

Unit Outline (Higher Education)

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| Institute / School: | Institute of Health and Wellbeing |
| Unit Title: | ANATOMY AND PHYSIOLOGY FOR SPEECH PATHOLOGY 1 |
| Unit ID: | HEASP1011 |
| Credit Points: | 15.00 |
| Prerequisite(s): | Nil |
| Co-requisite(s): | Nil |
| Exclusion(s): | (HEASP5011 and NHPBM1031) |
| ASCED: | 061707 |

Description of the Unit:

This first anatomy and physiology unit is taught as an interdisciplinary unit, providing a firm grounding in the knowledge and skills required for optimal collaboration within interdisciplinary teams. This unit will introduce the principles of human body structure and function as relevant for students of Speech Pathology. This includes an introduction to cells and tissues, the nervous system and the function and relationships of bone muscle and joints. A detailed study of gross anatomical structure and functional anatomy relevant to communication sciences and disorders. It provides a solid foundation in how anatomy and physiology relate to the speech, language and hearing systems. An integrated understanding of the human body will be achieved with practical sessions, including the study of human cadaveric material and functional and clinical case-studies to facilitate the integration of material and the correlation of structure to function. This unit may be co-taught with NHPBM 1031.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final

mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

| Level of Unit in Course | AQF Level of Course | | | | | |
|-------------------------|---------------------|---|---|---|---|----|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | | | | ✓ | | |
| Intermediate | | | | | | |
| Advanced | | | | | | |

Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

Knowledge:

- K1.** Identify and describe the structure (Anatomy) and function (physiology) of the musculo-skeletal and nervous systems
- K2.** Identify and describe the structure of the neck, vertebral column and upper limbs
- K3.** Discuss the relationship between the organisational levels of the human body from the cellular to the organ level of communication systems.

Skills:

- S1.** Relate the concept of homeostasis to physiological processes
- S2.** Apply underlying physiological principles to the care of a client in a practical scenario
- S3.** Collate and evaluate clinical data relevant to the functioning of various body systems with a focus on communication systems and swallowing.

Application of knowledge and skills:

- A1.** Critically apply anatomical and physiological knowledge to a human bioscience discipline.
- A2.** Evaluate cranial nerve function to predict impairment related to speech, hearing and swallowing

Unit Content:

Professional Standards for Speech Pathologist in Australia (2020), Speech Pathology Guidelines for Reporting of Aboriginal and Torres Strait Islander Curriculum Development and Inclusions (2018), The Occupational Therapy Board of Australia, OTBA Code of Conduct (2014) Australian Occupational Therapy Competency Standards (2018), National Quality and Safeguarding Framework (NQS, 2018), National Safety and Quality Health Service (NSQHS) Standards (2017-2019) and National Aged Care Quality Standards (2019) have substantially informed the syllabus/content of this unit.

Topics may include:

- General
 - Cells, tissues, organs organisation of human body
 - Musculo-skeletal anatomy and physiology, bones, joints ligaments of skull
 - Anatomy and physiology of the head and neck
 - Neuroanatomy and physiology
 - Vertebral column and spinal cord
- Speech Pathology Specific
 - Relevant anatomical terminology

- Embryology of the head and neck
 - General embryonic development
 - Development of the structures for speech, hearing and swallowing
 - Introduction to atypical embryonic development (e.g. cleft lip and palate)
- Musculoskeletal anatomy of the head and neck
 - Anatomy of the skull
 - Muscles of mastication and muscles of facial expression
 - Muscles of the tongue, infra and suprahyoid
 - Larynx: framework, muscles, membranes and ligaments
 - Muscles of the pharynx and soft palate
 - Nerve and blood supply of the head, neck, and thorax
- Review of the Nervous System related to speech pathology practice
 - Overview of the nervous system
 - The brain
 - The spinal cord
 - Blood supply of the CNS
 - Cranial nerves and their importance to speech, swallowing and hearing

Learning Task and Assessment:

Professional Standards for Speech Pathologists (2020).

Students must complete all assessment tasks and achieve a minimum overall grade of 50% to pass this unit

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|------------------------------------|---|---------------------------------|-----------|
| 1. K1, K2, K3, S1, S2 | Lesson content delivered with a focus on physiology and student-directed learning tasks using multimedia approaches | Online quizzes | 5-15% |
| 2. K1, K2, K3, S1, S2, S3 | Lesson content delivered with a focus on anatomy and student-directed learning tasks using multimedia approaches | Online quizzes | 10-30% |
| 3. K1, K2, K3, S1, S2, S3 | Lesson content delivered with a focus on laboratory tasks and student-directed learning tasks using multimedia approaches | OSCE/Practical Examination | 20-40% |
| 4. K1, K2, K3, S1, S2, S3,, A1, A2 | Lesson content delivered - Blended learning covering all learning outcomes. | Theoretical Written Examination | 30-50% |

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Professional Standards for Speech Pathologists in Australia: 2020 Version

| Attribute | Assessed | Level |
|---|----------|--------|
| Professional Standards for Speech Pathologists in Australia 2020 | | |
| 1. Professional Conduct | | |
| 1.1. Provide ethical and evidence-based practice | No | Low |
| 1.2. Comply with legislation, standards, policies and protocols | No | Low |
| 1.3. Provide safe and quality services | No | Low |
| 1.4. Collaborate with individuals, their supports, our colleagues and the community | No | Low |
| 1.5. Maintain high standards of communication, information sharing and record keeping | Yes | High |
| 1.6. Consider the needs of individuals and communities in clinical decision-making and practice | No | Low |
| 1.7. Advocate for optimal communication and swallowing | No | Low |
| 2. Reflective practice and life-long learning | | |
| 2.1. Demonstrate self-awareness | No | Low |
| 2.2. Use critical reflection to guide professional development and practice | No | Low |
| 2.3. Plan personal development goals | No | Low |
| 2.4. Participate in professional development | Yes | High |
| 2.5. Acquire, critique and integrate knowledge from a range of sources | No | Medium |
| 2.6. Engage in learning with colleagues, students and the community | No | Low |
| 2.7. Contribute to the speech pathology evidence base | No | Low |
| 3. Speech pathology practice | | |
| 3.1. Develop shared understanding of speech pathology | No | Low |
| 3.2. Assess communication and swallowing needs | No | Low |

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| 3.3. Interpret, diagnose and report on assessments | No | Low |
| 3.4. Plan speech pathology intervention or service response | No | Low |
| 3.5. Implement and evaluate intervention or service response | No | Low |
| 3.6. Support development of the profession | No | Low |