

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Communication Disorders in Rehabilitation

CODE NO. : OPA225 **SEMESTER: 4**

PROGRAM: Occupational Therapist Assistant/Physiotherapist Assistant

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DATE: January 2012 **PREVIOUS OUTLINE DATED:** Jan 2011

APPROVED: "Marilyn King" Dec. 11

	CHAIR OF HEALTH PROGRAMS	DATE
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TOTAL CREDITS: 1

PREREQUISITE(S): OPA 130, OPA 131, OPA 203, OPA 204, OPA 205, OPA 214, OPA 215, OPA 218

HOURS/WEEK: 15 hours total

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I. COURSE DESCRIPTION:

This course will provide the student with the knowledge base and understanding of the causes of communication disorders and the role of the Speech Language Pathologist in the management of such. It will introduce the student to strategies that will assist them in their role as an OTA/PTA managing individuals with communication disorders. The student will be also be introduced to augmentative/assistive communication devices commonly used as well as appropriate application of these devices.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

1. Demonstrate knowledge of basic neuroscience as it relates to communication, speech, language and swallowing.

Potential Elements of Performance

- Review and identify
 - Anatomy and physiology of speech mechanism
 - Anatomy and physiology of the brain
 - Anatomy and physiology of swallowing

2. Demonstrate an understanding of typical speech and language development through the lifespan.

Potential Elements of Performance

- Identify general communicative stages/milestones from infancy through to adulthood.

3. Demonstrate an understanding of communication disorders across the lifespan commonly encountered in the field of rehabilitation.

Potential Elements of Performance

- Describe how language disorders are classified according to etiology, for example, developmental vs acquired
- Describe how language disorders are classified according to manifestation, for example, expressive vs receptive; form/structure of language, content/meaning
- Describe basic pathology of common communication disorders encountered in the field of rehabilitation (Autism Spectrum Disorder, Cerebral Palsy, Brain Injury, CVA, dementia)
- Recognize cognitive based dysfunction and differentiate between expressive and receptive aphasia
- Recognize motor speech disorders and the defining characteristics of apraxia and dysarthria

4. Demonstrate an understanding of feeding and swallowing disorders.

Potential Elements of Performance

- Define dysphagia
- Recognize characteristics of pediatric and adult feeding and swallowing disorders
- Demonstrate familiarity with how dysphagia is identified and treated (compensatory vs restorative techniques)
- Identify the complications associated with dysphagia
- Recognize the acute and long term issues related to dysphagia

5. Demonstrate an understanding of the assessment and treatment procedures carried out by the Speech Language Pathologist.

Potential Elements of Performance

- Demonstrate familiarity with some assessment tools used by the Speech Language Pathologist (standardized tests, language samples etc.)
- Demonstrate familiarity with some intervention approaches used by the Speech Language Pathologist (parent training, monitor/parent consultation, rehabilitation and compensatory strategies)

6. Demonstrate knowledge and skills required of an OTA/PTA when working with a client with a communication and/or swallowing disorder.

Potential Elements of Performance

- Through case examples, describe specific actions and skills an OTA/PTA can employ when working with a client with a specific communication disorder (for example, recognizing when to use pictures versus text)
- Through case examples, describe supportive actions an OTA/PTA can employ when working with a client with dysphagia (for example, positioning, seating, diet etc.)

7. Demonstrate familiarity with augmentative and alternative communication.

Potential Elements of Performance

- Demonstrate an understanding of the treatment approach using augmentative and alternative communication
- Recognize common assistive communication devices and tools (speech generation devices, boardmaker/PCS, American Sign Language etc.)

III. TOPICS:

1. Introduction to Neuroanatomy and brain function
2. Acquired Brain injury : identification and remediation of speech and language affected.
3. Degenerative diseases: speech and language issue identification and treatment
4. Fluency: Identification and Remediation
5. Voice: Identification and Remediation
6. Dysphagia: identification and remediation
7. Basic knowledge of feeding and swallowing
8. Augmentative/Assistive Communication Devices: Application

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Readings will be provided weekly.

V. EVALUATION PROCESS/GRADING SYSTEM:

Students in the OTA/PTA program must successfully complete this course with a minimum C grade (60%) as partial fulfillment of the OTA/PTA diploma.

1. Evaluation of this course will be based on attendance, participation and successful completion of related course work:

Participation	10%
In Class Assignments	70%
Exam	20%
2. All tests/exams are the property of Sault College.
3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request documents to support the student's request.
4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.
5. For assignments to be handed in, the policies of the program will be followed. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent per day for every school day late with the permission of an extension. This means that if you requested an extension for 5 school days (1 week), 5 percentage points will be deducted from the final grade.
6. A supplemental exam may be written by students who meet the following criteria. The student must achieve at least a grade of 45% in the course. The student must have attended at least 80% of the classes. The supplemental exam will then cover the entire course and will be worth 100% of the student's final mark.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be guaranteed admission to the room.*

Substitute course information is available in the Registrar's office.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.