



**McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
Winter 2020**

**SCSD 664
Topics in Communication Disorders 1:
Augmentative and Alternative Communication (AAC)
Number of Credits: 3.0 Credits
Course Time: Friday; 9:00 am- 11:00 am
Location: SCSD, Room 862**

Instructor: Mariska Burger, S-LP
Office: SCSD, Room 853 Office Phone: 514-398-2443
Office Hours: By appointment (set up by phone or by email)
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COURSE OVERVIEW: This course will develop knowledge and skills for planning Assessment and Intervention with clients who would benefit from Augmentative and Alternative Communication (AAC) approaches. Key concepts related to characteristics of potential AAC users, components of AAC systems and strategies, assessment, and intervention will be explored.

LEARNING OBJECTIVES:

ROLE 1: EXPERT

| 1.1 Knowledge Expert: | |
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| Apply profession specific knowledge to identify and manage communication disorders across the lifespan | |
| Students will learn to identify and compare profiles of clients with complex communication needs (CCN). Students will demonstrate knowledge of factors associated with normal language, phonological and literacy development, and their application to clients with CCN. | AAC Lecture/ Guest Lecture Case discussions Assignments Final Exam |
| Students will demonstrate knowledge of symbols, aids, access methods, programming, strategies and techniques that are components of an augmentative and alternative communication (AAC) package. Students will be able to differentiate the terms AAC system, AAC device and AAC package. | AAC Lecture/Guest Lecture Case discussions Assignments Final Exam |
| Apply basic knowledge from relevant fields that apply to communication across the lifespan | |
| Students will learn to consider additional conditions (cognitive, linguistic, sensory, motor, visual, and hearing) which influence AAC use, in effective and efficient oral and written communication. | AAC Lecture/Guest Lecture Case discussions Assignments Final Exam |

| Use evidence and clinical reasoning to guide professional decisions | |
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| Students will integrate current leading evidence and clinical reasoning in clinical practice. | AAC Lecture/Guest Lecture Case discussions Assignments Role Play Final Exam |
| 1.2 Clinical Expert: | |
| Plan, conduct and adjust an assessment | |
| Students will learn to develop an assessment plan following the Participation Model for AAC (<i>as described in Beukelman and Mirenda</i>), which includes collecting and analyzing pertinent information prior to the assessment (case history, previous reports and the client's perspectives), as well as identifying communication needs and abilities, participation patterns, and participation barriers. | AAC Lecture/Guest Lecture Case discussions Assignments Final exam |
| Students are introduced to appropriate standardized and non-standardized procedures for assessing communication skills in clients with CCN, including; receptive and expressive language, speech, symbol knowledge, literacy potential and use/understanding of AAC methods and materials. Students will demonstrate a basic ability to; adapt assessment materials and organize the environment for optimal interaction. | AAC Lecture/ Guest lecture Case discussions Assignments Site Visits Final exam |
| Analyze and interpret assessment results | |
| Students demonstrate the ability to analyze formal and informal assessment results and interpret data accurately. Students demonstrate the ability to formulate clinical conclusions regarding the client's diagnosis, abilities, resources and needs. Students demonstrate the ability to formulate a diagnostic and prognostic statement about the client's communication disorder in the context of AAC system applications and / or funding in QC. | AAC Lecture Case discussions and in class practice completing funding/application documents. Assignments Final Exam |
| Develops a realistic, evidence informed and measurable intervention plan. | |
| Students demonstrate knowledge of Opportunity Barrier Interventions, Natural-Ability Interventions and Environmental Adaptation Interventions | AAC Lecture/ Guest Lecture Case discussions Assignments Final exam |
| Students demonstrate knowledge of AAC interventions and begin to demonstrate the ability to select / recommend an appropriate AAC package and explain the rationale for their choices (taking into consideration the client's wishes, environment and skills, as well as advantages/ disadvantages of high versus low tech AAC systems) | AAC Lecture/ Guest Lecture Case discussions Assignments Final exam |
| Students learn to establish and prioritize long-term AAC intervention goals that reflect the client's strengths, needs, values, expectations and constraints. | AAC Lecture/ Guest Lecture Case discussions Assignments Final Exam |

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| <p>Students learn to develop specific, measurable, realistic time-limited, short-term goals to reach the long-term AAC intervention goals.</p> <p>Students learn to develop an evidence informed AAC intervention plan with long- and short-term goals, an indication of direct and indirect service delivery, resources (materials and people involved) and timelines.</p> | |
| Implement an intervention plan | |
| <p>Students learn to develop appropriate clinical activities for meeting goals, which includes involving and training communication partners who can support language development, facilitate generalization and maintain gains, and can enhance the communicative independence of the client with CCN.</p> | <p>AAC Lecture/ Guest lecture Case discussions Assignments Final exam</p> |

ROLE 2: COMMUNICATOR

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| Communicate respectfully and effectively using appropriate modalities | |
| <p>Students demonstrate the ability to communicate with AAC users and their communication partners/ facilitators in a way that is appropriate and respectful, taking into account age, culture, linguistic abilities, education level, cognitive abilities and emotional state.</p> <p>Students demonstrate an understanding of possible limitations and barriers and begin to demonstrate the ability to minimize barriers.</p> | <p>Guests / Site visits Collaborator and Advocacy role-play morning.</p> |
| <p>Students communicate with other professionals as part of a team in a way that is appropriate and respectful.</p> | <p>Guests / Site visits Assignments Collaborator and Advocacy role-play morning.</p> |
| Maintain client documentation | |
| <p>Students produce a grammatical, informative, and concise written assessment report including an intervention plan, which will comply with regulatory and legislative requirements related to documentation.</p> <p>Students produce a SOAP note which will comply with regulatory and legislative requirements related to documentation</p> | <p>AAC Lecture Assignments Site Visits Final Exam</p> |

ROLE 3: COLLABORATOR

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| Establish and maintain effective collaborations to optimize client outcomes | |
| <p>Students interact effectively with all team members.</p> | <p>Assignments Collaborator and Advocacy role play morning</p> |
| <p>Students learn to communicate their own professional roles, responsibilities and scope of practice in collaborative interactions with the client, caregivers and relevant professionals and learn to recognize and respect the roles and perspectives of other</p> | <p>AAC Lecture Assignments Collaborator and Advocacy role play morning</p> |

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| individuals and learn to manage misunderstandings, limitations and conflicts to enhance collaborative practice | Final Exam |
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ROLE 4: ADVOCATE

| Advocate for necessary services and resources that support an individual client and provide information and support to promote client's self-advocacy | |
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| Students learn to identify access barriers and opportunity barriers and learn strategies to address the barriers that impede or prevent access to services and resources by the client, according to their goals (which will include advocating for the "Communication Bill of Rights"). | AAC lecture Case discussions Collaborator and Advocacy role play morning |
| Students will learn to encourage/expand the client's social inclusion and participation. | AAC lecture Assignments Collaborator and Advocacy role play morning |

ROLE 5: SCHOLAR

| Maintain currency of professional knowledge and performance in order to provide optimal care | |
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| Students are aware of resources (journals, companies etc.) to stay well informed about fast-paced developments in the area of AAC to support future clients in reaching their full communicative potential. | AAC Lecture Assignments Resources posted on <i>My Courses</i> |
| Share professional knowledge with others | |
| Students demonstrate the ability to identify and adapt to the appropriate level of content for the audience and can provide information in an accessible manner to facilitate audience comprehension | AAC Lecture Case discussions Assignments Collaborator and Advocacy role play morning Final Exam |

ROLE 7: PROFESSIONAL

| Maintain professional demeanor in clinical interactions and settings | |
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| Students maintain confidentiality | Site Visits |
| Students demonstrate professionalism in managing conflict | AAC Lecture Assignments Collaborator and Advocacy role play morning |
| Practice ethically | |
| Students think about their own biases as they relate to the care of their future clients. | AAC Lecture Case discussions Collaborator and Advocacy role-play morning Final Exam |

Note: ROLE 6: MANAGER, is not specifically targeted in this class.

INSTRUCTIONAL METHOD:

This course consists of Lectures, Guest Lectures, Case Discussions, Site Visits, Practical Activities (including Role- Play), Readings, as well as Assignments.

REQUIRED COURSE MATERIALS:

- Beukelman, D. & Mirenda, P. (2013). Augmentative and Alternative Communication; Supporting Children and Adults with Complex Communication Needs (fourth edition). Paul H. Brookes Publishing Co., Inc. (B&M)
- Articles and additional resources will be made available on *My Courses* throughout the semester.

REQUIREMENTS

Students are required to attend all lectures (mandatory attendance), attend and be prepared for practical activities, participate in class discussions, complete required readings, as well as complete assignments within the given time-frame. **Students who are unable to attend class need to inform the course instructor in advance and will be required to complete a make-up assignment.**

COURSE CONTENT

- 1) Lectures/ Guest Lectures and Case Discussions
 - Principles of Assessment and Intervention in the field of AAC
 - AAC client profiles
 - AAC Systems and Devices
- 2) Practical activities/ Role Play
 - Assessment and Intervention planning skills
 - Documentation
 - Collaborating with other professionals
 - Advocating for the client who uses AAC

| Date | Topics | Info and readings |
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| January 10 | <ul style="list-style-type: none"> • AAC Course introduction • Brief history • S-LP roles • First introduction to AAC client profiles | <p><i>Ch. 1 B&M pg. 3-15.</i> <i>If applicable, additional readings and resources will be posted on My Courses week 1</i></p> |
| January 17 | <ul style="list-style-type: none"> • AAC Assessment <ul style="list-style-type: none"> ○ The Participation Model Part I | <p><i>Ch. 5 B&M pg. 101-128</i> <i>If applicable, additional readings and resources will be posted on My Courses week 2</i></p> |
| January 27 (11:15-13:15) | <ul style="list-style-type: none"> • AAC Assessment cont'd <ul style="list-style-type: none"> ○ The Participation Model Part II ○ Writing Assessment Reports ○ Writing Intervention Plans ○ Funding | <p><i>Ch. 6 B&M pg. 131-133, (133-153 optional) 153-171, (180-184 optional) 185</i> <i>If applicable, additional readings and resources will be posted on My Courses week 3</i></p> |

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| <p>January 31</p> | <ul style="list-style-type: none"> • AAC Package (Total Communication) <ul style="list-style-type: none"> ○ Symbol sets ○ Message organization and management ○ Rate enhancement ○ Vocabulary selection <ul style="list-style-type: none"> ▪ Core and Fringe Vocabulary ○ AAC companies and systems | <p><i>Ch.2 B&M pg. 17-35 Ch.3 B&M pg.37-62 Ch.4 B&M pg. 73-83 92-99 If applicable, additional readings and resources will be posted on My Courses week 4</i></p> |
| <p>February 7</p> | <ul style="list-style-type: none"> • AAC Intervention <ul style="list-style-type: none"> ○ Children with CCN, emerging/ beginning communicators, context dependent and independent communicators ○ Language Acquisition in children with CCN ○ Supporting comprehension through AAC ○ Supporting expression through AAC | <p>Note: readings for week 5 and 6) <i>Ch.8 B&M 208-223 Ch.9 B&M 225-253 Ch. 10 B&M 255-260 (260-267 optional) 267-277 Ch. 11 B&M 279-307 If applicable, additional readings and resources will be posted on My Courses week 5</i></p> |
| <p>February 14</p> | <ul style="list-style-type: none"> • AAC Intervention cont'd • Alternative Access | <p><i>Ch.4 B&M pg. 84-92 If applicable, additional readings and resources will be posted on My Courses week 6</i></p> |
| <p>February 21st</p> | <ul style="list-style-type: none"> • Assignment 1: course instructor meeting (+- 25 minutes) Appointments will ideally be scheduled between 8:00 and 11:00 on February 21st. Class time is reserved to work on assignment 1 and meet with your course instructor • During this class, alternative access materials will once more be made available for trials. | <p><i>No readings</i></p> |
| <p>February 28 Class starts at 8:30</p> | <ul style="list-style-type: none"> • Cerebral Palsy Lecture • The perspective of a designated communication partner; Guest lecturer - Marc St.Cyr, • AAC user - live interview - Skype call with Chris Klein | <p><i>Ch. 8 B&M pg. 203-208 If applicable, additional readings and resources will be posted on My Courses week 8</i></p> |
| <p>March 6</p> | <p>READING WEEK-----</p> | |
| <p>March 13</p> | <ul style="list-style-type: none"> • AAC and Bilingualism/ Cultural considerations • AAC and Literacy | <p><i>Ch. 5 B&M pg. 122-125 Ch. 6 B&M, pg. 171-180 Ch. 12 B&M pg. 309-340 (340-350 optional) If applicable, additional readings and resources will be posted on My Courses week 9</i></p> |
| <p>March 20</p> | <ul style="list-style-type: none"> • AAC for people with ALS and Aphasia Guest Lecturer; Martine Barrette | <p><i>Ch. 14 B&M pg. 379-389 (389-403 optional) Ch. 15 B&M pg. 405-444 Ch. 16 B&M pg. 447-450 (450-460 optional) If applicable, additional readings and resources will</i></p> |

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| | | <i>be posted on My Courses week 10</i> |
| March 27 | <ul style="list-style-type: none"> • Site visits at the Mackay Centre and C.A.R.E Centre <ul style="list-style-type: none"> ○ Meeting / engaging with AAC users | <i>No readings B&M Review SOAP note documentation guidelines Practicum and Seminar year 1</i> |
| April 3 | <ul style="list-style-type: none"> • AAC for people who suffered a TBI • AAC in the intensive care unit • AAC - enhancing personhood of non-communicative individuals | <i>Ch. 17 B&M pg. 461-474 Ch. 18 B&M pg. 475-489 If applicable, additional readings and resources will be posted on My Courses week 12</i> |
| April 14 | <ul style="list-style-type: none"> • AAC - Collaborator and Advocate Role play morning plus feedback sessions <p><i>Time will be set aside at the end of this class to complete the course evaluation.</i></p> | <i>Cases will be provided on My Courses in advance under Assignments. If applicable, additional readings and resources will be posted on My Courses week 13</i> |
| TBD | Final Exam, open book/notes/my courses (no keyboard access). Open questions | |

ASSIGNMENTS AND EVALUATION:

| Practical activities/Assignments | Date | Sub Roles Targeted | Expected Performance Level |
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| <p>Assignment 1 This activity is weighted at 45% (subcomponents of this activity have separate grading)</p> <p>Phase 1: Students (in groups of 4) receive a pediatric AAC case and complete Ax and intervention related tasks around the case (e.g. data analysis and interpretation, Ax report, intervention plan) 60%</p> <p>Phase 2: Once the Ax report and intervention plans are created, students (individually) write a lesson plan for a client and describe in detail materials they would use (or develop) for that specific session 40%</p> <p>The complete activity description can be found on <i>My Courses</i></p> | Cases provided by January 24 th . | Clinical Expert, Communicator & Collaborator | Competent |

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| <p>Hand-ins:</p> <ul style="list-style-type: none"> • First draft of assessment report is sent to a peer group for feedback. • Formative feedback will be provided by the peer group. • Final Ax report plus intervention plan is uploaded on <i>My Courses</i> 60% • Lesson plan and detailed description of materials is uploaded on <i>My Courses</i> 40% | <p>February 7th, 2020 Within 7 days March 2nd, 2020 March 20th, 2020</p> | | |
| <p><u>Assignment 2</u> This activity is weighted at 10% Students (individually) program an AAC system for a young adult using the Talk Tablet App. The complete activity description can be found on <i>My Courses</i></p> | <p>Due dates TBD based upon the student sign-out schedule.</p> | Clinical Expert | Competent |
| <p><u>Activity 3</u> This activity is weighted at 10% Students in pairs write a formal SOAP style observation note about their meeting with an AAC user (Mackay Centre or CARE facility) The complete activity description can be found on <i>My Courses</i></p> | <p>Due April 5th 11:59 pm</p> | Communicator & Professional | Competent |
| <p><u>Activity 4</u> This activity is weighted at 10% (subcomponents of this activity have separate grading) Part 1) Students partake in a Collaborator and Advocacy Role play morning 25%, (mandatory attendance). Part 2) Students (individually) hand in a scenario script for the case of their choice, that describes how they intend to handle the situation 75% The complete activity description can be found on <i>My Courses</i></p> | <p>Due date, April 14th 9:00 am</p> | Collaborator Advocate Scholar & Professional | Competent |
| <p><u>Final exam</u> The final exam is weighted at 25% (in class exam)</p> | | Expert, Communicator Collaborator Advocate Scholar & Professional | Competent |

PASS criteria:

- Student attended all classes or completed make-up assignments; if unable to attend class.
- Student participated equally and respectfully in team assignments
- Student has a minimum average grade of 65% or B-

McGill POLICY STATEMENTS:

Academic Integrity

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/) for more information).

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Additional Statements

The following statements are optional and you are encouraged to include them on course outlines as appropriate:

- “The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.”
- “© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.”
- “*As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.*”
- “[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.”
- In keeping with McGill's preparedness planning strategies with respect to potential pandemic or other concerns, the Administration suggests that all course outlines contain the statement: “In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.”
- Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (see the [Handbook on Student Rights and Responsibilities](#)).
- McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. (See the [Office of Sustainability](#).)
- Guidelines for the use of mobile computing and communications (MC2) devices in classes at McGill have been approved by the APC. Consult the [Guidelines](#) for a range of sample wording that may be used or adapted by instructors on their course outlines.