



# LING288

## Communication Disorders Placement

S2 Day 2017

*Dept of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Administration

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Unit Convenor

Iain Giblin

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AHH 3.4

Credit points

3

Prerequisites

15cp at 100 level or above

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:

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

Describe the nature of lifelong disability and its impact on communication for the individual, family, and society

Give examples of multimodal communication approaches for people with complex communication needs

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

Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources

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

## General Assessment Information

### TASK 1: Essay

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

Students will be required to write a 1000 word essay that focuses on connecting practical placement experience with theoretical aspects of the course. Students will relate placement observations to course content, including (a) theoretical models of disability, (b) the impact on communication of lifelong disability, and (c) multimodal communication approaches.

### TASK 2: Presentation

3 minute presentation on one aspect of the student's placement experience, making connections between that experience and relevant theory. Students will be encouraged to reflect on (a) theoretical models of disability, (b) the impact on communication of lifelong disability, or (c) multimodal communication approaches.

### TASK 3: Peer Review

This task requires students to review two presentations from the students presentations that are presented in Weeks 12 and 13.

### TASK 4: Placement-based Report

A 1500 word report providing reflection on and analysis of the placement organisation with respect to (a) service delivery model, (b) responsibilities of its health professionals, and (c) compliance with current standards in social policy and people with lifelong disability. This report will include a description of the placement organisation, a consideration of integration of theory

with practice, and a reflection on how the student applied theory to the real world context.

### **Rules and Penalties**

For each written assignment, students must:

- Submit your assessment through the assignment tool in iLearn
- Add a footer to each page of the assessment, with page numbering, your name and student number, and the unit code in the footer: Alf Beck-Lauder, 40112333, LING288.
- Use double-spacing between lines, and standard sized margins

### **Late submission and penalties**

Penalties will be levied for late submission of assessments.

- Unless students have an approved disruption to studies, a penalty of 5% per day will apply to late submission of assessments.
- Assessments that are submitted within two weeks of the due date will be marked.
- Unless otherwise negotiated, assessments will not be accepted at all AFTER the date on which the marked assessments are returned to all students in the unit.

If an extension is required for medical or other extenuating circumstances, students may request this in writing through [ask.mq.edu.au](mailto:ask.mq.edu.au) with supporting documentary evidence (such as medical certificate, counsellor note, or similar). All requests for extensions must be made prior to the due date for the assessment.

### **Word limits**

Word limits for assessments are set deliberately and you must submit work that is of the correct length.

Include the word count at the end of your assessment e.g.,

“... which is a therefore a valid reason for including this in the treatment approach.” WORD COUNT: 1004 words

Calculate the word count electronically in MSWord by selecting/dragging the entire body of your text and then using the MSWord count tool, which is found under the Tools tab. This means that the word count will include headings, in-text citations, tables and figures.

The reference list at the end of an assessment is not included in the word count.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Essay</u>	30%	No	October 15, 11:59pm
<u>Placement-based report</u>	40%	No	November 19, 11:59pm
<u>Presentation</u>	25%	No	Weeks 12 and 13 - in class
<u>Peer Review</u>	5%	No	Weeks 12 and 13 - in class

### Essay

Due: **October 15, 11:59pm**

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:

- Apply a theoretical framework of disability to the communication needs of people with disordered communication
- Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- Give examples of multimodal communication approaches for people with complex communication needs
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
- 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: **November 19, 11:59pm**

Weighting: **40%**

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

On successful completion you will be able to:

- 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
- Identify and compare research methodologies in communication disorders and critically

appraise research from a range of sources

- 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 - in class**

Weighting: **25%**

3 minute 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:

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

## Peer Review

Due: **Weeks 12 and 13 - in class**

Weighting: **5%**

This task requires students to review two presentations from the student presentations that are presented in Weeks 12 and 13. Students will be assigned the student presentations to review. Students will be assigned to review presentations in the week that they are not presenting. That is, if you present in Week 12 then you will review in Week 13. If you present in Week 13, you will review in Week 12.

On successful completion you will be able to:

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

communication needs

- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
- 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.

## Unit Schedule

Week	Lecture/tutorial topic	Lecturer	Mode	Location
1	Models of disability, including the biopsychosocial model of disability	Davina Tobin	Lecture	W5A T1 Theatre 11am – 1pm
1	The ICF; Person first language		Tutorial	Tutorial 1 – Thursday - 1:00pm - 2:00pm - E3A 244 Seminar Rm Tutorial 2 – Thursday - 2:00pm - 3:00pm - C5A 315 Tutorial Rm Tutorial 3 – Thursday - 3:00pm - 4:00pm - E4B 308 Tutorial Rm Tutorial 4 – Thursday - 1:00pm - 2:00pm - E3B 215 Tutorial Rm
2	Nature of lifelong disability and its impact on communication. Disability service provision in Australia	Michelle Brown	Lecture	W5A T1 Theatre 11am – 1pm
2	Lifelong disability		Tutorial	As in Week 1
3	Multimodal communication approaches	Davina Tobin	Lecture	W5A T1 Theatre 11am – 1pm
3	Using AAC and High-tech AAC		Tutorial	As in Week 1

4	Ethical considerations and orientation to the PACE experience	Michelle Brown	Lecture	W5A T1 Theatre 11am – 1pm
4	Roles and responsibilities of health professionals		Tutorial	As in Week 1
5-10	Placement			
11	Issues in social policy and lifelong disability	Davina Tobin	Lecture	W5A T1 Theatre 11am – 1pm
12	Presentations	Davina Tobin  Michelle Brown	Presentations	W5A T1 Theatre 11am – 2pm
13	Presentations	Davina Tobin  Michelle Brown	Presentations	W5A T1 Theatre 11am – 2pm

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/](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](http://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](http://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](http://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/](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**

- Apply a theoretical framework of disability to the communication needs of people with disordered communication
- Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- Give examples of multimodal communication approaches for people with complex communication needs
- 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
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
- 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**

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

## **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**

- Apply a theoretical framework of disability to the communication needs of people with disordered communication
- Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 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
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
- 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**

- Apply a theoretical framework of disability to the communication needs of people with disordered communication
- Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- Give examples of multimodal communication approaches for people with complex communication needs
- 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
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources

- 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**

- Essay
- Placement-based report
- Presentation
- Peer Review

## **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**

- Apply a theoretical framework of disability to the communication needs of people with disordered communication
- Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- Give examples of multimodal communication approaches for people with complex communication needs
- 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
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
- 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**

- Essay
- Placement-based report
- Presentation

## **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**

- Apply a theoretical framework of disability to the communication needs of people with disordered communication
- Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- Give examples of multimodal communication approaches for people with complex communication needs
- 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
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
- 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**

- Essay
- Placement-based report
- Presentation
- Peer Review

## **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**

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

communication needs

- 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
- Identify and compare research methodologies in communication disorders and critically appraise research from a range of sources
- 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**

- Essay
- Placement-based report
- Presentation
- Peer Review

## **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**

- Apply a theoretical framework of disability to the communication needs of people with disordered communication
- Describe the nature of lifelong disability and its impact on communication for the individual, family, and society
- 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**

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