



SCSD 627

Practicum and Seminar III

Number of Credits: 3 Credits

Course Time: Monday 9:30 – 11:30

Location: Rm 862

Instructors: Lauren Tittley, MHSc, SLP (C), Faculty Lecturer

Office Hours: By appointment, via zoom or in person (set up by phone or email)

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COURSE DESCRIPTION/OVERVIEW:

This is the third, in a series of four practicum and seminar courses, which focus on various aspects of clinical training (scope of practice, clinical experiences, and interprofessional education). This course reviews different topics relating to professionalism and diversity, equity, inclusion, and justice in clinical practice. Fall practica experiences, both in SLP and audiology, are part of this class.

Instructor Message Regarding the Course

This course will explore challenging and often sensitive topics. Students are expected to do their best to engage with the content in an honest way. If a student needs to take a break at any time and/or opt out of a certain topic or dialogue in order to take care of themselves, they are encouraged to do so.

The course will lean heavily on active participation in class discussions. It will also use other methods for students to engage with the content, including:

- Individual reflection;
- Small group discussions;
- Independently finding and learning from alternative sources (e.g., podcasts, webinars);
- Posting to online topic boards (anonymously) and discussion fora (not anonymously);
- Submitting private individual assignments.

My aim is to foster a supportive learning environment. Students will be challenged to engage in difficult and critical thinking and to increase their comfort with discomfort and uncertainty. We will all be learning together and trying to move forward as individuals, and as a community of speech-language pathologists. I expect everyone in our classroom to approach the topics and each other with honesty, curiosity, and generosity. It is likely that we will make mistakes as we learn and share our thoughts. I expect us to give one another grace when mistakes are made and also to hold ourselves accountable for our statements and actions and for repairing any hurt we cause. I commit to leading by example by being inviting and valuing students' perspectives, being honest about my own mistakes, and committing to meaningful actions within and outside of the classroom.

LEARNING OBJECTIVES/OUTCOMES (COMPETENCIES):

The ultimate goals of this course are for students to:

- approach their clinical practice with greater awareness of and attention to personal, social, cultural and environmental factors;
- increase their comfort with discomfort and critical questioning;
- develop habits that will lead to ongoing critical reflection when practicing as SLPs.

Specific competencies highlighted in blue are targeted in the course work of Practicum and Seminar III. All other competencies listed may be targeted in your clinical practica. See below.

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

The speech-language pathologist demonstrates the ability to:

3.1 Identify individuals requiring speech-language pathology services:

3.1.i Collect and review information from relevant sources (e.g., referrals, reports, consultation) to determine an individual's need for a speech-language pathology assessment.

3.1.ii Engage in screening programs (e.g., infant, school-aged, feeding and swallowing) to identify individuals requiring speech-language pathology services.

3.2 Plan, conduct, and adjust an assessment:

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

3.2.ii Use principles of assessment to develop assessment plans (e.g., tools, strategies, resources, environment) that reflect background information about the client (including personal and environmental factors), known or suspected primary and concomitant disorders (e.g., medical, emotional), knowledge of normal and disordered communication or swallowing as well as risk factors for communication or swallowing disorders; modify this plan when appropriate.

3.2.iii Demonstrate knowledge of principles underlying clinical assessment, including standardized and nonstandardized procedures and their advantages, disadvantages, limitations, representativeness, and applicability to the individual management plan.

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.

3.2.vi Assess the impact of the client's personal and environmental factors (e.g., coping style, housing) in the client's environment (home, community, school, work) on communication or swallowing needs and effectiveness.

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.

3.4 Develop and share recommendations based on assessment results:

3.4.i Develop evidence-informed recommendations, including potential referrals to other professionals, based on the assessment findings and available resources.

3.4.ii Discuss the assessment results, recommendations, and implications with the client and other relevant individuals, as permitted by the client.

3.5 Develop and implement a realistic, evidence-informed, and measurable intervention plan:

3.5.i Utilize a biopsychosocial framework (e.g., the World Health Organization International Classification of Functioning, Disability, and Health) to establish and prioritize intervention aims that reflect the client's strengths, needs, values, expectations, and constraints.

3.5.ii Develop specific, measurable, realistic, time-limited targets to reach the aims.

3.5.iii Demonstrate knowledge of different approaches to intervention (including assistive devices/systems), the evidence and theoretical bases behind the approaches, their advantages, disadvantages, limitations.

3.5.iv Select and apply an appropriate intervention approach and service delivery model (e.g., periodic review, consultation, facilitator training, direct 1:1 therapy, direct group therapy, home/school program, interdisciplinary therapy) that is applicable to the client context.

3.5.v Develop and implement appropriate clinical activities and environmental supports for meeting treatment targets and facilitating generalization and maintenance of skills and strategies, including use of appropriate modalities, materials, and technologies, use of feedback and modelling, and provision of education, support, training, and counselling to the client, family and/or significant others.

3.5.vi Develop and implement outcome measures to evaluate progress on an ongoing basis.

3.5.vii Modify or discontinue the intervention (goals, approach, service delivery model) in keeping with outcomes and client feedback.

3.5.viii Refer to other healthcare or educational professionals as required; identify and recommend alternative services when client needs are beyond the professional limitations of the speech-language pathologist.

3.5.ix Provide training, tasks, and feedback to support personnel to meet the clinical objectives, as appropriate to the jurisdiction, clinical activity, and individual competencies.

3.7 Consider sociodemographic and sociocultural factors in all aspects of assessment and intervention, including but not limited to factors such as race, ethnicity, gender identity, and differential access to services by Indigenous and other underserved populations; and intersections among these factors, communication, and swallowing.

UNIT FIVE: Communication

The speech-language pathologist and audiologist demonstrate the ability to:

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

5.1.i Use language appropriate to the client and context, taking into account all aspects of diversity (e.g., age, culture, gender identification, linguistic abilities, education level, cognitive abilities, emotional state).

5.1.ii Employ environmental and communication strategies to minimize barriers to successful communication, including the use of appropriate modes of communication (e.g., spoken, non-verbal, written, sign, electronic) and by using translators/interpreters, as required.

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.

5.1.v Participate respectfully in challenging conversations.

5.2 Complete documentation thoroughly and accurately, in a timely manner:

5.2.i Accurately document informed consent, services provided, and outcomes.

5.2.ii Ensure reports clearly integrate results, client input, analysis, recommendations, goals, and outcomes, in a manner understandable to the target audience(s).

5.2.iii Complete and disseminate documentation in a timely manner.

5.2.iv Comply with regulatory and legislative requirements related to documentation.

UNIT SIX: Collaboration

The speech-language pathologist and audiologist demonstrate 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.ii Communicate one's professional roles, responsibilities, and scope of practice in collaborative interactions.

6.1.iii Recognize and respect the roles and perspectives of other professionals.

6.1.iv Participate actively and respectfully in shared responsibilities and decision-making.

6.1.v Manage misunderstandings, limitations, and conflicts to enhance collaborative practice.

6.1.vi Facilitate transfer of care within and across professions.

6.2 Collaborate with the client during all stages of care:

6.2.i Engage and support the client in identifying concerns, priorities, values, beliefs, assumptions, expectations, and desires in order to inform assessment and intervention.

6.2.ii Demonstrate respect for the client's rights, dignity, uniqueness, and equal opportunity.

6.2.iii Recognize and adapt to all aspects of client diversity (e.g., age, culture, gender identification, linguistic abilities, education level, cognitive abilities, emotional state).

6.2.iv Promote and support the client's (or substitute decision maker's) participation in decision-making.

UNIT SEVEN: Advocacy

The speech-language pathologist and audiologist demonstrate 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 related to communication and/or swallowing disorders, and speech-language pathology services.

UNIT EIGHT: Scholarship

The speech-language pathologist and audiologist demonstrate 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.

UNIT NINE: Management

The speech-language pathologist and audiologist demonstrate the ability to:

9.1 Manage the clinical setting:

9.1.i Balance competing demands to manage time, caseload, resources, and priorities.

9.1.ii Demonstrate an understanding of the structure, funding, and function of audiology and/or speech-language pathology services within the broader health and education system.

9.1.iii Apply appropriate precautions, risk management, and infection control measures, as required.

9.1.iv Ensure equipment, materials, instruments, and devices are regularly calibrated, up to date, and in good working condition, according to the required standards.

UNIT TEN: Professionalism

The speech-language pathologist and audiologist demonstrate 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.ii Demonstrate professionalism in managing conflict.

10.1.iii Maintain personal and professional boundaries in relationships with clients, colleagues, and other professionals.

10.1.iv Recognize and respond appropriately to the inherent power differential in the client-clinician relationship.

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.

10.2.ii Recognize and use critical judgment to respond to ethical issues encountered in practice.

10.2.iii Recognize and use critical judgment to respond to actual or perceived conflicts of interest.

10.2.iv Demonstrate honesty and integrity and act in the best interests of the client.

10.2.v Identify and mitigate own biases, as they relate to the care of a client.

10.3 Adhere to professional standards and regulatory requirements:

10.3.i Demonstrate knowledge of the roles of professional associations and regulatory bodies and the qualifications required for practice.

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

10.3.iii Practice within the profession's scope of practice and one's personal capabilities.

COURSE CONTENT

The **seminars** consist of:

- A focus on equity, diversity, and inclusion related to the field of Speech-Language Pathology
- A focus on building clinical and professional skills for future work in the field of Speech-Language Pathology.

Seminar Topics and Schedule

1. Introduction to key topics in Equity, Diversity & Inclusion as they specifically relate to SLP.
(Approximately four classes.)

Instructor and students will explore and investigate power & privilege, implicit bias, macro and micro aggressions, systemic discrimination & oppression, etc. as they relate to the field of speech-language pathology.

Students will be required to read some materials ahead of time and to engage in active inquiry and discussion during class.

2. Group and individual practices to improve equity, diversity, inclusion, justice in SLP.
(Approximately five classes.)

Instructor and students will explore general practices and specific actions that can be taken within the field of speech-language pathology. *Including a guest lecture on Trauma Informed Care in SLP, by Anna Rupert, MHSc, MSc, Reg. CASLPO.*

Through two individual assignments (involving in-class and at-home work), students will develop specific, actionable plans related to clinical practice and professional development.

3. Self-reflective practice

Over the course of the final four classes of the semester, students will present a case to their peers and will reflect on their clinical decision-making and in-session clinical performance. Peers will be expected to ask questions and to provide positive and constructive feedback.

The **practica** consist of:

1. 10-day speech-language pathology practicum
 - With an adult or pediatric population
 - On Wednesdays or Thursdays
 - Starting August 30th or later
 - Ending November 29th or earlier

2. Two days of audiology practicum (hearing screenings) and an additional half-day of preparation
 - Students will complete two days of hearing screenings, under the supervision of audiologist, Maryse Robidoux (maryse.robidoux-leonard@mcgill.ca).
 - Students must attend a preparatory session on Friday, October 20:
 - 1:00 – 2:30 = all students attend lecture
 - 2:30 – 3:30 = half of students practice with equipment
 - 3:30 – 4:30 = half of students practice with equipment
 - *Students must be available until 4:30pm. You will be split into two groups on Oct 20.*
 - Hearing screenings will be held on Wednesdays and Thursdays in November. *Dates are likely Nov 1/2 and Nov 8/9 but are still being confirmed.*
 - Students will be responsible to ensure that they either:
 - participate on days when they are not on SLP practicum, or
 - communicate with their SLP clinical educator to reschedule any missed SLP practicum days.

INSTRUCTIONAL METHODS (Seminars):

- Students will be challenged to actively explore ideas, conduct their own research, and engage in critical dialogue with others.
- Students will engage in practical activities to apply their knowledge.
- MyCourses will be used as the platform for course content.

Expectations for Student Participation

- Attend all classes. If you must miss a class, contact the instructor as early as possible.
- Read all posted readings prior to class.
- Engage honestly, respectfully, and with accountability in class discussion.
- Listen actively to others.
- Students should check their emails daily during the week for practicum related information

REQUIRED COURSE MATERIALS

- Clinical Training Manual (Available on the SCSD website)
- Articles and supplemental content posted on myCourses

EVALUATION

Grading Criteria:

In order to receive a pass in SCSD 627, a student must pass both the practica and seminar portions of the course.

Seminars:

- Since this course will frequently use a transformative pedagogical approach, much of the

learning will come from active participation during class time. It is essential that students attend, actively participate in activities and and collaborate with the instructor, guest lecturer(s) and peers throughout the semester.

- Students must complete all assignments. The instructor will provide students with a description and evaluation grid for each assignment. If a student does not perform adequately on an assignment, they will be given feedback and offered an opportunity to repeat it.

ASSIGNMENTS

See Assignment section of myCourses for details on assignments.

Name of Assignment	Targeted Competencies	Due Date
Personal Learning & Action Plan	3.7, 8.1.ii, 8.1.iii	Sunday November 12 at 11:59pm
Culturally responsive evidence based treatment plan (<i>also an EPA</i>)	3.5.i, 3.7	Sunday November 26 at 11:59pm
Video Presentation	3.5.i, 5.2.i, 8.1.i, 8.1.ii, 8.1.iv, 10.1.i,	November 20, 27, 30 or December 4 (in class)

Practica:

SLP Practicum

- Students must receive a pass from the Coordinator of Clinical Education based on the CE's weekly feedback, midterm and final evaluations, and on the student's weekly summaries.
- All practicum paperwork must be submitted properly and on time throughout the placement, according to the guidelines outlined in the [Clinical Training Manual](#).

Audiology Practicum

- Students must attend two days of hearing screenings and the preparatory session.
- Each student must complete EPA Assessment – Technical 2.1: Perform Hearing Screening Tests on one of the audiology practicum days. *More information about this EPA will be provided during the preparatory session.*
- If a student must be absent, they must inform their Audiology instructor and the Practicum & Seminar III instructor ahead of time. A replacement activity will need to be completed.
- Students must submit their Audiology Hours Form to practicum.scsd@mcgill.ca the Sunday at 11:59pm after the completion of the activity.

Clinical Hours from Courses

Additionally, students must submit Clinical Hours acquired in other courses to practicum.scsd@mcgill.ca once they have received them from the other instructors, as these hours must be tracked and recorded by the Clinical Education Team.

Students are responsible for keeping original copies of signed CLINICAL HOURS FORMS. Losing them could affect graduation and/or acquiring a license in a regulatory body following graduation

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

Course Materials

© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) 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.

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.
- If you have difficulty affording food or if you lack a safe and stable place to live and believe that this may affect your performance in this course, I encourage you to contact the [Dean of Students](#) who can connect you with support services. If you feel comfortable doing so, please let me know as well, so we can discuss how I can best support your learning.

[adapted from [Goldrick-Rab, 2017](#)]