

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Introduction to Communication Disorders
CODE NO. : OPA215 **SEMESTER:** 3
PROGRAM: Occupational Therapist Assistant/Physiotherapist Assistant
AUTHOR: Joanna MacDougall/Diane Charron-Bishop/Stefanie Millar
DATE: Sept 10 **PREVIOUS OUTLINE DATED:** Sept 09
APPROVED: "Marilyn King" Jul. 2010

CHAIR OF HEALTH PROGRAMS

DATE

TOTAL CREDITS: 1
PREREQUISITE(S): CMM110, PSY 204, OPA 106, OPA 107, OPA 110, OPA 115
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 ~~(school age children)~~ 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, ~~primary vs secondary~~; 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, eCerebral 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 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)

III. TOPICS:

1. Introduction to Communication Disorders Course
2. The Speech Mechanism: Anatomy & Physiology
3. Phonology/Articulation: Identification and Remediation
4. The Hearing Mechanism: Identification and Implications for Learning
5. Early Communication/Language Development
6. Communication/Language Development in School Aged Children
7. Clinical Practice in Speech-Language Pathology: General Overview

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

~~Martha Scott Lue. A Survey of Communication Disorders for the Classroom Teacher. Allyn & Bacon, 2001.~~
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% |
| In Class Assignments | 70% |
| Exams | 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% | |
| 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: 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.*

VII. COURSE OUTLINE ADDENDUM:

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