

REHA 1006 COMMUNICATION AND MEALTIME FOUNDATIONS

Credit Points 10

Legacy Code 401416

Coordinator Ed Johnson ([https://directory.westernsydney.edu.au/search/name/Ed Johnson/](https://directory.westernsydney.edu.au/search/name/Ed%20Johnson/))

Description This unit provides an orientation to the foundational concepts that underpin Speech Pathologists' practice in the areas of communication and mealtimes across the lifespan. The unit will introduce students to core practice areas and explore the role of the Speech Pathologist in working with individuals, families and communities across different clinical contexts. Students will have the opportunity to compare and contrast typical and disordered presentation of speech, language, voice, fluency, multimodal communication and swallowing in both children and adults. Throughout the unit, theoretical approaches to working effectively in partnership with individuals, families and models will be illustrated.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 1 subject

Pre-requisite(s) REHA 1005

Restrictions Students must be enrolled in the 4763 Bachelor of Speech Pathology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the typical trajectory of communication (speech, language, voice, fluency and multimodal communication) and swallowing development across the lifespan
2. Explain the features of common communication (speech, language, voice, fluency and multimodal communication) and swallowing disorders experienced by children and adults across the lifespan
3. Discuss the role of the Speech Pathologist in evidence-based assessment and treatment of communication and swallowing disorder across the lifespan
4. Translate evidence-based messages about communication and swallowing disorder into an accessible, multimodal format for a lay audience
5. Apply theoretical models of working with individuals, families, and communities in Speech Pathology contexts
6. Reflect on professional and ethical practices that positively influence communication and swallowing outcomes for individuals, families and communities
7. Propose strategies to optimise collaborative partnerships with Aboriginal and Torres Strait Islander peoples and communities in the context of Speech Pathology assessment and management

Subject Content

1. Neurological, cognitive, perceptual, and motor bases of communication and mealtimes
2. Social and environmental bases of communication and mealtimes
3. Typical development of communication (encompassing speech, language, voice, fluency, multimodal communication) and swallowing across the lifespan
4. Common disorders of communication (encompassing speech, language, voice, fluency, multimodal communication) and swallowing across the lifespan
5. Professional and ethical assessment and treatment of communication and swallowing disorders across the lifespan
6. Evidence-based Practice in transdisciplinary care
7. Theoretical models of working with individuals, families and communities
8. Frameworks of observation, clinical reasoning and reflection
9. Working in partnership with Aboriginal and Torres Strait Islander peoples
10. Accessible communication environments and strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes x 6	15 minutes per quiz	30% (5% per quiz)	N	Individual
Poster	A3 poster including text and graphics	30%	N	Individual
Final Exam	2 hours	40%	N	Individual

Prescribed Texts

- Branski, R.C., & Molfenter, S.M.(Eds.). (2020). Speech-Language Pathology Casebook. New York, United States: Thieme Medical Publishers Inc.
- Owens, R., & Farinella, K.A. (2019). Introduction to communication disorders: A lifespan evidence-based perspective (Sixth ed.). NY: Pearson.

Teaching Periods

Spring Campbelltown Day

Subject Contact Ed Johnson ([https://directory.westernsydney.edu.au/search/name/Ed Johnson/](https://directory.westernsydney.edu.au/search/name/Ed%20Johnson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1006_22-SPR_CA_D#subjects)