



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

Term 2 - 2024

Profile information current as at 29/07/2024 03:26 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 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 - 2024

- 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: 20%

2. **Case Study**

Weighting: 40%

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 20%	•		
2 - Case Study - 40%		•	•
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: 6th (2021)

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

Plural Publishing Inc.

ISBN: 978-1-63550-279-4

Binding: Hardcover

Additional Textbook Information

The CQU library has unlimited access to this textbook online, therefore students are not required to purchase the textbook unless they want to.

When viewing this textbook online via the library, please use the 'ProQuest Ebook Central' link to access the textbook.

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

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Bones and muscles of head and face	Seikel et al. (2021). Chapter 6: Content: pages 321 - 346; 366 - 376. Images: pages 311 - 320. Drake et al. (2015). Chapter 8: pages 864 - 870.	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Articulation, resonance and mastication	Seikel et al. (2021). Chapter 4: pages 207 - 208. Chapter 6: pages 305 - 309; 311 - 320; 337 - 346; 359 - 366; 391 - 400.	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Bones and muscles of neck and thorax	<p>Seikel et al. (2021). Chapter 2: pages 51 - 61; 66 - 71; 110 - 114; 118 - 120. Chapter 4: pages 225 - 237.</p> <p>Drake et al. (2015). Chapter 2: pages 64 - 82; 87; 98. Chapter 3: pages 143 - 150. Chapter 8: pages 1006 - 1010; 1022 - 1024; 1029.</p>	<p>Assessment 1: Online Quiz 1 - covers weeks 1 and 2. Due: Week 3 Friday (26 July 2024) 9:00am AEST</p>
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Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Anatomy and physiology of the respiratory system	<p>Seikel et al. (2021). Chapter 2: pages 47 - 87. Chapter 3: pages 145 - 171.</p>	

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Phonation and swallowing	<p>Seikel et al. (2021). Chapter 4: pages 185 - 239. Chapter 5: pages 247 - 289. Chapter 8: pages 455 - 474.</p>	

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Vascular features of head and neck	<p>Keller & Marieb. (2021). Heart content: pages 384 - 389.</p> <p>Drake et al. (2015). Chapter 8: pages 880 - 883; 873 - 875; 886 - 889; 912; 916 - 920; 925 - 927; 1003 - 1004; 1010 - 1013; 1024 - 1027; 1031 - 1033; 1036 - 1039.</p>	<p>Assessment 1: Online Quiz 2 - covers weeks 3 to 5. Due: Week 6 Friday (23 Aug 2024) 9:00am AEST</p>

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nervous system	<p>Seikel et al. (2021). Chapter 11: pages 601 - 685.</p>	

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nerve supply of head, neck and thorax	<p>Seikel et al. (2021). Chapter 11: pages 686 - 730. Chapter 12: pages 745 - 791.</p>	

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Motor and sensory pathways	Readings will be made available on the Moodle site.	<p>Assessment 2: Case Study Due: Week 9 Monday (9 Sept 2024) 9:00 am AEST</p>

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Ear, hearing and equilibrium	<p>Seikel et al. (2021). Chapter 9: pages 515 - 543. Chapter 10: pages 549 - 593.</p>	<p>Assessment 1: Online Quiz 3 - covers weeks 7 to 9. Due: Week 10 Friday (20 Sept 2024) 9:00am AEST</p>

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic

Higher order cerebral function

Readings will be made available on the Moodle site.

Week 12 - 30 Sep 2024

Module/Topic

Chapter

Events and Submissions/Topic

Revision

Review/Exam Week - 07 Oct 2024

Module/Topic

Chapter

Events and Submissions/Topic

Assessment 3: Practical assessment Due: Review/Exam Week Tuesday (8 Oct 2024) 12:00 pm AEST

Exam Week - 14 Oct 2024

Module/Topic

Chapter

Events and Submissions/Topic

Term Specific Information

The unit coordinator this term is Roslyn Clapperton. You can contact the unit coordinator 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 the anatomy models and to ask questions of Dr Salma Charania, 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.

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 20% 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 Thursday 9am to Friday 9am.
- 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

Friday of weeks 3, 6 and 10. The online quizzes will close at 9am on the relevant Fridays of these weeks.

Return Date to Students

One week after submission via Moodle online quiz.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

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

1. Application of learned content to anatomical, physiological and neurological questions.
2. Correctness, relevance and completeness of the response to the question asked.
3. 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.

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 (9 Sept 2024) 9:00 am AEST

Return Date to Students

Week 11 Monday (23 Sept 2024)

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

For this assessment, students will be provided with a specific clinical case study and be required to answer a mixture of physiology/reasoning-based questions, and a reflection question.

Each of the physiology/reasoning-based questions will be assessed according to the following types of criteria, but not limited to this:

- 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.

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.

Writing style (including accurate spelling and use of anatomy terminology) and use of APA-7 formatting and referencing conventions will also be assessed.

A full task description outlining the assessment and a detailed rubric will be provided on the Moodle site in the Assessment tile.

Referencing Style

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

Submission

Online

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 and bones 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 and bones 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 learning 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).

After completion of the assessment using the anatomical models, students will take a short break and then return to the

assessment room to complete a short written response to a variety of questions relating to content covered in class during the term, with a particular emphasis placed on the practical activities.

The location and times for this assessment will be announced via Moodle.

Assessment Due Date

Review/Exam Week Tuesday (8 Oct 2024) 12:00 pm AEST

All students undertake the practical assessment in person at a location to be confirmed during term.

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.
- 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.

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