



McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
Fall 2019

SCSD-681
Practicum & Seminar I: Introduction to Speech-Language Pathology
Number of Credits: 1 Credit
Course Time: Mondays; 2:45 - 4:45 pm
Clinical Activities/Labs: 5 Tuesdays; 9:00-12:00 (9:00-12:15 once)
Location: SCSD, Room 862

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

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 and competencies.

LEARNING OBJECTIVES:

ROLE 1: CLINICAL EXPERT

Plan and conduct an assessment	
Collect and analyze pertinent information prior to the assessment, including: case history and client's perspective; Conduct a valid, accurate and reliable screening/assessment.	
Use standardized and nonstandardized procedures appropriately to assess/screen language and developmental milestones.	Child Screening; Adult Assessment.
Analyze and interpret results	
Analyze assessment results; Interpret the data accurately; Formulate conclusion regarding the client's abilities.	
Interpret assessment data based on the assessment information and available resources (did the child pass or fail the screening?).	Child Screening; Assessment Report for Pre-School Child Screening.

ROLE 2: COMMUNICATOR

Communicate respectfully and effectively using appropriate modalities	
Use language appropriate to the client and context, taking into account age, culture, linguistic abilities, and education level.	
Use language that is respectful and appropriate with your clients and their caregivers. Refrain from using S-LP jargon.	Child Screening; Adult Assessment.
Maintain client documentation	
Accurately document services provided and their outcomes; Document informed consent.	

In pairs, write 5 sections of an assessment report in an organized, informative, and concise way meeting the standards of the OOAQ. Gather signed consent forms for your two clients.	Assessment Report for Pre-School Child Screening; Signed consents for child screening and adult assessment.
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ROLE 3: COLLABORATOR

Establish and maintain effective collaborations to optimize client outcomes	
Interact effectively with all team members; Recognize and respect the roles and perspectives of other individuals; Manage misunderstandings, limitations and conflicts to enhance collaborative practice.	
Collaborate effectively and respectfully with other team members to better understand the needs of your clients and deliver appropriate services as well as to complete assignments. Reflect upon, accurately evaluate, and provide feedback on clinical performance of your peers (identify strengths and areas to improve).	Child Screening & Adult Ax; Assessment Report for Pre-School Child Screening; Assignment on Toys, Games, and Books; Team assessment forms (confidential + feedback).

ROLE 5: SCHOLAR

Maintain currency of professional performance in order to provide optimal care	
Identify one's own professional strengths and areas for development; Develop a plan for continued development.	
Reflect upon and accurately self-evaluate clinical performance (identify strengths, areas to improve and plan).	Weekly summaries; Team assessment form (confidential).

ROLE 7: PROFESSIONAL

Maintain professional demeanour in all clinical interactions and settings	
Maintain confidentiality; Demonstrate professionalism in all communications, including those involving electronic platforms.	
Do not disclose or access personal or confidential information unnecessarily. Be professional in your verbal and written communications with your clients, teammates, instructors, and supervisors.	Confidentiality Agreement; All practical activities; All communications and assignments.
Practice ethically	
Adhere to professional code of ethics, as defined within one's jurisdiction.	
Understand and implement the OOAQ's and SAC's codes of ethics as well as the Code of Conduct of the Faculty of Medicine.	OOAQ Modules; Child Screening & Adult Ax.
Adhere to professional standards and regulatory requirements	
Stay informed of and comply with professional standards and regulatory and legislative requirements within one's jurisdiction.	
Understand and implement the rules and regulations from the OOAQ, SAC, and the Clinical Training Manual.	OOAQ Modules; Child Screening & Adult Ax; Hours Forms.

Note: ROLES 4 (Advocate) and 6 (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 sometimes be used in this course to enhance engagement, increase interactivity, etc... Polling will not be used for assessment purposes; no grades will be attached to its use.
 - 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.
 - To participate in Polling sessions, you MUST first register for an account by clicking on Register Your Account at www.mcgill.ca/polling and logging in with your McGill username and password. Follow the prompts to agree to the terms of use and create your account. For more information, please visit the Getting Started for Students section at 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 *myCourses* or on the SCSD's website (<https://www.mcgill.ca/scsd/clinical/students>). Required readings are specified on the class schedule (page 7) under the relevant class.

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:
 - pre-practicum training, and S-LP assessments.

REQUIREMENTS:

Students are required to attend lectures (mandatory attendance) and practical activities, participate in class discussions, 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 practical 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 Screening (includes screening and written assignment) and the Adult Assessment. The Self and Peer Evaluation Form, which is confidential, must be submitted on *myCourses* 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 practicum.scsd@mcgill.ca with the assessed students in CC. See additional information in section on teamwork called "Responsibilities towards the Practicum Team" in the Clinical Training Manual;
- Student successfully completed the assigned practical activities (when proved otherwise, the student will receive an 'F' grade). See the students' responsibilities outlined in the Clinical Training Manual;

- Student completed all assignments;
- Student obtained a global grade of 65% and above for the following assignments (see additional info including due dates on page 6):

Assignment	Sub Roles Targeted	Expected Performance Level	% of total grade
Paperwork	Maintain currency of professional performance	Novice	40%
	Professional demeanour		
	Practice ethically		
	Adhere to professional standards and regulatory requirements		
	Establish and maintain effective collaborations		
OOAQ Modules	Practice ethically	Novice	10%
	Adhere to professional standards and regulatory requirements		
Assignment on Toys, Games, and Books	Establish and maintain effective collaborations	Novice	25%
Assessment Report for Pre-School Child Screening (5 sections)	Plan and conduct assessment	Novice	25%
	Analyze and interpret results		
	Maintain client documentation		
	Establish and maintain effective collaborations		

Instructions for paperwork submission:

- 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 hands in all documents from practicum activities as well as Hours Forms from other Courses or Labs according to the criteria in the Clinical Training Manual.
- The student submits weekly mandatory practicum paperwork 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 or following the reception of a form (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;
- It is the student's responsibility to check that the documents they are submitting are complete, in the correct format, and submitted appropriately;
- The student refers to the Clinical Training Manual before emailing the CCE to inquire about paperwork submission.

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:

Health and Wellness Resources at McGill

Student well-being is a priority for the University. All of our health and wellness resources have been integrated into a single Student Wellness Hub, your one-stop shop for everything related to your physical and mental health. If you need to access services or get more information, visit the Virtual Hub at mcgill.ca/wellness-hub or drop by the Brown Student Services Building (downtown) or Centennial Centre (Macdonald campus). Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit mcgill.ca/lwa).

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

Clinical Activities	# of Hours
<p>1. Child Screening In pairs (1 team of 3: TBD). Includes assessment of a typically developing pre-school child aged between 4;00 and 4;11 and interaction with the parents/guardians.</p> <p>In Class Lab: Sept. 24 and Oct. 15 from 9:00-12:00 Debrief: Nov. 26 from 9:00-10:30</p>	<p>In Class: 7.5 hours Prep time: TBD With client: 1 x 2 hours</p>
<p>2. Adult Assessment (Ax) In pairs (1 team of 3); teams must be different from the ones for the child screening. Assessment of a non-communicatively impaired elderly person aged 70+.</p> <p>In Class Lab: Nov. 5 and Nov. 12 from 9:00-12:00 Debrief: Nov. 26 from 10:45-12:15</p>	<p>In Class: 7.5 hours Prep time: TBD With client 2 x 2 hours</p>

Individual Assignments	Due Date
<p>1. Paperwork</p> <p>a. Weekly Summaries You should submit 3 weekly summary forms: Child Screening (1) and Adult Assessment (2).</p> <p>b. Hour Forms Two for your practica (Child Screening and Adult Assessment – both should include the actual assessment/screening and the lab hours). One per course or lab when applicable (distributed by instructors).</p> <p>c. Team Assessment Forms You will fill out the Self and Peer Evaluation Form as well as the Additional Feedback Form twice: Child Screening (submit after assessment report is handed in), Adult Assessment (after the assessment is completed).</p>	<p>By 11:59 pm on the Sunday following the end of the activity (same week).</p>
<p>2. OOAQ Modules If you present with a good understanding of French, you have to do the 3 modules on-line (access should be granted on October 7th) and submit the 3 assignments and the 3 certificates of completion from the OOAQ (available on your MAIA profile) on <i>myCourses</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>myCourses</i>.</p>	<p>November 15, 2019</p>

Group Assignments	Due Date
<p>1. Assignment on Toys, Games, and Books In pairs (1 team of 3), you will visit a toy store and a library and do an on-line search on toys/games/books for children. You will write an assignment on the differences between the types of establishments and describe 20 of your finds. To be submitted on <i>myCourses</i> in PDF. Teams must be different from the teams for the screening of a child and the adult assessment.</p>	<p>October 14, 2019</p>
<p>2. Assessment Report for Pre-School Child Screening (5 sections only) To be written in pairs. You will write the following sections: reason for consultation, background information, context of screening, behaviour, and screening tools. To be submitted on <i>myCourses</i> in WORD format.</p>	<p>November 22, 2019</p>

CLASS SCHEDULE

Sept. 2	No Class – Labour Day
Thurs., Sept. 5, 9:00-11:00	Introduction & Overview
Sept. 9	Preparation for Practica & Assignments <i>Reading: Clinical Training Manual, pp. 4-20.</i>
Sept. 16	Clinical Hours <i>Readings: SAC - Description of Clinical Hours Requirements SAC and CAASPR Clinical Hours Requirements</i>
Sept. 23	First Sections of an S-LP Assessment Report (2:45-3:45) <i>Reading: 4 sample reports (only 5 sections available per report)</i> Spring Practicum: Planning Meeting (3:45-4:30) - Guest speaker: Lauren Tittley
Sept. 30	Toys, Games, and Books <i>Reading: Vig, S. (2007) Young Children's Object Play: A Window on Development</i>
Oct. 7	Initial Interview & Case History <i>Readings: 5 Background Questionnaires (3 for children, 2 for adults)</i>
Oct. 14	No Class – Thanksgiving Holiday
Oct. 21	Clinical Competencies <i>Reading: CAASPR (2018) National S-LP Competency Profile</i>
Oct. 28	Teamwork Within Clinical Competencies <i>Reading: Oakley, B. et al. (2004) Turning Student Groups into Effective Teams, Sections I (pp. 9-10), III & IV (pp. 13-18) + pp. 32-34.</i>
Nov. 4	How to Provide Feedback
Nov. 11	OOAQ Modules 1-3 For students who cannot do the on-line modules only.
Nov. 18	Working as a Speech-Language Pathologist with Children i) Guest Speaker: Catherine Dench, Kativik Ilisarniliriniq ii) Guest Speaker: Susan Nemeth-Sinclair, private practice
Nov. 25	Working as a Speech-Language Pathologist with Adults iii) Guest Speaker: Arno Bramann, Jewish Rehabilitation Hospital iv) Guest Speaker: Marielle McCrum, McGill University Health Centre
Dec. 2	Preparation for Winter Practicum <i>Reading: Clinical Training Manual, pp. 28-40.</i> Course Evaluation – bring your laptop
Tuesday, Dec. 3	No Class – was made-up on September 5

LAB SCHEDULE

Sept. 24 & Oct. 15	9:00-12:00	Child Super Lab I & II Instructor: Mariska Burger
Nov. 5 & Nov. 12	9:00-12:00	Adult Super Lab I & II Instructor: Dominique Gillis
Nov. 26	9:00-10:30	Debrief: Child Super Lab
	10:45-12:15	Debrief: Adult Super Lab

OTHER SCSD MANDATORY ACTIVITIES

Tuesday, Sept. 17	12:30-2:30	Introduction to McGill's Library Instructor: Jill Boruff, Associate Librarian. Location: Cyberthèque, Basement Level, Redpath Library Building (3459 McTavish Street)
Monday, Sept. 23	5:00-7:30	Outreach Guest Speaker Series – Clinical Applications of Nonword Repetition Tests Guest Speakers: Aparna Nadig, Susan Rvachew, and Elin Thordardottir. Location: Leacock, Room 232.
Thursday, Nov. 14	1:00-5:00	Research Day Regular classes will be rescheduled. Location: McIntyre building, Meakins Amphitheatre.