



**Year 2 Winter 2023**

**SCSD 628 – Practicum and Seminar IV**

**Number of credits: 1 credit**

**Course Time: Friday 9:00 – 11:00**

**Location: SCSD Room 869**

**Instructors:**

**Seminars will be taught by Stephanie Houston, MScA, SLP (C)**

**Practicum paperwork will be monitored by Lauren Tittley, MHSc, SLP (C), Faculty Lecturer**

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**COURSE DESCRIPTION/OVERVIEW:**

This is the fourth, in a series of four practicum and seminar courses, which focus on various aspects of clinical training. This course covers topics relating to professionalism, ethics, conflict resolution, management and leadership. Students obtain practice preparing CVs and cover letters and preparing for interviews.

**LEARNING OBJECTIVES/OUTCOMES (COMPETENCIES):**

Competencies highlighted in blue are targeted in the course work of Practicum and Seminar IV. All other competencies may be targeted in students' clinical practicum. The particular competencies targeted on placement will depend on the specifics of each student's placement.

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## **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.

### **INSTRUCTIONAL METHODS:**

- Lectures/Seminars and Clinical Practicum
- A variety of active learning strategies will be employed, including (but not limited to): individual reflections, small and large group discussions, think-pair-share, quick-writes, presentations, student-generated questions and case studies.
- All course materials will be uploaded to MyCourses.
- If you are unable to attend class please inform me by email ahead of time. Review the slides that are posted in myCourses, and set up a time to meet with me if you wish to discuss any missed content. When possible, some classes may be broadcast using Zoom and/or recorded for later viewing.

### **Expectations for Student Participation**

- Attend all classes. Communicate with the instructor and arrange to make up content in the event of an absence.
- Read any posted readings prior to class and for assignments.
- Engage in personal reflection on class topics.
- Participate in class discussions.
- Communicate respectfully and professionally with instructors and classmates.
- Check emails daily on week days for practicum related information.

### **REQUIRED COURSE MATERIALS**

- Clinical Training Manual
- All other materials will be posted in myCourses.

### **COURSE CONTENT**

#### **The Seminars will consist of:**

- A focus on the job search and preparation to enter the workforce
- A focus on case-based clinical ethics and conflict resolution
- Exploration of working with support personnel
- Reflection of student performance in a clinical setting

**The practicum will consist of:**

- 12-day clinical placement in an S-LP adult or pediatric setting.

**Class Schedule**

<b>Class</b>	<b>Date</b>	<b>Description</b>	<b>Course Materials</b>	<b>Assignments Due</b>
<b>1</b>	Jan. 5	Introduction to course	Slides on myCourses	
<b>2</b>	Jan. 12	Job Search Part 1	Slides on myCourses	Conflict resolution case scenario
<b>3</b>	Jan. 19	Job Search Part 2	Slides on myCourses	Job posting, draft of CV & Cover letter
<b>4</b>	<b>Jan. 23</b> <b>1:30-3:30</b>	Conflict Resolution: Workshop by Jonathan Elson, LLB, mediator	Slides on myCourses	Questions for Recent Grads
<b>5</b>	Feb. 2	Recent Grad Panel	Slides on myCourses	Ethics case scenario
<b>6</b>	Feb. 9	Working with Support Personnel	Slides on myCourses	
<b>7</b>	Feb. 16	Mid-Semester Check-In	Slides on myCourses	
	Feb. 23	Cased Based Clinical Ethics: Lecture with Franco A. Carnevale, RN, PhD (Psych), PhD (Phil) Nurse, Psychologist, Clinical Ethicist (Pediatric) and Maya Kroupnik, S-LP		EPA: Working with Support Personnel Assignment
	Mar. 1	Professional Organizations: Regulatory Bodies & Professional Associations  <i>(Asynchronous)</i>	Slides & pre-recorded lecture on myCourses	Discussion Board post about joining a college or an order

<b>8</b>	Mar. 8	NO CLASS Reading Week		
<b>9</b>	Mar. 15	Video Presentations		For those presenting: Consent form, Video clip, Presentation
<b>10</b>	Mar. 22	Video Presentations		For those presenting: Consent form, Video clip, Presentation
<b>11</b>	Mar. 29	Video Presentations		For those presenting: Consent form, Video clip, Presentation
<b>12</b>	Apr. 5	Video Presentations		For those presenting: Consent form, Video clip, Presentation
<b>13</b>	Apr. 12	Preparing for Final Internship Wrap-Up	Slides on myCourses	

**EVALUATION**

**GRADING CRITERIA:**

In order to receive a PASS in SCSD 684 the students must receive a PASS in two areas:

**1. Course Work:**

- A PASS on all assignments.
- A PASS on attendance. Students must attend all classes. If unable to attend for a valid reason, they must inform the instructor and are responsible to obtaining information received in class.



## 2. Practicum:

- A PASS from the Coordinator of Clinical Education based on the CE's weekly feedback, mid-term and final evaluations, and student weekly summaries.
- A PASS on ALL Practicum Paperwork. PASS on Practicum Paperwork will be achieved when the student submits weekly mandatory practicum paperwork according to the guidelines outlined in the Clinical Training Manual.
  - Practicum Contract, Peer Collaboration Contract, Weekly Feedback and Summaries, Mid-term and Final Evaluation, Practicum History Form (PHF), CE and Site Evaluation are to be uploaded to the appropriate Assignment folder on MyCourses, by the listed deadline.
  - Hours Form is to be submitted to [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) by Sunday at 11:59pm after the completion of placement.
  - Documents must be signed, dated and complete.
  - E-signatures are acceptable.

### Additional Hours Forms

Additionally, students must submit any clinical hours forms acquired in other courses to [practicum.scsd@mcgill.ca](mailto: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 must submitted an updated Total Hours Form at the end of the semester to [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) for verification.

**REMINDER: Students are responsible to keep original copies of all signed hours forms.**

### Assignment Descriptions

- Please see the Assignment section of myCourses, and the Introduction lecture slides, for more thorough descriptions of assignments.
- All assignments will be graded on a pass/fail basis and are equally weighted. All must be completed and passed in order to pass the course.
- Formative feedback will be provided on assignments.
- If an assignment cannot be completed, the student must communicate with the instructor to determine a replacement activity or assignment.
- All assignments must be submitted on myCourses, as specified in the Introduction lecture slides.

Name of Assignment	Targeted Competencies	Due Date
Job posting and first draft of CV and cover letter	n/a	Jan. 19, 9:00
Ethics Case Scenario	10.2ii	Feb. 2, 9:00
Questions for Recent Grads	n/a	Jan. 23, 9:00

<b>Conflict Resolution Case Scenario</b>	10.1 ii	Jan. 12, 9:00
<b>EPA: Working with Support Personnel Assignment</b>	3.5.ix	Feb. 23, 9:00
<b>Joining a College or Order – Discussion Board Post</b>	10.3.i, 10.3.ii	Mar. 11, 9:00
<b>Video Presentation and Written Session Plan</b>	3.2.ii or 3.5.iv, 5.2.i, 8.1(i,ii,iii), 10.1i	Mar. 15, 22, 29, or Apr. 5, 9:00

## 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).

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](#)).

### Safe and Inclusive Learning Environment

As the instructor of this course, I endeavor to provide a safe learning environment, where students feel comfortable speaking up, with each other and with me. I value diverse perspectives and encourage all students in engage in respectful dialogue on the topics addressed in this course. If you experience a lack of safety in this course, please reach out to me, to a member of the SCSD Learning Environment Committee, to the SCSD Director, and/or to the [Office of the Dean of Students](#).

As the instructor of this course I endeavor to provide an inclusive learning environment. If you experience barriers to learning in this course, do not hesitate to discuss them with me and/or with [Student Accessibility and Achievement](#).

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. You can also always reach out to me, in person, via email, or over the phone.

### **Acknowledgements**

Modified versions of material developed by Lauren Tittley and Kelly Root are used in this course.