



LING288

Communication Disorders Placement

S2 Day 2016

Dept of Linguistics

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

15cp

Corequisites

Co-badged status

Unit description

This unit examines the impact of complex communication needs on a person's participation and inclusion in society. It explores theoretical models of disability, strategies to improve the communication outcomes of people with communication disorder, and the facilitative role of communication partners. Students will engage in an off-campus, work-integrated learning experience in the disability sector. This experience will allow for theoretical and practical consideration of communication disorder and strategies that facilitate successful communication for people with complex needs in a variety of real-world situations. Placements may be undertaken across a range of sectors (e.g., government, not-for-profit, community-based organisations) and in a range of settings (e.g., disability policy, service planning or development, health promotion, advocacy, education). Students will complete approximately 70 hours on placement and attend lectures on campus, which will provide theoretical knowledge and background information relevant to the PACE experience.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. Apply a theoretical framework of disability to the communication needs of people with disordered communication

2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
3. Give examples of multimodal communication approaches for people with complex communication needs
4. Discuss models of disability service provision and identify the roles and responsibilities of health professionals in the context of working with people with communication disorders
5. Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
6. Engage with a community organisation and reflect on, research, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges

Assessment Tasks

Name	Weighting	Due
<u>Essay</u>	30%	Week 9
<u>Presentation</u>	30%	Weeks 12 and 13
<u>Placement-based report</u>	40%	Examination period

Essay

Due: **Week 9**

Weighting: **30%**

Students will relate placement observations to theoretical aspects of the course. They will reflect upon and critique placement experiences based on the course content.

On successful completion you will be able to:

- 1. Apply a theoretical framework of disability to the communication needs of people with disordered communication
- 2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 3. Give examples of multimodal communication approaches for people with complex communication needs
- 5. Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
- 6. Engage with a community organisation and reflect on, research, and examine issues

pertaining to disadvantage and social justice, inclusion, and other social challenges

Presentation

Due: **Weeks 12 and 13**

Weighting: **30%**

In depth presentation on one aspect of the student's placement experience, making connections between that experience and relevant theory.

On successful completion you will be able to:

- 1. Apply a theoretical framework of disability to the communication needs of people with disordered communication
- 2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 3. Give examples of multimodal communication approaches for people with complex communication needs
- 5. Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
- 6. Engage with a community organisation and reflect on, research, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges

Placement-based report

Due: **Examination period**

Weighting: **40%**

A 1500 word report providing reflection on and analysis of the placement organisation.

On successful completion you will be able to:

- 4. Discuss models of disability service provision and identify the roles and responsibilities of health professionals in the context of working with people with communication disorders
- 5. Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
- 6. Engage with a community organisation and reflect on, research, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges

Delivery and Resources

Students will complete approximately 70 hours on placement and attend lectures, tutorials, and seminars on campus, which will provide theoretical knowledge and background information

relevant to the PACE experience. Attendance at lectures, tutorials, and seminars is expected.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)

- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 1. Apply a theoretical framework of disability to the communication needs of people with disordered communication
- 2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 3. Give examples of multimodal communication approaches for people with complex communication needs
- 4. Discuss models of disability service provision and identify the roles and responsibilities of health professionals in the context of working with people with communication disorders
- 5. Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
- 6. Engage with a community organisation and reflect on, research, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 1. Apply a theoretical framework of disability to the communication needs of people with disordered communication
- 2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 4. Discuss models of disability service provision and identify the roles and responsibilities of health professionals in the context of working with people with communication disorders
- 5. Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 1. Apply a theoretical framework of disability to the communication needs of people with disordered communication
- 2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 4. Discuss models of disability service provision and identify the roles and responsibilities of health professionals in the context of working with people with communication disorders
- 5. Identify and compare research methodologies in communication disorders and

critically appraise research from a range of sources

- 6. Engage with a community organisation and reflect on, research, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. Apply a theoretical framework of disability to the communication needs of people with disordered communication
- 2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 3. Give examples of multimodal communication approaches for people with complex communication needs
- 4. Discuss models of disability service provision and identify the roles and responsibilities of health professionals in the context of working with people with communication disorders
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Assessment tasks

- Essay
- Presentation
- Placement-based report

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to

have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. Apply a theoretical framework of disability to the communication needs of people with disordered communication
- 2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
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- 4. Discuss models of disability service provision and identify the roles and responsibilities of health professionals in the context of working with people with communication disorders
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Assessment tasks

- Essay
- Presentation
- Placement-based report

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 1. Apply a theoretical framework of disability to the communication needs of people with disordered communication
- 2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 3. Give examples of multimodal communication approaches for people with complex communication needs

- 4. Discuss models of disability service provision and identify the roles and responsibilities of health professionals in the context of working with people with communication disorders
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Assessment tasks

- Essay
- Presentation
- Placement-based report

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 1. Apply a theoretical framework of disability to the communication needs of people with disordered communication
- 2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 3. Give examples of multimodal communication approaches for people with complex communication needs
- 4. Discuss models of disability service provision and identify the roles and responsibilities of health professionals in the context of working with people with communication disorders
- 5. Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
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Assessment tasks

- Essay

- Presentation
- Placement-based report

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 1. Apply a theoretical framework of disability to the communication needs of people with disordered communication
- 2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 6. Engage with a community organisation and reflect on, research, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges

Assessment task

- Placement-based report

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- 1. Apply a theoretical framework of disability to the communication needs of people with disordered communication
- 2. Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 3. Give examples of multimodal communication approaches for people with complex communication needs
- 6. Engage with a community organisation and reflect on, research, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges

Assessment task

- Placement-based report