

REHA 2020 OPTIMISING COMMUNICATION FOR CHILDREN

Credit Points 10

Legacy Code 401422

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

Description This subject discusses theoretical and evidence-based intervention approaches that underpin speech pathology practice for children with communication disorders. The subject explores speech pathology management of speech, language, voice and fluency with diverse paediatric cases. Students will have the opportunity to plan intervention goals and develop management plans for individuals, families and communities in a range of contexts. Students will continue to develop core speech pathology practical skills through demonstration, practice and simulation.

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 2 subject

Pre-requisite(s) REHA 2017

Restrictions

Students must be enrolled in the 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

To successfully undertake this subject students are expected to have a sound understanding of the scope of practice and professional activities of a Speech Pathologist. Students should also have foundational knowledge and skills in the assessment and diagnosis of communication disorders in children.

Learning Outcomes

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

1. Distinguish the core features of speech pathology intervention approaches that optimise communication for children with disorders of speech, language, voice and/ or fluency.
2. Justify the role of the speech pathologist in prevention, education and advocacy about communication disorders (encompassing speech, language, voice and/or fluency) in children.
3. Employ best available evidence to develop and justify collaborative management plans for children with communication disorder (encompassing speech, language, voice and/or fluency).
4. Plan and implement evidence-based speech pathology interventions that optimise communication for children with disorders of speech, language, voice and/or fluency at beginner level competency.
5. Critically reflect on emerging clinical skills and their influence on the achievement of effective therapeutic outcomes for children.

6. Demonstrate cultural proficiency by facilitating safe and respectful communication environments with Aboriginal and Torres Strait Islander peoples.

Subject Content

1. Management and measurement of speech sound disorders in children
 - Articulatory disorders
 - Phonological disorders
 - childhood Apraxia of speech
2. Management and measurement of language and literacy disorders in children
 - Developmental language Disorder
 - language disorders secondary to other conditions
 - social communication Disorder
 - Dyslexia
3. Management and measurement of voice disorders in children
 - Functional voice disorders
 - organic voice disorders
4. Management and measurement of stuttering in children
 - preschool stuttering
 - school Age stuttering
5. Person and family- centred practice and models of care
6. Designing collaborative management plans
7. Working collaboratively in partnership with Aboriginal and Torres Strait Islander peoples
8. Ethical issues in service delivery for children with communication disorders, and their families
9. Innovations in optimising communication with children

Special Requirements

Legislative pre-requisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration and a Current approved first aid certificate valid for your entire program . Use the link to the Special Requirements webpage below for more information.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements

- Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

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.

Type	Length	Percent	Threshold	Individual/ Group Task
Simulation	3 x simulations of 30 mins each	30	N	Individual
Case Study	2,000 words	35	N	Individual
Viva Voce	20 Mins	35	N	Individual

Prescribed Texts

- Bowen, C., & Snow, P. (2017). Making sense of interventions for children with developmental disorders: A guide for parents and professionals. J&R Press.

Teaching Periods

Spring (2022)

Campbelltown

Day

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

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2020_22-SPR_CA_D#subjects)

Spring (2023)

Campbelltown

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=REHA2020_23-SPR_CA_1#subjects)