



Year 1 Winter 2024

SCSD 611D1/D2 – ESSENTIAL COMPETENCIES FOR SPEECH-LANGUAGE PATHOLOGY 1

Number of credits: 1 credit

Course Time: Thursday afternoons

Essential Competency Workshops: February 15, February 29, April 4, 2:15 – 4:15pm

Well Office Workshop: March 21, 2:15 – 4:15pm

IPEA 501: January 10 or 24, 4:00 – 6:00pm

Location: Rm 862 or virtual (IPEA 501)

Instructor: Lauren Tittley M.HSc., S-LP(C)

Office: SCSD, Room 853; Phone: 514-398-6879

Office Hours: By appointment (please set up by email)

Email: lauren.tittley@mcgill.ca

COURSE DESCRIPTION/OVERVIEW:

Practice and assessment of transverse competencies to prepare students for the spring speech-language pathology practicum. Professional activities include simultaneous demonstration of multiple professional roles: expert, communicator, collaborator, advocate, scholar, manager and professional.

LEARNING OBJECTIVES/OUTCOMES (COMPETENCIES):

Due to the nature of this course, the curriculum standards and clinical competencies addressed will vary based on the needs of the students.

INSTRUCTIONAL METHODS:

Instructional methods will vary according to need. They may involve any of the following:

- small group tutorials,
- individual mentoring,
- large group workshops,
- on-line learning modules,
- simulations,
- role-play,
- and other practice activities, individualized to the students' needs.

Learning activities will be primarily in person but may sometimes be held online.

Please note that plans are subject to change based on public health protocols.

Expectations for Student Participation

Students are expected to:

- submit required documents on time, using myCourses;
- participate respectfully in group activities;
- reflect critically on own performance;
- take ownership of learning and development of clinical competencies.

COURSE CONTENT

Class	Date(s)	Description
1	January 10 or January 24 4:00 – 6:00pm	IPEA 501: Communication in Interprofessional Teams <i>Synchronous, virtual</i>
2	February 15 2:15 – 4:15pm	Essential Competencies Workshop: Topic TBA
3	February 29 2:15 – 4:15pm	Essential Competencies Workshop: Topic TBA
4	March 21 2:15 – 4:15pm	Wellness curriculum session: Grit, Growth: Building Resilience and Leadership Skills
5	April 4 2:15 – 4:15pm	Essential Competencies Workshop: Topic TBA

EVALUATION

This course will be graded on a pass/fail basis, reflecting completion of required activities. All activities are equally weighted. If a student cannot complete any of the required activities, they must inform the course instructor and a replacement activity will be determined.

Required activities are as follows:

1. Participation in one wellness curriculum session
 - Each student must submit a *brief* reflection via their Portfolio on myCourses, **no later than one week** after participating in the session.

- This reflection should include:
 - Identification of at least one Essential Competency of Speech Language Pathology that was targeted through the wellness curriculum session.
 - Identification of at least one action that the student can take to work on that competency, based on information presented in the session.
2. Participation in IPEA 501
 - Each student must submit a *brief* reflection via their Portfolio on myCourses, **no later than one week** after completing IPEA 501.
 - This reflection should include:
 - Identification of at least one Essential Competency of Speech Language Pathology that was targeted through IPEA 501.
 - Identification of at least one action that the student can take to work on that competency, based on information acquired through the course.
 3. Completion of all EPAs, hosted in individual courses throughout the winter semester (see table below).
 - Each student must submit each EPA feedback sheet via their Portfolio on myCourses, **no later than one week** after receiving it from their instructor.
 - If a student fails to meet expectations for a given EPA, they must add a written reflection to that piece of evidence in their portfolio specifying which area(s) of the EPA they particularly struggled with and suggesting actions they will take to work on them. The instructor will respond to this reflection to discuss available supports and actions, as needed.
 4. Participation in SCSD 611 activities to strengthen clinical competencies.
 - Each student must participate in **at least one** essential competency workshop in the winter semester.
 - Workshop topics will be developed in response to trends in competency development among students.
 - Topics will be announced to students at least two weeks ahead of each workshop.
 - Participation will be tracked by SCSD 611 instructor.
 5. Completion of an overall self-evaluation of strengths and areas to improve at the end of the winter semester.
 - The summary self-evaluation should address roles & competencies targeted in EPAs, and possibly other activities like practica and IPEAs.
 - Identify areas of strength & how you will continue to progress.
 - Identify areas requiring improvement & how you will address these.
 - Include specific & actionable plans for continued progression.
 - Make sure to specifically reflect on what you feel prepared to do in your spring practicum, where you anticipate requiring additional support from your clinical educator, and what goals you will set for yourself for the spring practicum.
 - Self-evaluations are due on the last day of the semester: **April 12, 2024**.

List of Year 1 winter semester EPAs:

TERM	CATEGORY	ACTIVITY	HOST COURSE
Winter	Evidence Informed Practice	Evidence Informed Practice 1.2 <i>Group presentation on language intervention approach</i>	SCSD 643 Developmental Language Disorders II
Winter	Assessment – Technical	Assessment – Technical 1.4: <i>Administer the BDAE Short Form to a healthy adult</i>	SCSD 638 Neurolinguistics
Winter	Assessment – Integrative	Assessment – Integrative 1.1: <i>Neuromotor Disorders Assessment Report</i>	SCSD 609 Neuromotor Disorders
Winter	Assessment – Integrative	Assessment – Integrative 1.2: <i>Describing and Interpreting the Results of a Phonology Assessment to Draw a Conclusion</i>	SCSD 632 Phonological Disorders in Children
Winter	Documentation	Documentation 1.1: <i>Correct an Assessment Report to Demonstrate Knowledge of OOAQ Standards</i>	SCSD 682 – <i>seminar</i> Practicum and Seminar II
Winter	Documentation	Documentation 1.2: <i>Write a Progress Report</i>	SCSD 682 – <i>seminar</i> Practicum and Seminar II
Winter	Documentation	Documentation 1.3: <i>Neuromotor Disorders Assessment Report</i>	SCSD 609 Neuromotor Disorders
Winter	Intervention	Intervention 1.1: <i>Deliver Small Group Intervention</i>	SCSD 682 – <i>practicum</i> Practicum & Seminar II
Winter	Intervention	Intervention 1.2: <i>Select Treatment Goals and Write Intervention Plan for a Child with a Phonological Disorder</i>	SCSD 632 Phonological Disorders

**Exact details of each EPA (including the title of the activity) may be adjusted at the discretion of the instructor in the host course.*

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.” (Approved by Senate on 21 January 2009)

« 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](#)” (Approved by Senate on 29 January 2003) (See [McGill’s guide to academic honesty](#) for more information).

[The French translation of the Academic Integrity statement may also be used on your course outline]:

« 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](#)).»

Accessibility

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 Student Accessibility & Achievement, 514-398-6009.

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 resources are available on-campus, off-campus and online.