



**Year 2 Fall 2023**

**SCSD 612D1/D2 – ESSENTIAL COMPETENCIES FOR SPEECH-LANGUAGE PATHOLOGY 2**

**Number of credits: 1 credit**

**Course Time: Friday afternoons**

**Well Office Workshop: September 8<sup>th</sup>, 1:15 – 3:15pm**

**Essential Competency Workshops: Sept 15<sup>th</sup>, Nov 17<sup>th</sup>, Nov 24<sup>th</sup>, 1:00 – 3:00pm**

**Location: Rm 862**

**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](mailto: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.

## 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	September 8 1:15 – 3:15pm	Wellness curriculum session: Stress, Perfectionism & Impostor Syndrome
2	September 15 1:00 – 3:00pm	Essential Competencies Workshop: Reaching (and writing) clinical conclusions
3	November 17 1:00 – 3:00pm	Essential Competencies Workshop: Topic TBA
4	November 24 1:00 – 3:00pm	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.
  - These reflections 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. Completion of all EPAs, hosted in individual courses throughout the fall 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.
  
3. Participation in SCSD 612 activities to strengthen clinical competencies.
  - Each student must participate in **at least one** essential competency workshop in the fall 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.
  
4. 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 winter practicum, where you anticipate requiring additional support from your clinical educator, and what goals you will set for yourself for the winter practicum.
  - Self-evaluations are due on the last day of the semester: **Dec 5, 2023**

**List of Year 2 fall semester EPAs:**

TERM	CATEGORY	ACTIVITY	HOST COURSE
Fall	Evidence Informed Practice	Evidence Informed Practice 2.1 <i>Prepare argument and debate evidence for or against the efficacy of a given intervention</i>	SCSD 618 Research Methods
Fall	Assessment – Technical	Assessment – Technical 2.1: <i>Perform Hearing Screening Tests</i>	SCSD 627 Practicum & Seminar III

Fall	Assessment – Integrative	Assessment – Integrative 2.1: <i>Write clinical impressions for a person with aphasia</i>	SCSD 644 Acquired Language Disorders
Fall	Assessment – Integrative	Assessment – Integrative 2.2: <i>Interpret and integrate case information in the context of pediatric aural rehabilitation</i>	SCSD 642 Aural Rehabilitation
Fall	Communication & Collaboration	Communication & Collaboration 2.1: <i>Debate the pros and cons of controversial interventions</i>	SCSD 618 Research Methods
Fall	Communication & Collaboration	Communication & Collaboration 2.2: <i>Develop a culturally adapted intervention plan</i>	SCSD 627 Practicum & Seminar III
Fall	Intervention	Intervention 2.1: <i>Write treatment goals for a person with aphasia</i>	SCSD 644 Acquired Language 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.