



# LING3388: Accessible and Inclusive Communication

SESSION 1 (MARCH-JUNE) - 50HRS

## WHAT IS LING3388?

LING3388: Accessible and Inclusive Communication placement is available for third year undergraduate students.

In this unit, students will examine the impact of complex communication needs on a person's participation and inclusion in society. Students will explore theoretical models of disability, strategies to improve the communication outcomes of people with complex communication needs, and the facilitative role of communication partners.

Students will complete a minimum 50-hour placement with an organisation in a range of sectors such as disability, service planning/development, health promotion, advocacy, education or research.

## LEARNING OUTCOMES

At the end of this unit, students will be able to:

- Communicate an understanding of how theoretical aspects of disability relate to people with complex communication needs;
- Describe the impact 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;
- Analyse an organisation's responsibilities towards individuals with complex communication needs;
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social

challenges within the context of the partner organisation;

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

## SKILLS STUDENTS WILL BRING TO THE PLACEMENT

- Communication skills;
- Teamwork and interpersonal skills;
- Resource development;
- Self management skills (such as time management, problem-solving and presentation skills);
- Specific skills and knowledge relating to the nature of the placement.



## EXAMPLES OF ACTIVITIES

- Teacher's aide: assist learning and facilitate social groups for vision impaired and other special needs students, and observe speech pathology sessions;
- Develop policies and procedure guidelines for early intervention: observation of therapy sessions for children with autism;
- Assist a client with cerebral palsy practise using their augmentative and alternative communication (ACC) system;
- Devise simple picture-based surveys to capture service delivery feedback from clients with limited expressive language;

- Assist audiology research with adults using cochlear implants;
- Develop additional resources for use as verbal behaviour assessment tools, observe therapists conduct assessments and record data;
- Provide communication learning plans and associated resources to improve communication options for adults with an intellectual disability;
- Contribute to research team generating new knowledge about child language acquisition, speech production and perception.



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*"It was my pleasure to have [your PACE student] complete her placement with us. She is a very insightful student, who is very keen to do what is best by our clients, which is exactly what we are after. [She] was able to work on her own and with supervision to assist us to manage our disability support program for hearing aids [and] will make a fantastic clinician or any other role where she gets to work with people."*

*"Both [students] have presented in a professional manner with a very positive attitude toward our project goals. They have been bringing their knowledge base from LING3388 and applying it to their research phase of the project... They are evidently self-motivated to work independently and are regularly seeking feedback as appropriate [and] they are working together in a very professional and co-operative manner."*



## FIND OUT MORE

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