



COURSE OUTLINE

OPA228

Prepared: Joanna MacDougall/Diane Charron Bishop Approved: Bob Chapman

Course Code: Title	OPA228: COMMUNICATION DISORDERS- REHABILITATION
Program Number: Name	3022: OCCUP/PHYSIO/ASSIST
Department:	OTA/PTA ASSISTANT
Semester/Term:	17F
Course Description:	This course will provide the student with an understanding role of the Speech Language Pathologist. The management of feeding, swallowing as well as communication disorders will be emphasized. It will introduce the student to strategies that will assist them in their role as an OTA/PTA managing individuals with dysphagia and communication disorders. The student will be also be introduced to augmentative/assistive communication devices commonly used as well as appropriate application of these devices.
Total Credits:	2
Hours/Week:	2
Total Hours:	30
Prerequisites:	OPA110, OPA115, OPA117, OPA118, OPA130
Vocational Learning Outcomes (VLO's):	<p>#1. Communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families, and significant others, occupational therapists, physiotherapists, other health care providers, and others within the role of the therapist assistant.</p> <p>#2. Participate in the effective functioning of interprofessional health care teams within the role of the therapist assistant.</p> <p>#3. Establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.</p> <p>#4. Ensure personal safety and contribute to the safety of others within the role of the therapist assistant.</p> <p>#5. Practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.</p> <p>#7. Develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.</p> <p>#8. Perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psychosociological sciences, and health conditions.</p> <p>#9. Perform functions common to both physiotherapy and occupational therapy practices that</p>
Please refer to program web page for a complete listing of program outcomes where applicable.	



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Essential Employability Skills (EES):

contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.

- #1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- #4. Apply a systematic approach to solve problems.
- #5. Use a variety of thinking skills to anticipate and solve problems.
- #6. Locate, select, organize, and document information using appropriate technology and information systems.
- #7. Analyze, evaluate, and apply relevant information from a variety of sources.
- #8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
- #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- #10. Manage the use of time and other resources to complete projects.
- #11. Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Case Studies	20%
Exam	20%
In Class Assignments	50%
Participation	10%

Course Outcomes and Learning Objectives:

Course Outcome 1.

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

Learning Objectives 1.

- Review and identify anatomy and physiology of the brain, speech mechanism and swallowing



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Course Outcome 2.

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

Learning Objectives 2.

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

Course Outcome 3.

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

Learning Objectives 3.

- 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

Course Outcome 4.

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

Learning Objectives 4.

- Demonstrate familiarity with some intervention approaches used by the Speech Language



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Pathologist (parent training, monitor/parent consultation, rehabilitation and compensatory strategies)

Course Outcome 5.

Demonstrate an understanding of feeding and swallowing disorders.

Learning Objectives 5.

- 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

Course Outcome 6.

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

Learning Objectives 6.

- 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.)

Course Outcome 7.

Demonstrate familiarity with augmentative and alternative communication.

Learning Objectives 7.

- Demonstrate an understanding of the treatment approach using augmentative and



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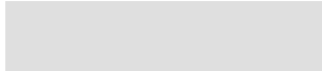


alternative communication

- Recognize common assistive communication devices and tools (speech generation devices, American Sign Language, picture symbol communication, etc.)

Date:

Wednesday, August 30, 2017



Please refer to the course outline addendum on the Learning Management System for further information.