Seikel, David G. Drumright, Daniel J. Hudock

Plural Publishing Inc

ISBN: 978-1-63550-279-4

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Roslyn Clapperton** Unit Coordinator

[r.clapperton@cqu.edu.au](mailto:r.clapperton@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Bones and muscles of head and face	Readings will be made available on the Moodle site.	

### Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Articulation, resonance and mastication	Readings will be made available on the Moodle site.	

### Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Bones and muscles of neck and thorax	Readings will be made available on the Moodle site.	<b>Assessment 1: Online Quiz 1</b> - covers weeks 1 and 2. <b>Due:</b> Week 3 Thursday (27 July 2023) 9:00pm AEST

### Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Respiration	Readings will be made available on the Moodle site.	
<b>Week 5 - 07 Aug 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Phonation and swallowing	Readings will be made available on the Moodle site.	
<b>Vacation Week - 14 Aug 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Week 6 - 21 Aug 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Vascular features of head and neck	Readings will be made available on the Moodle site.	<b>Assessment 1: Online Quiz 2</b> - covers weeks 3 to 5. <b>Due:</b> Week 6 Thursday (24 Aug 2023) 9:00pm AEST
<b>Week 7 - 28 Aug 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Nervous system	Readings will be made available on the Moodle site.	
<b>Week 8 - 04 Sep 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Nerve supply of head, neck and thorax	Readings will be made available on the Moodle site.	
<b>Week 9 - 11 Sep 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Motor and sensory pathways	Readings will be made available on the Moodle site.	<b>Assessment 2: Case Study</b> Due: Week 9 Monday (11 Sept 2023) 9:00 am AEST
<b>Week 10 - 18 Sep 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Ear, hearing and equilibrium	Readings will be made available on the Moodle site.	Online Quiz 3 - Covers weeks 7 to 9. <b>Assessment 1: Online Quiz 3</b> - covers weeks 7 to 9. <b>Due:</b> Week 10 Thursday (21 Sept 2023) 9:00pm AEST
<b>Week 11 - 25 Sep 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Higher order cerebral function	Readings will be made available on the Moodle site.	
<b>Week 12 - 02 Oct 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Revision		
<b>Review/Exam Week - 09 Oct 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
		<b>Assessment 3: Practical assessment</b> Due: Review/Exam Week Tuesday (10 Oct 2023) 5:00 pm AEST
<b>Exam Week - 16 Oct 2023</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Term Specific Information

The unit coordinator this term is Roslyn Clapperton. You can contact me using the forums on the Moodle site; through email: r.clapperton@cqu.edu.au or via telephone on (07) 4930 9603.

### Unit Content:

The learning materials for each week are located within each of the weekly tiles. The following information and links will be provided each week:

- Selected weekly readings
- Pre-recorded weekly lectures and associated lecture slides
- Tutorial information and resources

The pre-recorded lectures are delivered primarily by Roslyn Clapperton and Charmaine Ramlogan-Steel, and will be released progressively throughout the term on the Moodle site. It is expected that students will review the weekly content, including the assigned readings and pre-recorded lectures prior to attending tutorials.

### Tutorials:

The weekly tutorial will provide students with an opportunity to interact with models in the anatomy laboratory and to ask questions of Justine Hamilton, who is a speech pathologist. All students are strongly encouraged to attend and participate in the weekly tutorials so that they can apply their learning from the lectures.

Tutorials will be conducted in the anatomy laboratory and will involve working with both manufactured models and plastinates. By entering these facilities, all users agree to comply with the Anatomy Facility Code of conduct, Anatomy Facility Use and Review Policy and Procedure, CQUniversity Australian Code of Conduct; the Transplantation and Anatomy Act 1979 (QLD), Regulations (2004) and Amendment (2006); Workplace Health and Safety Act (1995) and Regulations (2008); and the Queensland Criminal Code. All users must complete appropriate inductions and sign and return the Anatomy Facility Code of Conduct prior to entering into the facilities.

### Student Communication:

- Open discussions of functional anatomy as it relates to speech pathology is important when learning this content and for being able to communicate this information. It is expected that you will use reputable sources for your information, respect your fellow students, maintain a polite, respectful dialogue, and at all times communicate in the professional manner expected in the speech pathology profession.
- Any NON-PERSONAL communications (e.g., questions relating to the lectures, tutorials, assessments, etc.) should be conducted via the relevant forums on the Moodle site.
- Any PERSONAL communications (e.g., personal illness, life events, etc.) should be held with the unit coordinator via email or telephone. Please ensure that all emails contain your name, contact details and unit code, as sometimes we are coordinating more than one unit at a time.
- All assessment extension requests must meet policy requirements and be made via the Assessment Extension Request link found at the top of the SPCH12003 Moodle site as part of the Support tab. Please ensure that you provide the appropriate documentation with your extension request (e.g., medical certificate, statutory declaration). If you have any questions about this process, please contact the unit coordinator for further advice.

### Study Requirements:

As per Australian educational standards, you are expected to commit 150 hours of engagement to your study of this unit. A recommended breakdown of study hours is given below:

- 2-3 hours per week watching recorded lectures and revising the content through study notes.
- 2-3 hours per week attending the weekly tutorials and reflecting on your answers to the weekly study questions.
- 2-3 hours per week revising content from this week and previous weeks.
- 2-3 hours per week preparing for your assessments or studying for the online quiz and online test.

## Assessment Tasks

### 1 Assessment 1: Online quizzes

#### Assessment Type

Online Quiz(zes)

**Task Description**

The purpose of the online quizzes is to consolidate and challenge your knowledge and understanding of the concepts that underpin the function of the head, neck and thorax. There will be three (3) online quizzes that will be held throughout the term. Collectively, the online quizzes account for 10% of the overall unit mark. This is a must-pass assessment task. When the marks from all three quizzes are added together, the overall score must be a minimum grade of 50% to pass this assessment task.

Online quiz details:

- Available on Thursday of weeks 3, 6 and 10.
- Open from 9am to 9pm.
- You are allowed one (1) attempt at each quiz.
- You will have one (1) hour to complete each quiz.

**Number of Quizzes**

3

**Frequency of Quizzes**

Other

**Assessment Due Date**

Thursday of weeks 3, 6 and 10. The online quizzes will close at 9pm on the relevant Thursdays of these weeks.

**Return Date to Students**

One week after submission via Moodle online quiz.

**Weighting**

10%

**Minimum mark or grade**

50% (cumulative)

**Assessment Criteria**

For online quizzes, your responses are scored according to the following criteria:

- Application of learned content to anatomical, physiological and neurological questions
- Correctness, relevance and completeness of the response to the question asked
- Correct spelling and use of anatomical terminology

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**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

## 2 Assessment 2: Case Study

**Assessment Type**

Case Study

**Task Description**

You will be provided with a clinical case study that describes an individual at two different time points in their life as new health conditions arise. Included with the case study will be a series of questions related to the health conditions and their functional impacts. Impacted systems may include respiration, phonation, resonance, articulation, mastication, and/or swallowing, along with the underlying bones, muscles, nerves and blood supply. Questions will require specific identification of impacted structures, explanation of the physiology connecting the impaired structures with the functional symptoms, and reasoning through alternatives and consequences. One final question requires students to upload a video reflection describing how they approached this assessment task and any changes in their clinical reasoning approach they would like to make to improve their future clinical practice.

This assessment requires application of your learning from Week 1 through to Week 8.



**Assessment Due Date**

Week 9 Monday (11 Sept 2023) 9:00 am AEST

**Return Date to Students**

Week 11 Monday (25 Sept 2023)

**Weighting**

50%

**Minimum mark or grade**

50%

**Assessment Criteria**

There are six (6) anatomy-based questions, six (6) physiology/reasoning-based questions, and one (1) reflection question which will be evaluated as follows:

1. Each anatomy-based question is scored according to the following criteria:

- Accuracy, relevance, clarity and completeness of the written response;
- Accuracy, relevance, and completeness of diagrams/images;
- Match between written response and diagrams/images.

Performance across the anatomy-based questions is converted to a grade out of 35.

2. Each physiology/reasoning-based question is scored according to the following criteria:

- Accuracy, relevance, clarity and completeness of the written response;
- Accuracy and clarity in linking anatomical structures to associated physiological functions;
- Accuracy and clarity in reasoning through the relationship between anatomy/physiology and functional speech pathology signs and symptoms.

Performance across the physiology/reasoning-based questions is converted to a grade out of 45.

3. The video reflection is scored according to the following criteria:

- Clarity of description of clinical reasoning approach used for the assessment task;
- Clarity and accuracy of strengths and limitations of the reasoning approach, supported with evidence from the assessment task;
- Accuracy and feasibility of future reasoning approach recommendations.

Performance on the video reflection is converted to a grade out of 10.

4. Writing style (including accurate spelling and use of anatomy terminology) and use of APA-7 formatting and referencing conventions are marked across all 12 questions. Performance on this criterion is converted to a grade out of 10.

This is a must-pass assessment task. You must obtain a minimum grade of 50% to pass. Therefore, you must achieve at least a score of 50/100 to pass this task. A detailed rubric will be provided on the Moodle site.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

The written response to the questions must be uploaded as one (1) document in either Word format (doc. or docx.) or PDF format. The video recording must be uploaded in either .mp4 or .mov format.

**Learning Outcomes Assessed**

- 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 as it pertains to clinical practice in speech pathology

### 3 Assessment 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 anatomical structures of the head, neck and thorax.
- Describe different physiological mechanisms relevant to swallowing and speech therapy.
- Identify and/or describe individual variations of the human body in relation to the head, neck and thorax.
- Explain how anatomy and physiology are interrelated.

The practical assessment is worth 40% of your overall mark for the unit. It consists of 15-20 stations set up around the laboratory, each with specimens including models, bones and plastinates where structures will be clearly labelled. At each station, there will be a station identifier that lists the questions. You will also have an answer sheet on which to write your answers with the questions listed for each station. You will be assessed on identification of, or stating the function of labelled structures and associated parts including 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 in the anatomy laboratory, with particular emphasis placed on the practical activities.

There will be one (1) student at each station at a time. After a set period of time, you will rotate to the next station and repeat this process until you have been to all stations. You will be given an answer sheet on which to write your answers. This assessment is closed book so the only things you will be allowed to have with you in the laboratory are pens (blue or black ink only), your answer sheet and photo ID (e.g., student ID or driver's license). Duration of this assessment will be announced via Moodle.

You must achieve a grade of 50% to pass this assessment.

#### Assessment Due Date

Review/Exam Week Tuesday (10 Oct 2023) 5:00 pm AEST

All students undertake the practical assessment in person in ROK 7/1.22.

#### Return Date to Students

Within 2 weeks of the assessment

#### Weighting

40%

#### 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 physiological terminology.

#### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### Submission

Offline

#### Learning Outcomes Assessed

- Define the skeletal structures, innervation and musculature serving respiration, phonation, mastication and swallowing, articulation and resonance, and hearing
- Explain the relationship between structure and function of the speech, hearing and swallowing mechanism as it pertains to clinical practice in speech pathology

## 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