

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Communication Disorders in Rehabilitation		
<b>CODE NO. :</b>	OPA228	<b>SEMESTER:</b>	3
<b>PROGRAM:</b>	<i>Occupational Therapist Assistant and Physiotherapist Assistant</i>		
<b>AUTHOR:</b>	Joanna MacDougall/Diane Charron-Bishop		
<b>DATE:</b>	Jan/14	<b>PREVIOUS OUTLINE DATED:</b>	Jan /13
<b>APPROVED:</b>	"Marilyn King"		Jan/14
	<b>CHAIR OF HEALTH PROGRAMS</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	2		
<b>PREREQUISITE(S):</b>	OPA 110, OPA 115, OPA 117, OPA 118, OPA 130		
<b>HOURS/WEEK:</b>	30 hours total		

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(705) 759-2554, Ext. 2689*

**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 the assessment and treatment procedures carried out by the Speech Language Pathologist.**

Potential Elements of Performance

- Demonstrate familiarity with some intervention approaches used by the Speech Language Pathologist (parent training, monitor/parent consultation, rehabilitation and compensatory strategies)

**5. 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 to interact with patients with dysphagia
- Identify the complications associated with dysphagia
- Recognize the acute and long term issues related to dysphagia

**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, American Sign Language, picture symbol communication, etc.)

**III. TOPICS:**

1. Introduction to Neuroanatomy and brain function
2. The Speech Mechanism: Anatomy & Physiology
3. Phonology/Articulation: Identification and Remediation
4. The Hearing Mechanism: Identification and Implications for Learning
5. Communication/Language Development Childhood
6. Clinical Practice in Speech-Language Pathology: General Overview
7. Acquired Brain Injury – identification and remediation of speech and language
8. Degenerative Diseases – speech and language issue identification and treatment
9. Fluency: Identification and Remediation
10. Voice: Identification and Remediation
11. An introduction to feeding and swallowing
12. Augmentative / Assistive Communication Devices: Application

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

*Reading material will be provided in class.*

**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%
Lab Assignment	10%
In Class Assignments	60%
Exam	20%

2. All tests/exams are the property of Sault College.
3. Students missing any of the tests or exams (written or practical), must notify the professor BEFORE the test or exam. The professor reserves the right to request documents to support the student's request and to determine whether the student is eligible to write the test or exam at another time. Those STUDENTS WHO DO NOT NOTIFY the professor of their absence prior to the test or exam will receive a zero for that test or exam.
4. 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. For example if a written extension was requested, and an extension for 5 school days (1 week) was granted, 5 percentage points will be deducted from the final grade.
5. Supplemental Exams/Assignments are generally not provided in the OTA/PTA program. In the event of a failing grade in the course, however, there may be exceptional circumstances where a supplemental exam/assignment may be considered. In all circumstances, this decision remains at the discretion of the professor and/or coordinator.

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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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:** 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.