FACULTY of
Medicine and
Health Sciences

School of
Communication Sciences
and Disorders

McGill

Year 1 – Fall 2022 **SCSD-681** **Practicum & Seminar I: Introduction to Speech-Language Pathology** **Number of Credits: 3 Credits** **Course pre-requisites: None** **Course Time: Thursdays; 12:30 – 2:30 pm** **Practicum Time: Tuesdays (all day)** **Location: SCSD, Room 862**

Instructor (class & practicum): Sophie Vaillancourt, M.O.A., M.B.A., S-LP **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.

INSTRUCTORS MESSAGE REGARDING COURSE DELIVERY:
- Some students may experience challenges due to the pandemic or other personal reasons. You are encouraged to let me know promptly if you are experiencing challenges or feeling overloaded with work so that we can try to address your concerns as soon as possible (e.g. do not wait until the deadline of an assignment to raise concerns).
- I hope to create a safe and supportive learning environment where you will be able to engage with the class materials in different ways (e.g., discussions in small groups, practical activities in teams, etc.) and where you feel comfortable sharing your ideas, questions, concerns or knowledge.

LEARNING OBJECTIVES/OUTCOMES (COMPETENCIES):

UNIT ONE: Basic Requirements (Speech-Language Pathology)

The speech-language pathology student demonstrates basic knowledge of:

1.4 Counselling and Applied Psychology

1.4.iii Cultural and linguistic factors that may affect clinical relationships, assessment, and treatment outcomes; including but not limited to race, ethnicity, and gender identity.

1.4.vii The role of communication in interpersonal relations.

1.4.viii Interviewing and counselling methods for clients, their caregivers, and their significant others, in the context of family-centered care.

1.7 Instrumentation

1.7.ii Virtual delivery of services.

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

The speech-language pathology student demonstrates the ability to:

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.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.

3.3 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.

UNIT FIVE: Communication

The speech-language pathology student demonstrates 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.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.

5.2 Complete documentation thoroughly and accurately, in a timely manner:
5.2.i Accurately document informed consent, services provided, and outcomes.
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 pathology student demonstrates 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.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.

UNIT EIGHT: Scholarship

The speech-language pathology student demonstrates 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 TEN: Professionalism

The speech-language pathology student demonstrates 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.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.

10.3 Adhere to professional standards and regulatory requirements:

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

INSTRUCTIONAL METHOD:
- The course consists of lectures/seminars, practical activities, as well as some assignments.
- SCSD 681 will be a blended model class. The class will be taught in person in room 862; the practicum activities will be a mix of in person and on-line activities. The practicum activities will involve the students visiting various sites (e.g. toy store, library) as well as doing some asynchronous on-line activities (e.g. watching videos, assessing an adult through Zoom). Note that plans are subject to change based on public health protocols.
- The following technology will be used: *myCourses*, Zoom and Polling@McGill.
- 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.

EXPECTATIONS FOR STUDENT PARTICIPATION:
Students are required to attend lectures and practical activities, participate in class discussions, complete required readings, complete assignments, and submit required paperwork related to the practica experiences. Students must ask for permission to miss class or a practicum activity well before the class/activity starts. Letting the instructor know at the last minute may lead to the instructor not being able to accommodate the student.

REQUIRED COURSE MATERIALS:
- Clinical Training Manual (CTM);
- Other required readings will be available on *myCourses,* on the SCSD's website *(https://www.mcgill.ca/scsd/clinical/students)* or in the Resource/Test Room. Required readings are

specified in blue on the class and practicum schedules (at the end of this document) under the relevant class/practicum activity.

COURSE CONTENT:
Practicum and Seminar I consists of:
  i) <u>Coursework/Seminars</u> 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) <u>Practicum Activities</u> in the following areas:
      - Working with toys, games and books;
      - Children SLP assessments;
      - Adult SLP assessments.

All topics that will be covered this semester can be found in the schedule at the end of this course outline.

EVALUATION: This course will be graded on a **Pass/Fail** basis (P=Pass, F=Fail).

<u>PASS criteria</u>
- Student attended/watched all classes and participated in all practicum activities (or completed make-up assignments if unable to attend class/practicum; Student must ask for permission to miss class or practicum before the class/practicum starts);
- Student participated equally and respectfully in team assignments and team practicum experiences (when proved otherwise, the student will receive an 'F' grade).
    o See additional information in section on teamwork called "Responsibilities towards the Practicum Team" in the Clinical Training Manual;
- Student successfully completed the assigned practicum 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 on the assignments described on the next page.

ASSIGNMENTS

Individual Assignments	Due Date	% of grade

1. **Paperwork**
  a. **Weekly Summaries**
    Submit 2 weekly summary forms: Child Practicum (1) and Adult Practicum (1). See *Clinical Training Manual* for more details.
  b. **Hour Forms**
    Two for your practical activities (Child Practicum (1) and Adult Practicum (1) – both should include the actual assessment/screening activities and the lab hours). One per course or lab when applicable (distributed by other SCSD instructors).
Targeted Competencies: 5.2.i, 5.2.iii, 5.2.iv, 8.1.i, 8.1.ii, 8.1.iii, 10.1.v, 10.1.vi, 10.2.i, 10.3.ii
	By 11:59 pm on the Sunday following the end of the activity (same week).	15%
		See instructions and grading rubric for paperwork on *myCourses*

Group Assignments	Due Date	% of grade
1. **Team presentation on Toys, Games, and Books** In a team of 3, you will visit a toy store and a library and do an on-line search on toys/games/books for children of a target age group. In a 20-minute presentation, you will describe your visits and present 12 of your finds. See '*Assignment on Toys, Games & Books – Instructions - 2022*' for more details. **Targeted Competencies:** 6.1.i, 6.1.iii, 6.1.iv, 6.1.v	September 27, 2022	20%
2. **On-line Test on Child Screening** In pairs, you will watch recordings of a screening done with a preschool child. You will fill out the test booklets of the tests being administered and compute the results. The on-line test will be on the screening results and their meaning. See '*Child Practicum – Instructions – 2022*' for more details. **Targeted Competencies:** 3.2.i, 3.2.v, 3.3.i, 3.3.ii, 6.1.i, 6.1.iv, 6.1.v, 10.1.i, 10.2.i, 10.3.ii	October 24, 2022	15%
3. **Assessment Report for Child Screening (5 sections only)** Same team as on-line test. You will write the following sections of an assessment report: reason for consultation, background information, context of screening, behaviour, and screening tools. See '*Child Practicum – Instructions – 2022*' for more details. **Targeted Competencies:** 3.2.i, 3.2.v, 5.2.i, 5.2.iii, 5.2.iv, 6.1.i, 6.1.iii, 6.1.iv, 6.1.v, 10.1.i, 10.1.v, 10.2.i, 10.3.ii	November 7, 2022	15%
4. **Adult Assessments** In pairs, you will assess an elderly person without a known communication impairment. You will also watch videos of two people with aphasia and compare the findings with your own assessment. See '*Adult Practicum – Instructions – 2022*' for more details. **Targeted Competencies:** 1.4.iii, 1.4.vii, 1.4.viii, 1.7.ii, 3.2.i, 3.2.iv, 3.2.v, 3.3.i, 5.1.i, 5.1.iii, 5.1.iv, 5.2.i, 5.2.iv, 6.1.i, 6.1.iii, 6.1.iv, 6.1.v, 10.1.i, 10.1.v, 10.1.vi, 10.2.i, 10.3.ii	November 28, 2022	20%

Mixed Assignments	Due Date	% of grade
1. **EPA: Giving and Accepting Feedback** With your teammate from the adult assessments, you will record short videos of yourselves giving each other feedback. You will then write a self-reflection on how you gave and received the feedback. See '*Adult Practicum – Instructions – 2022*' for more details. **Targeted Competencies:** 1.4.vii, 1.7.ii, 5.1.i, 5.1.iii, 5.1.iv, 8.1.i, 8.1.ii, 8.1.iii, 10.1.v, 10.1.vi	November 28, 2022	15%

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 (see www.mcgill.ca/students/srr/honest/ 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.

ADDITIONAL STATEMENTS:

Health and Wellness Resources at McGill

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.

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.

Online Recordings

Please read the Guidelines for Instructors and Students on Teaching, Learning, and Assessment and this course outline. You will be notified through a "pop-up" box in Zoom if part of a class is being recorded (see image below). By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.

CLASS SCHEDULE

Week	Date	Topic & Readings	
1	Sept. 1	**Introduction & Overview**	
2	Sept. 8	**Assignments & Clinical Training Manual** *Reading: Clinical Training Manual*	
3	Sept. 15	**Mastering Time Management and Coping with Stress** Workshop presented by the Well Office	
4	Sept. 22	12:30-1:30	**Rules and Regulations Pertaining to SLPs**
		1:30:2-30	**Spring Practicum: Planning Meeting** Guest Speaker: Lauren Tittley
5	Sept. 29	**Case History & Initial Interview** *Readings: 5 Background Questionnaires (3 for children, 2 for adults)*	
6	Oct. 6	**Teamwork Within Clinical Competencies** *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*	
	Oct. 13	**Fall Break – No Class**	
7	Oct. 20	**Clinical Hours** *Readings: CAASPR – Min. Curric. Req. for Entry to Practice for S-LPs […] (Table 2 only); SCSD documents on clinical hours*	
8	Oct. 27	**How to Provide and Accept Feedback**	
9	Nov. 3	**1. Working as a Speech-Language Pathologist with Adults** **2. Topics on anti-discrimination: (Un)learning and Bias in S-LP** Guest Speaker for both topics: Yasmin Beydoun, Mackenzie Health, Richmond Hill (ON) *Reading: Racism in Canada […] A Long History of Denial by Maija Kappler*	
10	Nov. 10	**Working as a Speech-Language Pathologist with Children/Adults** i) Guest Speaker: Tanya Matthews, SCSD ii) Guest Speaker: Catherine Dench, Kativik Ilisarniliriniq, Nunavik (Qc)	
11	Nov. 17	**The Peer Coaching Model of Supervision**	
12	Nov. 24	**Clinical Record Keeping: SOAP Notes**	
13	Dec. 1	**Preparation for Winter Practicum** **Course Evaluation** *Bring your laptop to class*	

Note: cells highlighted in orange in both the class and practicum schedules pertain to SCSD activities that are not part of Practicum and Seminar I. As for all Practicum & Seminar courses, this course is composed of 13 classes and 10 days of practicum.

PRACTICUM SCHEDULE

	Week	Date	Time	Activities: Topics and Readings
Module 1	1	Sept. 6	10:00-12:00	**Introduction to McGill's Library to support Evidence Informed Practice** Instructor: Jill Boruff, Associate Librarian *Bring your laptop to the lab*
			1:00-4:00	**Lab on toys, games, and books** *Reading: Vig, S. (2007) Young Children's Object Play: A Window on Development*
	2	Sept. 13	Flex time	Students to visit 3 establishments: physical toy store, physical library, online toy store
	3	Sept. 20	AM: flex time	Preparation for team presentations
			1:00-4:00	**SCSD 611: Introduction to the course, competencies and EPAs**
	4	Sept. 27	9:00-12:00	**Team presentations** about finds from visits
			1:00-4:00	**End of presentations. Discussions** on best finds from visits + differences between types of establishments.
Module 2	5	Oct. 4	Am	Time to account for IPEA (asynchronous learning between Sept. 12-Oct. 17)
			1:00-4:00	**Child Lab #1** *Readings (Q-Global): Manuals of CELF-P3 Screening Test (Technical Information Manual), CELF-P3 Test (concentrate on test as a whole (pp. 1-19) and sections on Word Structure (pp. 23-25) and Basic Concepts (pp. 38-40)), PLS-5 (concentrate on sections about the whole test (Examiner's Manual pp. 1-10) and the articulation Screener (Admin and Scor. Manual pp. 114-115))*
		Oct. 11	Fall Break	Practicum day moved to the Friday (see McGill calendar)
	6	Friday, Oct. 14	9:00-12:00	**Child Lab #2** *Readings: Manuals of ESI-3 (Q-Global) and Rossetti (test room)*
			1:00-4:00	**Additional Practice related to Child Practicum** E.g., administering tests to peers, calculating scores, where to put tests in report, etc.
	7	Oct. 18	Flex time	Watching videos of screenings, analysing results, doing on-line quiz
	8	Oct. 25	9:00-11:00	**Class: First Sections of an S-LP Assessment Report** *Reading: 4 sample reports (only 5 sections available per report)*
			11:00-12:00 1:00-4:00	In teams, students start **writing 5 sections of Ax report**
Module 3	9	Nov. 1	9:00-12:00	**Adult Lab #1 (online)** *Reading: Pages of manual of RAN-RAS Tests and WIAT-II available on myCourses*
			1:00-4:00	**Telepractice Module + SCA Training (all online)** Instructor: Lauren Tittley *On-line training on SCA must be done prior to class*
	10	Nov. 8	9:00-12:00	**Adult Lab #2 (online)** *Reading: Manual of WAB-R available on Q-Global (skip supplemental subtests)*
			1:30-4:30	**SCSD 611: Role as a Learner & as a Professional**
	11	Nov. 15	Flex time	Ax session #1 with adult client
				Ax session #2 with adult client
	12	Nov. 22	AM: flex time	Watching videos of people with aphasia, write reflection
			1:00-5:00	**Research Day**
	13	Nov. 29	10:30-12:00	**Workshop by Well Office: Positive Solutions to Negative Interactions**
			1:00-4:00	**Lab: Scoring of Tests & Discussions on Adult Practicum**