



McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
Fall 2018

SCSD-681
Practicum & Seminar I: Introduction to Speech-Language Pathology
Number of Credits: 1 Credit
Course Time: Mondays; 2:45 - 4:45 pm
Clinical & Professional Skill Development Activities: Tuesdays
Location: SCSD, Room 862

Instructor: Sophie Vaillancourt, M.O.A., M.B.A.
Office: SCSD, Room 864; Office Phone: 514-398-3071
Office Hours: By appointment (set up by email)
Email: sophie.vaillancourt@mcgill.ca

COURSE OVERVIEW: This is the first in a series of four practicum and seminar courses which focus on various aspects of clinical training. This course provides an introduction to the profession of Speech-Language Pathology and introduces the students to clinical work.

LEARNING OBJECTIVES:

ROLE 1: CENTRAL ROLE/CONTENT EXPERT

Conduct Assessments	
Conduct the assessment; include relevant information from other sources; integrate and interpret findings (Child Ax only).	
Use standardized and nonstandardized procedures appropriately to assess language. Interpret assessment data based on the assessment information and available resources.	Child Assessment. Adult Assessment. Assignment related to Child Ax.
Intervention Planning	
Determine resources required for service delivery, and identify any limits and constraints.	
In teams, plan and create 2 PA activities that will be used in the winter semester for class interventions. Present these activities to your peers and identify their potential and limits.	Presentation of PA activities (creation of activities and in-class presentation).

ROLE 2: COMMUNICATOR

Oral communication	
Present effectively in a large group setting, listen actively, and communicate in a respectful manner.	
Present PA activities in a clear manner to classmates. Listen actively to classmates' ideas and provide feedback about their activities in a respectful manner.	Presentation of PA activities.

ROLE 3: COLLABORATOR

Collaboration with other professionals	
Work with others to provide an integrated approach to client services. Interact according to differing roles and responsibilities of team members.	
Collaborate effectively and respectfully with other team members to better understand the needs of your clients and deliver appropriate services.	Child and Adult Assessments. Assignment related to Child Ax. PA activities (creation and presentation).
Relationships with other professionals	
Support positive team dynamics.	
Participate equally and respectfully in team assignments and practica experiences. Provide appropriate feedback to your peers.	Child and Adult Assessments. Assignment related to Child Ax. PA activities. Team assessment forms.

ROLE 7: PROFESSIONAL

Professional integrity	
Comply with: relevant federal and provincial requirements, regulatory requirements, and professional Code of Ethics. Maintain professional demeanour.	
Understand and implement the rules and regulations from the OOAQ, SAC, and the Clinical Training Manual.	All practical activities. OOAQ Modules.
Professional behaviour	
Effective self evaluation	
Reflect upon and accurately self-evaluate clinical performance (identify strengths, areas to improve and plan).	Weekly summaries. Team assessment forms.
Professional behaviour	
Effective peer evaluation	
Reflect upon, accurately evaluate, and provide feedback on clinical performance of your peers (identify strengths and areas to improve).	Team assessment forms (confidential + feedback).

Note: ROLES 4, 5, and 6 (Advocate, Scholar, and Manager) are not specifically targeted in this class.

INSTRUCTIONAL METHOD:

- The course consists of lectures/seminars, practical activities, as well as some assignments.
- Polling will be used in this course to: enhance engagement, increase interactivity, etc...
- During a class with polling questions, you will respond to questions from the instructor from a personal device (smartphone, tablet, or laptop).
- Students should come to class with their devices charged and [connected to the Internet](#).
- Polling will be available through www.mcgill.ca/polling.
- For any technical problems with polling, please contact the IT Service Desk: <http://www.mcgill.ca/it/get-started-it/need-help>.
- If you do not have a phone, tablet, or laptop to use to respond to polling questions, please contact the instructor immediately in order for appropriate arrangements to be made.
- To maintain a safe and respectful classroom environment, please ensure that any polling responses you submit are appropriate and relevant to the question asked. Please note that unless the poll is labelled as anonymous, your responses are identifiable to the instructor. Please see the [Code of Student Conduct and Disciplinary Procedures](#).

REQUIRED COURSE MATERIALS:

- Clinical Training Manual (CTM).
- Other required readings will be available on *My Courses* or on the SCSD’s website (<https://www.mcgill.ca/scsd/clinical/students>). Required readings are specified in the weekly schedules (pages 6-7) under the relevant class/activity.

COURSE CONTENT:

Practicum and Seminar I consists of:

- i) Coursework/Seminars which provide:
 - an introduction to the profession of Speech-Language Pathology (S-LP)
 - an introduction to various clinical procedures and issues related to the profession of S-LP.
- ii) Clinical, Professional & Practical Activities in the following areas:
 - self-care, pre-practicum training, and S-LP assessments

REQUIREMENTS:

Students are required to attend lectures (mandatory attendance) and practical activities, participate in class discussions and in a group presentation, complete required readings, as well as complete assignments, and submit required paperwork related to the practica experiences.

EVALUATION: This course will be graded on a **Pass/Fail** basis (P=Pass, F=Fail).

PASS criteria

- Student attended all classes and clinical/professional activities (or completed make-up assignments, if unable to attend class/activity; Student must ask for permission to miss class before the class/activity starts);
- Student participated equally and respectfully in team assignments and practica experiences (when proved otherwise, the student will receive an ‘F’ grade). Student filled out the Self and Peer Evaluation Form with the Additional Feedback Form for their teammates for both the Child Assessment (includes assessment and written assignment) and the Adult Assessment. The Self and Peer Evaluation Form, which is confidential, must be submitted on *My Courses* before 11:59 on the Sunday following the completion of the activity (same week). The additional feedback form must be submitted within the same deadline to paperwork1.scsd@mcgill.ca with the assessed student in CC. See additional information in section on teamwork called “Responsibilities towards the Practicum Team” in the Clinical Training Manual.
- Student attained a ‘Pass’ on each of the following assignments (see additional info including due dates on page 5):

Assignment	Sub Roles Targeted	Expected Performance Level
Paperwork	Professional behaviour	Novice
	Collaboration and relationships with others	Novice
OOAQ Modules	Professional integrity	Novice
Assignment related to Child Ax	Conduct assessment	Novice
	Collaboration with others	Novice
Presentation of PA activities	Intervention planning	Novice
	Oral communication	Novice
	Collaboration and relationships with others	Novice

- Student successfully completed the assigned practical activities and related paperwork (when proved otherwise, the student will receive an ‘F’ grade). See the students’ responsibilities outlined in the Clinical Training Manual;

PASS on Practicum Paperwork will be achieved when:

- The student submits annual pre-practicum paperwork (e.g., OOAQ Card, Confidentiality agreement) according to the guidelines outlined in the Clinical Training Manual to practicum.scsd@mcgill.ca;

- The student submits weekly mandatory practicum paperwork according to the guidelines outlined in the Clinical Training Manual;
- The student hands in all Hours Forms from practicum activities as well as Hours Forms from other Courses or Labs according to the criteria in the Clinical Training Manual. Signed hours forms must be submitted to practicum.scsd@mcgill.ca from the student's name@mail.mcgill.ca account before 11:59 on the Sunday following the completion of the activity (same week);
- Documents other than hours forms and annual pre-practicum documents must be submitted from the student's name@mail.mcgill.ca account to paperwork1.scsd@mcgill.ca before 11:59 on the Sunday following the completion of the activity (same week);
- Please note that documents not submitted from a name@mail.mcgill.ca will go to "spam" and will not be retrieved from that box;
- Documents may only be submitted in .pdf format unless otherwise specified;
- Documents may not be upside down and backwards and must be legible;
- Documents must be signed, dated, and complete;
- Students will start with a Grade of 100 on Paperwork, and will lose 5 points each time a document is submitted late or submitted incorrectly. If a student's grade reaches 65 or lower in this area, they will not receive a PASS on his/her Practicum Paperwork;
- It is the student's responsibility to check that the documents they are submitting are complete, in the correct format, and submitted appropriately;
- Someone from the Clinical Education team may, at times, alert a student as a courtesy that a document has been submitted incorrectly or not been received, however, it is not their mandate to do so and the student will still lose points.

Failure to meet the PASS criteria will result in a FAIL and in the student being unable to participate in the next Practicum & Seminar Course. In some instances, students may receive a grade of PASS with Reservations which would allow them to continue on to the next Practicum & Seminar Course. However, receiving a grade of PASS with Reservations twice on practicum or in the Practicum & Seminar courses will result in a grade of FAIL. See Clinical training Manual for more details.

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. 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).

ADDITIONAL STATEMENTS:

Students with Disabilities

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.

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.

ASSIGNMENTS

Practicum	# of Hours
1. Pre-School Child Assessment In pairs. Includes assessment of a typically developing child aged between 2;06 and 5;00 and interaction with the parents/guardians.	2 (3) x 2-3 hours
2. Adult Assessment In pairs (different team than child Ax). Assessment of a non-communicatively impaired elderly person aged 70+.	2 x 2 hours

Individual Assignments	Due Date
1. Paperwork <ol style="list-style-type: none"> a. Weekly Summaries You should submit 4 weekly summary forms: Child Assessment (2) and Adult Assessment (2). b. Hour Forms Two for your practica (Child Assessment and Adult Assessment – both should include the actual assessment and the lab hours). One per course or lab when applicable (distributed by instructors). PA should be submitted in the Winter after the completion of the program. c. Team Assessment Forms You will fill out the Self and Peer Evaluation Form with the Additional Feedback Form twice: Child Assessment (submit after assignment is submitted), Adult Assessment (submit after assessment). 	By 11:59 pm on the Sunday following the end of the activity (same week).
2. OOAQ Modules If you present with a good understanding of French, you have to do the 3 modules on-line (access will be granted on October 5 th) and submit the 3 assignments and the 3 certificates of completion from the OOAQ on <i>My Courses</i> . If you <u>cannot</u> do it in French, you will have to attend class and provide the 3 assignments (one per module) on <i>My Courses</i> .	November 13, 2018

Group Assignments	Due Date
1. Assignment Related to Pre-School Child Assessment To be written in pairs. See document “Super Lab #1 – Assessment of a Child – Fall 2018” for more details. Hand in a paper copy of your assignment in Sophie Vaillancourt’s mailbox (beside her office) and submit e-version on <i>My Courses</i> .	November 5, 2018
2. Presentation of Phonological Awareness Activities - Blending Creation and presentation of 2 PA Activities (1 syllabic blending, 1 phonemic blending VC). Presentations will be done in teams – same team as PA Practicum. Materials need to be ready and usable for the Winter PA Intervention Practicum. Will be explained in more details on PA Day.	December 3, 2018

CLASS SCHEDULE

Date	Topics & Readings
Sept. 3	No Class – Labour Day
Sept. 10	Introduction & Overview of Practicum and Seminar Courses
Sept. 17	Preparation for Practica & Assignments <i>Reading: Clinical Training Manual (https://www.mcgill.ca/scsd/clinical/students)</i>
Tuesday, Sept. 18 10:00-12:00	Clinical Hours & Preparation for Child Assessment <i>Readings: SAC' s Description of Clinical Hours Requirements and Clinical Hours Form (https://www.mcgill.ca/scsd/clinical/students)</i>
Sept. 24	Initial Interview & Case History
Oct. 1	No Class – Election Day. Classes moved to Oct. 2.
Tuesday, Oct. 2 2:45-4:45	Play Development <i>Readings (all on My Courses):</i> 1. Casby, M.W. (2003) 2. Vig, S. (2007) <i>Optional Reading:</i> 1. Lifter, K. et al. (2011)
Oct. 8	No Class – Thanksgiving Holiday
Oct. 15	Clinical Competencies and Team Work <i>Reading (on My Courses): National Speech-Language Pathology Competency Profile</i>
Oct. 22	Clinical Competencies and Team Work – Cont'd
Oct. 29	No Class – Was made-up on Sept 18
Nov. 5	How to Provide Feedback
Nov. 12	OOAQ Modules 1-3 For students who cannot do the on-line modules only.
Nov. 19	Working as a Speech-Language Pathologist i) In Acute Care. Guest Speaker: Dominique Gillis, Jewish General Hospital. ii) With Children. Guest Speaker: Susan Nemeth-Sinclair, various settings.
Nov. 26	Working as a Speech-Language Pathologist iii) With Adults. Guest Speaker: Lauren Tittley, various settings. iv) At a Specialized School. Guest Speaker: Alaina Benoit, Summit School.
Dec. 3	Phonological Awareness Activities: Student Presentations

ACTIVITY SCHEDULE: SCSD MANDATORY ACTIVITIES

Monday, Oct. 15	5:30-6:30	Outreach Guest Speaker Series Guest Speaker: Pascale Tremblay. Location: Leacock, Room 232.
Wednesday, Oct. 17 or Nov. 7	1:30-4:00	IPEA Activity Regular classes will be rescheduled if needed. Location: TBC. <i>Required readings and homework will be sent to you by the Faculty of Medicine.</i>
Thursday, Nov. 15	1:00-5:00	Research Day Regular classes will be rescheduled. Location: McIntyre building, Meakins Amphitheatre.

ACTIVITY SCHEDULE: CLINICAL & PROFESSIONAL SKILL DEVELOPMENT
UPDATED on Sept. 11, 2018

Date	Time	Topics & Instructors
Sept. 4		No Activities
Sept. 11	1:00-3:00	Introduction to McGill's Library Instructor: Jill Boruff, Associate Librarian
	3:15-4:15	Study Skills Instructor: Representative from the WELL Office
Sept. 18	1:00-4:00	Stress Management & Perfectionism 1 Instructor: Representative from the WELL Office
Sept. 25	1:00-3:00	Child Super Lab 1 Instructors: Mariska Burger & Sophie Vaillancourt <i>Readings: Case History (My Courses) & Early Childhood Development Chart (distributed in class).</i>
	3:15-4:15	Spring Practicum: Planning Meeting Instructors: Lauren Tittley, Kelly Root & Sophie Vaillancourt
Oct. 2		No Activities – Classes moved for Election Day
Oct. 9	11:00-12:00	Working as a Speech-Language Pathologist At a School Board in Nunavik. Guest Speaker: Catherine Dench, Kativik School Board.
	1:00-3:00	Child Super Lab II Instructors: Mariska Burger & Sophie Vaillancourt <i>Requirement: You need to know the age of the child that you will assess and bring the Early Childhood Development Chart.</i>
	3:15-4:15	Perfectionism 2 Instructor: Representative from the WELL Office
Oct. 16		Flexible time to work on your Child Super Lab
Oct. 23	TBC	Interprofessional Simulation Activity Location: Simulation Centre at the Ingram School of Nursing <i>Preparation will be required</i>
Oct. 30	1:00-4:00	Adult Super Lab I Instructor: Dominique Gillis <i>Preparation and readings: to come</i>
Nov. 6	11:00-12:00	Child Super Lab: Debrief Instructors: Mariska Burger & Sophie Vaillancourt
	1:00-4:00	Adult Super Lab II Instructor: Dominique Gillis
Nov. 13	9:00-4:30	Phonological Awareness Day Instructor: Sophie Vaillancourt <i>Readings (available on My Courses):</i> 1. PA: Ehri, L.C. et al. (2001) 2. RTI: Ridgeway T.R. et al. (2012)
Nov. 20		Flexible time to work on your Adult Super Lab and PA activities
Nov. 27		Flexible time to work on your Adult Super Lab and PA activities
Dec. 4	1:00-2:00	Adult Super Lab: Debrief Instructor: Dominique Gillis
	2:15-3:15	Perfectionism 3 Instructor: Representative from the WELL Office