



Year 1 – Winter 2023
SCSD-682
Practicum & Seminar II: Speech-Language Pathology Documentation
Number of Credits: 3 Credits
Course pre-requisites: SCSD 681
Course Time: Fridays 10:00-12:00 pm
Location: room 862

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

COURSE OVERVIEW:

This is the second in a series of four Practicum & Seminar courses, which focus on various aspects of clinical training. This course reviews the documentation associated with the profession of Speech-Language Pathology (S-LP) as well as other clinical expectations and practices. The 1st Year Winter Practicum is part of this class.

INSTRUCTORS MESSAGE REGARDING COURSE DELIVERY:

- Some students may experience challenges or barriers to learning due to the pandemic or other personal reasons. You are encouraged to let me, Sophie, know promptly if you are experiencing challenges or feeling overloaded with work so that I 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 endeavor to create a safe and supportive learning environment as well as to provide an inclusive 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 (Audiology and 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.
 - 1.7.iii Digital health-related platforms (e.g., online communication platforms, eHealth platforms) used in clinical practice.

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

The speech-language pathology student demonstrates the ability to:

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

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

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

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.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.

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

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

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).

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 NINE: Management

The speech-language pathology student demonstrates the ability to:

9.1 Manage the clinical setting:

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

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

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 METHODS:

- The course consists of lectures/seminars, practicum activities, as well as some assignments.
- The class will be taught in person (room 862). The practicum will be a mix of on-line (adult practicum) and on-site activities (pediatric practicum). Note that instructional methods are subject to change based on public health protocols.
- The active learning strategies/activities used in SCSD 682 may include the following: think-pair-share, brainstorming, buzz groups, directed questioning, group work, case studies, one-minute papers, and polling.
- Assessment methods will be varied and will include the following: follow-up with students when key items/concepts are not understood (all assignments and tests), feedback (all assignments and tests), collaborative preparation for exam (test on assessment report), and peer assessment (quiz on CTM, clinical competencies, and clinical hours). When possible, the feedback on assignments and tests will be divided into 3 components: feed *up* (models of good assignments provided), feed *back* (how is the student doing on the assignment or test), feed *forward* (how to improve, what do to next).
- 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 a Polling session, you will be provided with a QR code that can be scanned or a Slido code that can be entered [here](#). If you are asked to Login with SSO (Single Sign-On), enter your McGill credentials and follow any Two-Factor Authentication prompts. 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](#).

- 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 see the [Code of Student Conduct & Disciplinary Procedures](#).

EXPECTATIONS FOR STUDENT PARTICIPATION:

Students are required to attend lectures, participate in class discussions, complete required readings, complete assignments, participate in practicum activities, and submit required paperwork related to the practicum experiences. Students must ask for permission to miss class or practicum well before the class/practicum starts. Letting the instructor/Clinical Educator (CE) know at the last minute may lead to the instructor/CE not being able to accommodate to another mode of learning.

REQUIRED COURSE MATERIALS:

- Clinical Training Manual (CTM);
- Other required readings for course and practicum will be available on *myCourses* or on the SCSD's website (<https://www.mcgill.ca/scsd/clinical/students>). Required readings for classes are specified in blue on the class schedule (at the end of this document) under the relevant class;
- Readings and other preparation to be done for practicum are listed on the confirmation letters sent to the students in December 2022.

COURSE CONTENT:

It is to be noted that in the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change. For now, Practicum & Seminar II consists of:

- Coursework/Seminars which provide:
 - an overview of the documentation associated with the profession of S-LP;
 - an overview of various S-LP clinical expectations and practices.
 - All topics to be covered this semester can be found on the schedule at the end of this syllabus.
- 1st Year Winter Practicum:
 - 5-day pediatric practicum;
 - 5-day adult practicum.

EVALUATION:

This course will be graded on a **Pass/Fail** basis (P=Pass, F=Fail). Students need to get a passing grade for both the Y1 Winter Practicum and the coursework/seminar portions of the class to pass the class as a whole.

PASS criteria for Y1 Winter Practicum:

- Student attended all practicum activities. If unable to attend activity; student must ask for permission to miss activity to their Clinical Educator and Coordinator of Clinical Education before it starts. The activity may need to be completed at a later time, or a make-up activity may have to be done;
- Student participated equally and respectfully in practica activities. Any issues that arise should be brought up with Sophie Vaillancourt immediately. See additional information in section on teamwork called 'Responsibilities towards the Practicum Team' in the Clinical Training Manual;
- Student obtained a 'PASS' from the Coordinator of Clinical Education for overall performance on practicum based on the CEs' Expectations of Student Performance Grids and practicum paperwork.

Practica	
1. Y1 Adult Winter Practicum (5 days)	Each pair of students (or group of 3) will be responsible for both group and individual intervention sessions with adults with aphasia. Performance will be assessed individually. Targeted Competencies for adult practicum: 1.4.iii, 1.4.vii, 1.4.viii, 1.7.ii, 1.7.iii, 3.5.v, 5.1.i, 5.1.ii, 5.1.iii, 5.1.iv, 5.2.i, 5.2.iii, 5.2.iv, 6.1.i, 6.1.iv, 6.1.v, 6.2.i, 6.2.ii, 6.2.iii, 10.1.i, 10.1.iii, 10.1.v, 10.1.vi, 10.2.i, 10.3.ii.
2. Y1 Pediatric Winter Practicum (5 days)	Each pair of students (or group of 3) will be responsible for both group and sub-group or individual phonological awareness intervention sessions with kindergarten children. Performance will be assessed individually. Targeted Competencies: 1.4.iii, 1.4.vii, 3.1.ii, 3.5.v, 3.5.vi, 3.5.vii, 3.5.ix, 5.1.i, 5.1.ii, 5.1.iii, 5.1.iv, 5.2.i, 5.2.ii, 5.2.iii, 5.2.iv, 6.1.i, 6.1.iv, 6.1.v, 6.2.ii, 6.2.iii, 9.1.iii, 10.1.i, 10.1.iii, 10.1.v, 10.1.vi, 10.2.i, 10.3.ii.

3. EPA Intervention 1.1: Deliver Group Intervention

Will be assessed during group intervention session with kindergarten-aged children OR adults with chronic aphasia. The student has to: 1) introduce the session goals and activities; 2) manage time efficiently; 3) manage the clients' behaviour.

Targeted Competencies: 3.5.v, 3.5.vi, 3.5.vii, 3.5.ix, 5.1.i, 5.1.ii, 5.1.iii, 5.1.iv, 10.1.i, 10.1.iii, 10.1.v, 10.1.vi.

PASS criteria for Coursework/Seminars:

- Student attended all classes (if unable to attend class, student must ask for permission to miss class before the class starts);
- Student participated equally and respectfully in teamwork and team assignments (when proved otherwise, the student will receive an 'F' grade). Any issues that arise should be brought up with Sophie Vaillancourt immediately;
- Student completed all assignments;
- Student obtained a global grade of 65% and above for the following assignments:

Individual Assignments	Due Date	% of grade
1. Paperwork a. Weekly Summaries You will submit 10 weekly summary forms on <i>myCourses</i> : 5 for the Pediatric Practicum and 5 for the Adult Practicum. b. Expectations of Student Performance Grids You will submit 2 expectation grids on <i>myCourses</i> (Y1 Pediatric Winter Practicum – Expectations of Student Performance, and Y1 – Adult Winter Practicum – Expectations of Student Performance). c. Hour Forms You will submit 2 hours forms for your practica (Pediatric Practicum (1) and Adult Practicum (1)) as well as 1 per course or lab when applicable (distributed by other SCS D instructors). Submit all hours forms to practicum.scsd@mcgill.ca . Targeted Competencies for paperwork: 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).	30% See instructions and grading rubric for paperwork on <i>myCourses</i>
2. Quiz on CTM, Clinical Competencies, and Clinical Hours Targeted Competencies: 5.2.iii, 5.2.iv, 8.1.i, 8.1.ii, 8.1.iii, 10.1.vi, 10.2.i, 10.3.ii.	March 17, 2023	20%

Group Assignments	Due Date	
1. Test on Assessment Reports To be written in assigned pairs. This test is an Entrustable Professional Activity (EPA Documentation 1.1: Correct an Assessment Report to Demonstrate Knowledge of OOAQ Standards). Targeted Competencies: 5.1.i, 5.2.i, 5.2.ii, 5.2.iii, 5.2.iv, 6.1.i, 6.1.iv, 6.1.v, 10.1.v, 10.2.i, 10.3.ii.	February 10, 2023	25%
2. Progress Report To be written in assigned pairs. Completed report to be submitted on <i>myCourses</i> in WORD format. This is also an EPA (Documentation 1.2: Write a Progress Report). Targeted Competencies: 5.1.i, 5.2.i, 5.2.ii, 5.2.iii, 5.2.iv, 6.1.i, 6.1.iv, 6.1.v, 10.1.v, 10.2.i, 10.3.ii.	March 8, 2023	25%

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:

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. We will have many opportunities to explore some challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy; we will sometimes make mistakes in our speaking and our listening; we will sometimes need patience or courage or imagination or any number of qualities in combination to engage our classmates, and our own ideas and experiences. We will always need respect for others.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Inclusive Learning Environment

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/or [Student Accessibility & Achievement](#).

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 [Wellness resources](#) are available on-campus, off-campus and online.

Intellectual Property

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CLASS SCHEDULE – Updated on January 10, 2023

Date	Topics and Readings	
January 6	Overview of Practicum & Seminar II Clinical Record Keeping I: Intro to Charting	
January 13	Clinical Record Keeping II: Intervention/Treatment Plans Clinical Record Keeping III: Lesson Plans	
January 20	Clinical Record Keeping IV: Assessment Reports <i>Readings: 4 sample assessment reports available on myCourses</i>	
January 27	Clinical Record Keeping IV: Assessment Reports (cont'd)	
February 3	In-class Preparation for Test on Assessment Reports	
February 10	Test on Assessment Reports Will exceptionally be done remotely	
February 17	Clinical Record Keeping V: Progress Reports <i>Readings: 3 sample progress reports available on myCourses</i>	
February 24	Clinical Record Keeping: Review	
March 3	No Class – Study Break	
March 10	10:00-11:00	French Test needed to become a member of the OOAQ Guest Speakers: Chantal Poulin & colleagues, Office Québécois de la langue française
	11:00-12:00	Clinical Record Keeping: Review
March 17	QUIZ: Clinical Training Manual & Clinical Competencies & Clinical Hours This will be an open-book quiz followed by a class discussion <i>Readings: Clinical Training Manual, practicum document(s) on competencies, Minimum Curriculum Requirements for Entry to Practice for SLPs in Regulated Jurisdiction of Canada (pp. 5-7 only) + Excel doc with descriptions of hours. The Quiz will be on all 4.</i>	
March 24	Visit at the McCord Steward Museum Guided tour: Indigenous voices of today + workshop: My allyship in action Our guide will welcome us at the group entrance on the right side of the building at 2175, Victoria Street (not the main entrance). Plan to arrive 10 minutes before 10:00.	
March 31	Working with Indigenous Populations Guest speakers: 10:00: Alex Allard-Gray, Program Manager, Indigenous Health Professions Program; 11:00: Alexandra Lauzon, S-LP & colleague	
April 7	No Class – Good Friday	
Thursday, April 13	Preparation for Spring Practicum Course Evaluation – bring your laptop	