

REHA 3045 COMMUNICATION ACCESS IN COMMUNITIES

Credit Points 10

Legacy Code 401425

Coordinator Areej Asad (<https://directory.westernsydney.edu.au/search/name/Areej Asad/>)

Description This subject will introduce the concept of 'Communication access for All' and focus on strategies to create communication accessible environments that promote inclusion of individuals with communication support needs across the lifespan. The scope of the subject will encompass the features of communication accessible environments, multimodal communication methods, assistive technology, and Augmentative and Alternative Communication (AAC). Students in Speech Pathology will develop competency in the assessment, management, measurement, and support of complex communication in individuals across the lifespan, and will explore how capacity building models and strategies can enhance the activities and participation of individuals, families and communities.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

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

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2019 AND REHA 2020

Restrictions

Students must be enrolled in 4763 Bachelor of Speech Pathology, 4764 Bachelor of Speech Pathology (Honours), or 4788 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

In order to successfully undertake this subject students are expected to understand multimodal communication methods and individual, family focused and community-based models of providing services.

Learning Outcomes

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

1. Justify the concept of Communication Access by integrating the perspectives and experiences of individuals, families and communities
2. Design a strategy to promote communication accessible environments within a local context, using a Community Capacity Building framework
3. Plan and justify areas of Speech Pathology assessment for an individual with complex communication needs
4. Analyse, interpret, and integrate assessment information to diagnose the nature of an individual's complex communications needs and develop functional communication goals
5. Formulate and evaluate speech pathology management plans which include evidence-based recommendations that address communication goals at an individual, family and community level

6. Design, develop, and use aided and unaided Augmentative and Alternative Communication (AAC) strategies for individuals across the lifespan at entry-level competence
7. Critically reflect on the role of the speech pathologist in promoting 'Communication Access for All' within and across diverse speech pathology contexts

Subject Content

1. Communication Access
2. Communication Accessible Environments
3. Accessible written information – Plain English, Easy English, Patient Friendly
4. Models of community capacity building and advocacy
5. Assessment and diagnosis of Complex communication needs / Communication support needs
6. Strategies to promote Communicative Competence, Inclusion, Participation, and Quality of Life of people with Complex Communication Needs
7. The 'Participation Model'
8. Multimodal communication as the basis of communication access
9. Continuum of symbolic representation
10. Augmentative and Alternative Communication (AAC) – Aided and Unaided systems and strategies
11. Key Word Sign (KWS) and Gesture – KWS Basic Workshop Qualification
12. Assistive Technology (AT)
13. Assessment, Feature Matching, Prescription of AAC and AT
14. Implementation, Evaluation and Monitoring of AAC and AT
15. Education, Training, Advocacy related to communication access, AAC and AT
16. Individually prioritised goal setting and outcome measurement
17. Consumer-led research and capacity building initiatives
18. Supporting communication access within the context of the National Disability Insurance Scheme (NDIS)

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	Mandatory
Presentation	5-20 minutes	30	N	Group/ Individual	Y
Professional Task	5 minutes video presentation and written report (maximum 700 words)	40	Y	Individual	Y
Practical	20 minutes	30	Y	Individual	Y

Prescribed Texts

- Beukelman, D., & Mirenda, P. (2013). Augmentative & alternative communication: Supporting children and adults with complex communication needs (4th ed.). Baltimore: Paul H. Brookes Pub.

Teaching Periods

Spring (2025)

Campbelltown

On-site

Subject Contact Belinda Kenny (<https://directory.westernsydney.edu.au/search/name/Belinda Kenny/>)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=REHA3045_25-SPR_CA_1#subjects)