Faculty of Medicine and Health Sciences | School of Communication Sciences and Disorders

SCSD-681 **Practicum & Seminar I: Introduction to Speech-Language Pathology** Number of Credits: 3 Credits Course pre-requisites: None Seminar Time: Thursdays; 10:00am - 12:00pm Practicum Time: Tuesdays (9:30-12:30 and 1:30-4:30) Location: SCSD, Room 862

Instructor (seminar): Sophie Vaillancourt, M.O.A., M.B.A., S-LP **Office:** SCSD, Room 864; **Email:** sophie.vaillancourt@mcgill.ca **Instructor/Clinical Educator (practicum): Paris Ginakes, M.Sc.A, S-LP** **Email:** paraskevi.ginakes@mcgill.ca **Office Hours:** By appointment (set up by email)

COURSE OVERVIEW:
This is the first in a series of four practicum and seminar courses which focus on various aspects of clinical training. All Practicum & Seminar are divided into two components; 1-weekly seminar; 2-weekly practicum activities.

Practicum and Seminar I provides an introduction to the profession of Speech-Language Pathology and introduces the students to clinical work and competencies.

EVALUATION:
This course will be graded on a **Pass/Fail** basis (P=Pass, F=Fail). Students must successfully complete both the practicum and seminar components in order to pass the entire course.

SEMINAR (led by Sophie Vaillancourt)

INSTRUCTOR MESSAGE REGARDING COURSE DELIVERY:
- Some students may experience challenges due to a variety of reasons including personal ones. You are encouraged to let me know promptly if you are experiencing challenges or feeling overloaded with work so that we can try to address your concerns as soon as possible.
- I hope to create a safe, inclusive, and supportive learning environment where you will be able to engage with the class materials in different ways (e.g., discussions in small groups, practical activities in teams, etc.) and where you feel comfortable sharing your ideas, questions, concerns or knowledge.

LEARNING OBJECTIVES/OUTCOMES:
Specific curriculum standards listed below will be targeted in the **seminar** component of this course:

UNIT ONE: Basic Requirements (Speech-Language Pathology)
The speech-language pathology student demonstrates basic knowledge of:
1.4 Counselling and Applied Psychology
1.4.iii Cultural and linguistic factors that may affect clinical relationships, assessment, and treatment outcomes; including but not limited to race, ethnicity, and gender identity.
1.4.vii The role of communication in interpersonal relations.
1.4.viii Interviewing and counselling methods for clients, their caregivers, and their significant others, in the context of family-centered care.

UNIT FIVE: Communication

The speech-language pathology student demonstrates the ability to:

5.1 Communicate respectfully and effectively using appropriate modalities (spoken, written, gestural):
5.1.i Use language appropriate to the client/peer/instructor and context, taking into account all aspects of diversity (e.g., age, culture, gender identification, linguistic abilities, education level, emotional state).
5.1.iii Adapt communication in response to verbal and nonverbal cues from communication partners.
5.1.iv Communicate in a socially appropriate and respectful manner that is comfortable for the client/peer/instructor and demonstrates empathy and openness.
5.2 Complete documentation thoroughly and accurately, in a timely manner:
5.2.iii Complete and disseminate documentation in a timely manner.

UNIT SIX: Collaboration

The speech-language pathology student demonstrates the ability to:

6.1 Establish and maintain effective team collaborations to optimize client outcomes:
6.1.i Interact effectively and positively with all team members.
6.1.iii Recognize and respect the roles and perspectives of others.
6.1.iv Participate actively and respectfully in shared responsibilities and decision-making.

UNIT SIX: Collaboration

The speech-language pathology student demonstrates the ability to:

7.1 Advocate for necessary services and resources that support an individual client.
7.2 Provide information and support to promote a client's self-advocacy.
7.3 Identify the need for, plan, and deliver promotion and education programs and activities

UNIT EIGHT: Scholarship

The speech-language pathology student demonstrates the ability to:

8.1 Maintain currency of professional knowledge and performance in order to provide optimal care:
8.1.i Identify one's own professional strengths and areas for development.
8.1.ii Determine one's own goals for competency development.
8.1.iii Develop a plan and implement strategies, including selecting appropriate resources (e.g., literature, mentorship, continuing professional education), for continued development in all competency roles.

COURSE CONTENT:
This **seminar** component is made up of traditional classroom activities including lectures and small group work. This semester, it will address the foundations of being a Speech-Language Pathologist and principles behind S-LP activities: from tasks surrounding assessments (e.g., case history, provision of feedback) and toys to use with clients to other basic professional skills and attitudes necessary to become a good clinician.

All topics that will be covered this semester can be found in the seminar schedule at the end of this course outline (page 8).

INSTRUCTIONAL METHOD:
- The seminar component of this course consists of lectures/seminars, practical activities, as well as some assignments.
- The seminars will be taught in person in room 862 unless unforeseen circumstances require a shift to online teaching.
- The seminars of SCSD 681 make use of active learning strategies such as: Discussion generation (think-pair-share, brainstorming, buzz groups, directed questioning), Interactive lectures (icebreaker

questions), Group work, Knowledge application (case studies), Synthesis and reflection (one-minute paper), Misconceptions (polling), and Assessment designs (assignment framed around meaningful task, clarify expectations, conversations about assignments during class).
- The following technology will be used for the seminars: *myCourses* and Polling@McGill.
- Polling will sometimes be used in this course to enhance engagement, increase interactivity, etc... Polling will not be used for assessment purposes; no grades will be attached to its use.

REQUIRED COURSE MATERIALS:
- Required readings are specified in blue on the seminar schedule (page 8) under the relevant class. All readings for seminars will be available on *myCourses*

EVALUATION:
To get a passing grade on the seminar component of the course, students must:
- Attend and participate in all classes (or complete make-up assignments if unable to attend class; Student must ask for permission to miss class before the class starts. See the SCSD's absence policy for more information: scsd_msca_absence_policy_approved_oct19_2020.pdf (mcgill.ca);
- Complete all assignments;
- Obtain a global grade of 65% and above on the assignments described in the tables of pages 5-6.

PRACTICUM (led by Paris Ginakes)

LEARNING OBJECTIVES/OUTCOMES:
Specific curriculum standards listed below will be targeted in the **practicum** component of this course:

UNIT ONE: Basic Requirements (Speech-Language Pathology)

The speech-language pathology student demonstrates basic knowledge of:

1.7 Instrumentation

1.7.ii Virtual delivery of services.

UNIT THREE: Clinical Expert - Cross-Cutting Assessment and Intervention Standards

The speech-language pathology student demonstrates the ability to:

3.2 Plan, conduct, and adjust an assessment:

3.2.i Collect and analyze pertinent information prior to the assessment, including intake information.

3.2.iv Conduct a clinical interview with the client and other pertinent individuals that is relevant to the diagnosis, presenting complaints, and management of the communication or swallowing disorder.

3.2.v Administer valid, accurate, and reliable assessment measures and/or procedures (quantitative and/or qualitative), as appropriate to the client and circumstances, and accurately listen to, observe, and document all responses and observations.

3.3 Analyze and interpret assessment results:

3.3.i Analyze formal, informal, quantitative, and qualitative assessment results, including accurate scoring and interpretation of standardized tests.

3.3.ii Formulate a diagnostic statement about the client's communication or swallowing skills, including the impact on daily activities and educational, vocational, and psychosocial needs; include functional prognosis, as appropriate.

UNIT FIVE: Communication

The speech-language pathology student demonstrates the ability to:

5.1 Communicate respectfully and effectively using appropriate modalities (spoken, written, gestural):

5.1.iii Adapt communication in response to verbal and nonverbal cues from communication partners.
5.1.iv Communicate in a socially appropriate and respectful manner that is comfortable for the client and demonstrates empathy and openness.
5.2 Complete documentation thoroughly and accurately, in a timely manner:
5.2.i Accurately document informed consent.
5.2.iv Comply with regulatory and legislative requirements related to documentation.

UNIT TEN: Professionalism

The speech-language pathology student demonstrates the ability to:

10.1 Maintain professional demeanor in all clinical interactions and settings:
10.1.i Obtain informed consent, protect client privacy, and maintain confidentiality (e.g., follow consent procedures to share information with other parties).
10.1.v Demonstrate professionalism in all communications, including those involving electronic platforms.
10.1.vi Demonstrate responsible, reliable behaviour, and accountability for actions and decisions.

10.2 Practice ethically:
10.2.i Adhere to professional code of ethics, as defined within one's jurisdiction.

10.3 Adhere to professional standards and regulatory requirements:
10.3.ii Stay informed of and comply with professional standards and regulatory and legislative requirements within one's jurisdiction.

COURSE CONTENT:

The **practicum** component consists of a mix of in person (room 862), online activities, as well as visits to external sites. The practicum activities will involve the students doing some asynchronous online activities (e.g. watching videos, assessing an adult through Zoom) outside of dedicated class time.

The practicum activities' primary focus will be the administration and scoring of assessments with both children and adults as well as preparation for the winter practica. As for all other practica, and as students are new to S-LP assessments, the practicum component will include teaching of new skills, practicing of skills, and completing related assignments to hone their skills.

All topics that will be covered this semester can be found in the practicum schedule at the end of this course outline (page 9).

INSTRUCTIONAL METHOD:
- The practicum component consists of lectures/explanations on how to perform specific S-LP tasks, practical activities, as well as some assignments.
- The practicum component of SCSD 681 makes use of active learning strategies such as: Class preparedness (pre-practicum requirements, pre-practicum surveys, pre-lab workflows), Discussion generation (brainstorming, wisdom of another, buzz groups, 4 corners), Group work (group breakroom discussion and presentation, collaborative documents), Knowledge application (case studies, student-created case studies), and Assessment designs (assignment framed around meaningful task, clarify expectations, conversations about assignments during class).
- The following technology will be used for practicum: *myCourses* and Zoom.

REQUIRED COURSE MATERIALS:
- Clinical Training Manual (available on the SCSD website);
- Other required readings, and where to find them, are specified in blue on the practicum schedule (at the end of this document) under the relevant week.

EVALUATION:

To get a passing grade on the **practicum** component of the course, students must:

- Perform at or above the level of Early Novice for the essential competencies described in:
  - Y1 Pediatric Fall Practicum – Expectation of Student Performance (assessed at the end of Module 1: Child Practicum);
  - Y1 Adult Fall Practicum – Expectations of Student Performance (assessed at the end of module 2: Adult Practicum);
- Complete successfully all pre-practicum modules/requirements available on myCourses;
- Attend, participate in, and complete all practicum activities (or completed make-up assignments if unable to attend practicum; Student must ask for permission to miss practicum before the practicum starts. See the SCSD's absence policy for more information: scsd_msca_absence_policy_approved_oct19_2020.pdf (mcgill.ca);
- Participate equally (or fairly) and respectfully in team assignments and team practicum experiences;
- Submit practicum paperwork properly and on time throughout the semester according to the instructions on *myCourses*.

ASSIGNMENTS

Individual Assignments/Requirements	Due Date	Grading	Use of AI permitted?
1. **Pre-practicum assignments** Available on myCourses as part of the MScA hub. **Targeted Competencies:** 10.1.i, 10.1.v, 10.1.vi, 10.2.i, 10.3.ii. The pre-practicum requirements for the winter practica will be assessed as part of Practicum & Seminar II.	Staggered dates. See MScA Hub on myCourses.	Pass or fail	No
2. **Practicum Paperwork** Expectation of Student Performance grids for pediatric and adult practica to be submitted on *myCourses*. All hours forms (hours forms for pediatric and adult practica; hours forms from other courses and labs) to be submitted to practicum.scsd@mcgill.ca. **Targeted Competencies:** 5.2.iii, 5.2.iv, 10.3.ii.	Sunday following reception of form	Pass or fail	No
3. **Assignments related to indigenous curriculum** Students will read one chapter in the book *52 Ways to Reconcile: How to Walk with Indigenous Peoples on the Path to Healing* by David A. Robertson followed by a discussion on *myCourses* about their chapter and one activity they plan on doing to be an ally. **Targeted competencies:** 7.1, 7.2, 7.3, 8.1.i, 8.1.ii, 8.1.iii.	Staggered dates. TBC.	Pass or fail	No
4. **Participation in seminar and practicum activities** The course requires regular and active in-class participation. This will include frequent full class discussions and applied practice of clinical tasks using real case studies. Expectations for Student Participation • Attend scheduled in person and online group activities. If you must miss a day, contact the instructor as early as possible; • Complete all class and practicum preparation (readings, watching a video, SCA training, etc.) prior to class. • Be on time and ready to participate at the start of class. • Engage honestly, respectfully, and with accountability in class discussion. Engagement can look differently for different people:	Ongoing; Self-reflection due on December 3, 2025	20%	No

- Raising your hand during group discussions, asking questions, conversing in pairs or table groups, engaging in role plays, etc.
- Listen actively to others.
- Complete all exercises and activities (including the activities part of the EDI and indigenous curricula).
- Check and answer emails from SCSD daily during the week for practicum related information.
- Submit a one-page reflection at the end of the semester on how you engaged in the course, with your peers, and your instructors.

Targeted Competencies: 5.1.i, 5.1.iii, 5.1.iv, 6.1.i, 6.1.iii, 6.1.iv.

Group Assignments	Due Date	Grading	Use of AI permitted?
1. **Online Test on Child Screening** In pairs, you will watch recordings of a screening done with a preschool child. You will fill out the test booklets of the tests being administered and compute the results. The asynchronous online test will be on the screening results and their meaning. See '*Child Practicum – Instructions – 2025*' for more details. **Targeted Competencies:** 3.2.i, 3.2.v, 3.3.i, 3.3.ii, 6.1.i, 6.1.iv, 10.1.i, 10.2.i, 10.3.ii.	September 29, 2025	20%	No
2. **Assessment Report for Child Screening (5 sections only)** Same team as online test. You will write the following sections of an assessment report: reason for consultation, background information, context of screening, behaviour, and screening tools. See '*Child Practicum – Instructions – 2025*' for more details. **Targeted Competencies:** 3.2.i, 3.2.v, 5.2.iii, 5.2.iv, 6.1.i, 6.1.iii, 6.1.iv, 10.1.i, 10.1.v, 10.2.i, 10.3.ii.	October 20, 2025	20%	Use of AI is accepted to rephrase or clarify report <u>after</u> content has been independently developed
3. **Adult Assessments** In pairs, you will assess an elderly person without a known communication impairment. You will also watch videos of two people without known communication impairments and two people with aphasia, and compare the findings with your own assessment. See 'Adult *Practicum – Instructions – 2025*' for more details. **Targeted Competencies:** 1.4.iii, 1.4.vii, 1.4.viii, 1.7.ii, 3.2.i, 3.2.iv, 3.2.v, 3.3.i, 5.1.i, 5.1.iii, 5.1.iv, 5.2.i, 6.1.i, 6.1.iii, 6.1.iv, 10.1.i, 10.1.v, 10.1.vi, 10.2.i, 10.3.ii.	November 17, 2025	20%	No

Mixed Assignments	Due Date	Grading	Use of AI permitted?
1. **EPA: Giving and Accepting Feedback** With your teammate from the adult assessments, you will record short videos of yourselves giving each other feedback. You will then write a self-reflection on how you gave and received the feedback. See 'Adult *Practicum – Instructions – 2024*' for more details. **Targeted Competencies:** 1.4.vii, 1.7.ii, 5.1.i, 5.1.iii, 5.1.iv, 8.1.i, 8.1.ii, 8.1.iii, 10.1.v, 10.1.vi.	November 10, 2025	20%	Use of Ai is permitted to prepare what you will tell your peer as well as to get ideas for the plan of action

McGILL POLICY STATEMENTS

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. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

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).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill.

ADDITIONAL STATEMENTS:

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. We will have many opportunities to explore some challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy; we will sometimes make mistakes in our speaking and our listening; we will sometimes need patience or courage or imagination or any number of qualities in combination to engage our classmates, and our own ideas and experiences. We will always need respect for others.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Inclusive Learning Environment

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/or Student Accessibility & Achievement.

Health and Wellness Resources at McGill

Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many Wellness resources are available on-campus, off-campus and online.

Intellectual Property

© 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.

Online Recordings

You will be notified through a "pop-up" box in Zoom if part of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings may be made available in myCourses to students registered in the course. Please consult me if you have concerns about privacy and we can discuss possible measures that can be taken.

SEMINAR SCHEDULE

Week	Date	Location	Topic & Readings
1	**Tuesday, Sept. 2 1:00-3:00**	Room 862	**Introduction & Overview**
2	Sept. 4	**McCord Museum**	**Visit to the McCord Museum** Guided exhibit: Indigenous Voices of Today: Knowledge, Trauma, Resilience. Workshop: My Allyship in Action *Our guide will welcome us at the group entrance on the right side of the building at 2175, Victoria Street (not the main entrance). Plan to arrive 10 minutes before 10:00.*
3	Sept. 11	**Room 869**	**Case History & Initial Interview** *Readings: 5 Background Questionnaires (3 for children, 2 for adults)*
4	Sept. 18	Room 862	**Toys, games, and books** *Reading: Vig, S. (2007) Young Children's Object Play: A Window on Development*
5	Sept. 25	Room 862	**Toys, games, and books – Cont'd**
6	Oct. 2	Room 862	**(Un)learning and Bias in S-LP** Guest Speaker: Yasmin Beydoun, S-LP *Reading: Report on the Impacts of Systemic Racism in the Speech-Language Pathology and Audiology Professions in Quebec*
7	Oct. 9	Room 862	**Teamwork Within Clinical Competencies** *Reading: TBC (will be made available on myCourses)* **How to Provide and Accept Feedback**
	Oct. 16 - Reading Week - No seminar this week		
8	Oct. 23	Room 862	**How to Provide and Accept Feedback (cont'd)**
9	Oct. 30	Room 862	**Working as a Speech-Language Pathologist with Children** Guest Speaker: Catherine Dench, Kativik Ilisarniliriniq, Nunavik **Working as a SLP with Children and Adults** Guest Speaker: Tanya Matthews, SCSD
10	Nov. 6	Room 862	**Professional and personal identities**: how do they relate to your clients?
11	Nov. 13	Room 862	**Working as a Speech-Language Pathologist with Children** Guest Speaker: Benjamin Gormley, Lethbridge-Layton-Mackay Rehabilitation Centre **Working as a SLP with Adults in Acute Care** Guest Speaker: Milana Schipper, Jewish General Hospital
12	Nov. 20	Room 862	**Clinical Record Keeping: Case Notes**
13	Nov. 27	Room 862	**Clinical Record Keeping: Case Notes (Cont'd)** **Wrap-up**

PRACTICUM SCHEDULE

	Week	Date	Time	Location	Activities: Topics and Readings
Module 1	1	Sept. 9	9:30-12:30 1:30-4:30	Room 862	**Child Lab #1** *Readings (Q-Global):* • *CELF-P3 Screening Test: Technical Information Manual (pp.1-21)* • *CELF-P3 Test: sections on whole test (Manual, pp. 1-19), Word Structure (pp. 23-25) and Basic Concepts (pp. 38-40)* • *PLS-5: sections on whole test (Examiner's Manual pp. 1-10) and the articulation screener (Admin and Scor. Manual pp. 114-115)*
	2	Sept. 16	9:30-12:30 1:30-4:30	Room 862	**Child Lab #2** *Readings:* • *ESI-3 (Manual, on Q-Global)* • *Rossetti (Manual, in test room)*
	3	Sept. 23	Flex time		**Independent Activities in Pairs** Watch screening videos, analyze results, do on-line quiz
	4a	Sept. 30	9:30-12:30 1:30-2:30	Room 862	**Paediatric Assessment Report** *Reading: 4 sample reports (only 5 sections available per report)*
	4b	Oct. 6	TBC (in pm)	MCH	**Visit of the SLP Department at the Montreal Children's Hospital**
Module 2	5a	Oct. 7	9:30-12:30	Zoom	**Telepractice Module**
		October 14 – Reading Week – No practicum			
	5b	Oct. 21	9:30-12:30 1:30-4:30	Zoom	**Adult Lab #1 (online)** *Readings (myCourses):* • *RAN-RAS Tests* • *WIAT-II*
	6	Oct. 28	9:30-12:30	Zoom	**Adult Lab #2 (online)** *Online training on SCA must be done prior to class* *Additional video to watch:* *https://youtu.be/jYljfkKn_ok?si=QRheBSSG_y0Esin3* *Reading (Q-Global):* • *Manual of WAB-R (skip supplemental subtests)*
	7	Nov. 4	Flex time		Ax session #1 with adult client
					Ax session #2 with adult client
		Nov. 11	TBC	ISoN	**Simulation activity in collaboration with nursing & Associated Training**
	8a	Nov. 18	9:30-12:30	Room 862	**Lab: Scoring of Tests & Debriefs of Adult Practicum Activities**
	8b	Monday in Nov: TBC	9:00-12:00	MGH	**Visit of the Trauma Center at the Montreal General Hospital** Topic: Risky behaviour leading to avoidable injuries
Module 3	9	Nov. 25	9:30-12:30 1:30-4:30	Room 862	**Preparation for Winter Child Practicum** *Reading (myCourses):* • *Sophie's PA program*
	10	Dec. 2	9:30-12:30 1:30-3:00	Room 862	**Preparation for Winter Adult Practicum** **Course Evaluation & Wrap-up** • *Bring your laptop*