

COMMUNICATIVE DISORDERS ASSISTANT

Program Outline

Major:	CODA
Length:	1 Year
Delivery:	3 Semesters
Credential:	Ontario College Graduate Certificate
Effective:	2015-2016
Location:	Barrie
Start:	Fall (Barrie)

Description

The Communicative Disorders Assistant Program prepares graduates to work in an adjunctive capacity as supportive personnel to qualified Speech-Language Pathologists and/or Audiologists in a variety of treatment settings. Emphasis is placed on preparing graduates to conduct remediation programming after the Speech-Language Pathologist or the Audiologist has completed the assessment and determined the treatment plan.

Based on a thorough understanding of physiological and functional speech/language and hearing disorders, students develop programming skills and learn intervention techniques to evoke and sustain communication behaviours. In addition students become aware of vital behaviour and environmental factors that can potentially support or erode the efficacy of treatment.

Career Opportunities

Graduates from the program find employment as supportive personnel (speech and learning technicians, speech aides, and therapy assistants) serving children and adults with communicative disorders and delays. They work in a variety of settings including children's treatment centres, school boards, public health units, Local Health Integration Networks (LHINs), Community Care Access Centres (CCACs), hospitals, early years centres and private speech and/or audiology clinics. They work under the supervision and direction of qualified Speech-Language Pathologists and/or Audiologists.

Program Learning Outcomes

The graduate has reliably demonstrated the ability to:

- implement remedial speech/language/hearing programs under the supervision of a speech and language pathologist or audiologist;
- collect, compute and display therapy data based on observational training;
- perform routinely required maintenance procedures on therapy materials and equipment;
- prepare written and oral progress reports;
- describe and illustrate sensitivity to underlying behaviour which contributes to client dysfunction;
- identify ancillary resources available to the communicatively disordered;
- participate as a team member and demonstrate appropriate interpersonal skills;
- perform activities in a professional and ethical manner.

The Program Progression:

Fall Intake - Barrie

Sem 1	Sem 2	Sem 3
Fall 2015	Winter 2016	Summer 2016

Admission Requirements:

- Post-secondary diploma or degree with emphasis in communication disorders, linguistics, human anatomy and physiology, social sciences, or human services curricula.

Selection Process:

Applicants will be asked to submit and decisions will be based on a resume, academic grades/transcripts of all post-secondary diploma and/or degree studies, a letter of intent and two letters of reference.

Additional Information:

In addition to these requirements, applicants must also provide proof of a current standard First Aid, C.P.R. Level "C" or "HCP" certification, and verification of

immunization prior to the commencement of the preclinical course, "Introduction to Theory and Practice," in semester 1.

Certain clinical placements will require students to have updated flu shots, TB testing and Hepatitis B vaccination as well as a Vulnerable Sector Screening Police Record Check including a check of the Pardoned Sex Offender Database. It is the student's responsibility to ensure he or she is eligible to participate in clinical placements. The College assumes no responsibility for these matters and students should be aware that tuition will not be refunded in the event that access to a placement is denied.

Graduation Requirements:

13 Mandatory Courses

2 Field Placements

Graduation Eligibility:

To graduate from this program, a student must attain a minimum of 60% or a letter grade of P (Pass) or S (Satisfactory) in each course in each semester. The passing weighted average for promotion through each semester and to graduate is 60%.

Mandatory Courses

CODA1000 Articulation and Phonology
CODA1001 Introduction to Audiology and Amplification Systems
CODA1002 Language Disorders In Children
CODA1003 Introduction to The Profession
CODA1004 Augmentative and Alternative Communication
CODA1006 Introduction to Communication Disorders in Adults
CODA1010 Stuttering, Fluency, and Voice
CODA1011 Language, Learning and Literacy
CODA1012 Augmentative and Alternative Communication: High Tech and Software
CODA1014 Communication Disorders in Adults
CODA1017 Introduction to Theory and Practice
CODA1018 Advanced Theory and Practice
CODA1019 Amplification Systems and Aural Rehabilitation

Field Placements

CODA1015 Field Practicum 1
CODA1016 Field Practicum 2

Course Descriptions:

CODA1000 Articulation and Phonology 42.0 Hours

This course is designed to provide the student with theoretical background and skills pertaining to treatment methodology in the areas of articulation and phonology. Typical developmental milestones and sequences are studied along with disorders and the intervention process. Activities and strategies reflective of a variety of treatment approaches and current trends are explored as well.

CODA1001 Introduction to Audiology and Amplification Systems 42.0 Hours

This course examines the normal processes of the auditory mechanism as related to the fundamentals of sound. Basic audiological measures are practiced and hearing disorders are discussed. Practical introductory exposure to amplification systems is also provided.

CODA1002 Language Disorders In Children 42.0 Hours

This course provides the student with an overview of the development of typical language. The nature of language disorders is explored with respect to the impact on the child, the family and educational and treatment agencies. Language intervention approaches, for both preschool and school-age populations, are presented.

CODA1003 Introduction to The Profession 28.0 Hours

This course is designed to introduce the students to the professions involved in (re)habilitation, intervention, and prevention of communication disorders. Roles and responsibilities of Communicative Disorders Assistants (CDA), Speech-Language Pathologists (SLP) and Audiologists (AUD) are examined as well as affiliated and professionally related organizations and regulatory bodies. The students are introduced to a variety of guidelines and position statements regarding the utilization of supportive personnel in the area of communication disorders. Practical orientation material is presented during this course.

CODA1004 Augmentative and Alternative Communication 42.0 Hours

This course is designed to introduce augmentative communication and technologies associated with the field of communication disorders. Characteristics of various augmentative communication systems are examined and communication strategies related to the needs of the users are explored. Also a variety of assistive technologies are utilized and studied as related to the area of communication disorders.

CODA1006 Introduction to Communication Disorders in Adults 28.0 Hours

This course focuses on the communication disorders associated with the adult population. Basic neuroanatomy and typical speech and language functions are addressed along with changes in speech and language abilities due to the typical aging process. Communication impairments due to aphasia and related disorders are discussed in terms of cause, neuroanatomical basis and intervention principles and techniques. Included in this discussion is the impact the communication disorder has on the family and caregivers.

CODA1010 Stuttering, Fluency, and Voice 42.0 Hours

This course provides the student with an introductory understanding of theoretical and clinical issues related to stuttering, fluency and voice disorders. Intervention and prevention methodologies are discussed and demonstrated, as well as techniques and activities for facilitating transfer, maintenance and generalization.

P- CODA1007 Field Practicum 1 or P- CODA1015 Field Practicum 1 or P- CODA1008 Field Practicum 2 or P- CODA1016 Field Practicum 2

CODA1011 Language, Learning and Literacy 42.0 Hours

This course examines the development of literacy beginning at infancy. The developmental stages of reading and writing are discussed along with techniques used to facilitate skill development. Also, a variety of intervention programs are reviewed, as well as, approaches to promote literacy development for individuals where English is not their first language.

P- CODA1007 Field Practicum 1 or P- CODA1015 Field Practicum 1 or P- CODA1008 Field Practicum 2 or P- CODA1016 Field Practicum 2

CODA1012 Augmentative and Alternative Communication: High Tech and Software 42.0 Hours

This course enables the student to further develop and apply skills and knowledge regarding augmentative and alternative communication (AAC) intervention procedures and principles. Students develop competency in matching, adapting and fabricating communication systems dependant on the needs, goals and abilities of the client. The role of AAC in the development of literacy is also examined.

P- CODA1007 Field Practicum 1 or P- CODA1015 Field Practicum 1 or P- CODA1008 Field Practicum 2 or P- CODA1016 Field Practicum 2

CODA1014 Communication Disorders in Adults 28.0 Hours

This course continues to focus on the communication disorders associated with the adult population. Therapeutic intervention for speech and swallowing disorders associated with acquired and progressive neurological impairments are discussed. Traumatic brain injury, right hemisphere syndrome and dementia are examined in terms of etiology, cognitive-linguistic features, intervention principles and the impact on the caregiver. Discussion of therapeutic intervention strategies, individual and group therapy, modification of the environment and caregiver education are also included.

P- CODA1007 Field Practicum 1 or P- CODA1015 Field Practicum 1 or P- CODA1008 Field Practicum 2 or P- CODA1016 Field Practicum 2

CODA1015 Field Practicum 1 245.0 Hours

Practicum 1 is designed to provide the CDA student with his/her initial experience working in an assistive capacity with registered Speech/Language Pathologist and/or Audiologist. After successful completion of the first academic semester, the student will spend a minimum of 245 hours at an approved agency, working under the supervision of a Speech Language Pathologist and/or Audiologist. A series of behavioural

competencies will be provided as a guideline to facilitate understanding of the student's learning objectives.

P- CODA1000 Articulation and Phonology and P- CODA1001 Introduction to Audiology and Amplification Systems and P- CODA1002 Language Disorders In Children and P- CODA1003 Introduction to The Profession and P- CODA1004 Augmentative and Alternative Communication and P- CODA1006 Introduction to Communication Disorders in Adults and P- CODA1017 Introduction to Theory and Practice

CODA1016 Field Practicum 2 245.0 Hours

As with Practicum 1, each student will spend a minimum of 245 hours at an approved agency under the supervision of a registered Speech Language Pathologist and/or Audiologist. The competencies for Practicum 2 may reflect different criteria, depending on the nature of the placement, the agency and the specific population served: audiology and/or speech language pathology; school board, hospital, private clinic, agency; specific disorder (e.g. hearing impaired, language, articulation/phonology, augmentative); pediatric and/or geriatric population.

P- CODA1000 Articulation and Phonology and P- CODA1001 Introduction to Audiology and Amplification Systems and P- CODA1002 Language Disorders In Children and P- CODA1003 Introduction to The Profession and P- CODA1004 Augmentative and Alternative Communication and P- CODA1006 Introduction to Communication Disorders in Adults and P- CODA1017 Introduction to Theory and PracticeP- , CODA1000 Articulation and Phonology

CODA1017 Introduction to Theory and Practice 28.0 Hours

In this course, students explore principles of treatment, programming, intervention strategies and rehabilitation theory in clinical settings. Students will examine and apply treatment methods such as evoking and sustaining communication, speech screenings, hearing tests, and aural rehabilitation. In a clinical setting, students develop observational skills, therapy implementation and practice data collection techniques to document behaviour changes. To be scheduled in the clinic, students must submit a standard First Aid certificate with CPR (Level C or HCP) and a fully completed Georgian College immunization form and privacy training.

CODA1018 Advanced Theory and Practice 56.0 Hours

This course develops students' knowledgebase of the scope of practice within professions which provide intervention of communication disorders. In the theory portion of this course, students will comprehend advanced intervention and rehabilitation theories and explore specific issues and disorders encountered while on clinical practica, and current trends in the professions. In the clinic portion of this course, students will consolidate their clinical experiences and apply advanced intervention and rehabilitation skills.

P- CODA1007 Field Practicum 1 or P- CODA1015 Field Practicum 1 or P- CODA1008 Field Practicum 2 or P- CODA1016 Field Practicum 2

CODA1019 Amplification Systems and Aural Rehabilitation 42.0 Hours

This course examines a variety of amplification systems. Students practice electroacoustical analysis check procedures, interpret the results, practice maintenance procedures, and utilize problem solving techniques through the completion of practical exercises based on these systems. Students also explore the use of industry specific hearing care industry software systems. Intervention and (re)habilitative management methodologies and philosophies are examined and discussed.

P- CODA1007 Field Practicum 1 or P- CODA1015 Field Practicum 1 or P- CODA1008 Field Practicum 2 or P- CODA1016 Field Practicum 2

Course Description Legend

P = Prerequisite; C = Concurrent prerequisite; CO= Corequisite

Information contained in College documents respecting programs is correct at the time of publication. Academic content of programs and courses is revised on an ongoing basis to ensure relevance to changing educational objectives and employment market needs. The college reserves the right to add or delete programs, options, courses, timetables or campus locations subject to sufficient enrolment, and the availability of courses.