



**SLP 1507H - CLINICAL SKILLS LABORATORY  
IN SPEECH-LANGUAGE PATHOLOGY  
COURSE OUTLINE 2024-2025**

**Course Instructor:**

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**Office Hours:**

By appointment. Please book in advance with the instructor for in-person or virtual meetings.

**Time and Place:**

4-week, full time synchronous and asynchronous simulated clinical laboratory in Unit 3 and/or Unit 5

**Prerequisite:**

Successful completion of all prior academic coursework

**Course Objectives:**

The purpose of this course is to expand clinical experiences leading to the further development of clinical and professional skills in some of the practice areas studied to date including virtual care, developmental language disorders, articulation /phonological disorders, fluency disorders, and hearing disorders. By the end of this course, a student must be able demonstrate a minimum of novice level competency on following at the supervised clinical practice level:

- a) demonstrate theoretical knowledge in relation to the understanding of normal, delayed and/or disordered communication processes and their management.
- b) interpret assessment information and collaborate with clients/families in making appropriate management decisions.
- c) plan long term and short-term goals.
- d) consider a discharge plan as relevant.
- e) implement appropriate goal-directed assessment and intervention procedures.
- f) report findings, objectives, and progress in written and oral formats to clients, family members, significant others, and/or other professionals.
- g) Demonstrate clinical caseload management skills
- h) demonstrate the development of self-assessment skills; and
- i) demonstrate the development of clinical reasoning and problem-solving strategies.

**Required Reading:**

- 1) Clinical Education Handbook for the Department of Speech-Language Pathology
- 2) [D1.2 – For Reference - Program Summary of Clinical Practice Hours Form](#)
- 3) [D1.1 General Guidelines for Clinical Activities in Practicum Courses](#)

**Required Lectures:**

- 1) Placement Orientation – synchronous (asynchronous with individual permission only)
- 2) 5 Facilitated debrief sessions – synchronous, as individually scheduled
- 3) 3 peer-led debrief sessions – synchronous, as individually scheduled
- 4) 1 instructor facilitated debrief session – synchronous, as scheduled
- 5) Course wrap up debriefing – synchronous, as individually scheduled.

**Course Description/Design**

This course will be completed on an individualized schedule. All students must complete the following clinical activities and related assignments. Specific details, links to simulations and assignment instructions for each item is available on the Quercus Course.

1. Orientation
2. Pre-Course self-assessment and individual placement contract
3. 4 Guided Observations (2 synchronous and 1 asynchronous and 1 synchronous parent/child session))
4. 3 Assessment cases (including SLP debriefing session, ax reports and 1 peer review for each)
5. 2 Counseling/consultation session simulated video consultation and student-led feedback session
6. 3 Intervention Cases with plus SOAP notes and peer review and related activities/discussions
7. 1 Therapy Simulation including lesson plan and Therapy Skills Teaching Clinic
8. Audiology Cases and Debrief with Audiologist
9. Fluency Cases and debrief with SLP
10. 4 Part Task trainers or alternate activities as approved and discussion board
11. Participation in at least one course Q&A session
12. Post course self-assessment and participation in instructor led small group course wrap up session
13. Clinical and Professional Goals

**Performance Assessment:**

This course is a half-credit course and is graded credit/non-credit. To achieve a credit, all assignments and minimum expectations must be satisfactorily completed within the scheduled time-period. For any assignment or minimum expectation marked as unsatisfactory, the student will be given one opportunity to re-submit the assignment. If more than one submission is marked as unsatisfactory on the first attempt, or a resubmitted assignment is still unsatisfactory, the student will receive an incomplete for the course. Students will NOT be permitted to participate in a course debrief session unless all other coursework and simulation material is completed.

- Complete all learning activities and related assignments.
- Relevant work must be completed in advance of debrief sessions.
- Evidence is submitted for all minimum expectations as per course assignments.
- A satisfactory professional and clinical skills assessment from each SLP facilitated lab/tutorial (5 in total)
- Clinical skill specific self-assessments (3)
- Final self-assessment and group debrief with course instructor.
- Learning goals for next placement unit
- All synchronous and asynchronous activities must be completed and submitted on the schedule indicated on the learning contract.

## Add Drop Date

The School of Graduate Studies establishes deadlines for enrollment changes for graduate courses.

**Add Date:** No later than March 11 for those completing in Spring 2024/and July 2<sup>nd</sup> for those completing in Summer 2024.

## Drop Date:

**Add Date:** No later than March 10, 2025, for Spring Placements / July 3, 2025, for Summer Placements

**Drop Date:** No later than March 31, 2025, for Spring Placement Assignment /No later than August 1, 2025 (May affect ability to continue with the remainder of the program in a timely way). Given the start/end dates vary by student, students who wish to add/drop this course will be required to submit a formal request using the form below. Requests will be reviewed on a case-by-case basis.

<https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2019/06/AddDropCourses.pdf>

## Minimum Expectations:

At a minimum, a student must successfully complete the following activities in supervised clinical practice during the internship:

Expectation	Specifics
<b>1) Assistive devices, instrumentation or assessment/intervention approaches unique to the treatment setting or client population</b>	<ul style="list-style-type: none"><li>• Demonstrate familiarity with and successful application of one or more of the following:<ul style="list-style-type: none"><li>• devices (e.g., hearing aids, other assistive listening devices, sensory aids, AAC devices)</li><li>• other instrumentation/technology (e.g., audiometer, biofeedback, apps)</li><li>• unique approaches (e.g., music therapy, pet therapy, parent education program, virtual care)</li><li>• evidence from part task trainers (or alternate if desired)</li><li>• Evidence could be 1-2 paragraph reflection on technique or tool, a video clip from therapy simulation or other</li></ul></li></ul> <p>SLP1509 assignment: Provide a brief review of key evidence to support the use of this technique/tool in the clinical setting and reflection on the advantages and limitations. Less than 1 page double space. Submitted to the 1509 course.</p>
<b>2) Counselling</b>	Follow instructions on Quercus: Watch the parent session and provide the parent with feedback on strategies to promote and improve communication as per assignment instructions.
<b>3) Two (2) Written Reports</b>	Assessment, treatment, progress, or discharge reports, utilizing the format provided. Evidence from multiple report submissions.
<b>4) Student Clinical and Professional Development Goals</b>	To be completed by the student following e final self-reflection session and group debrief and discussed with a course instructor.

The student is required to **submit evidence for achievement of these minimum expectations** at the end of this course along with other documentation. Evidence will be submitted in the form of course assignments.

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