



Speech-Language Pathology
UNIVERSITY OF TORONTO

COURSE OUTLINE

SLP 1507H - CLINICAL LABORATORY IN SPEECH-LANGUAGE PATHOLOGY

Course Instructor:

Jennifer Wadds, MHSc., Reg. CASLPO

Jennifer.wadds@utoronto.ca

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 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 to do the 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, University of Toronto.
- 2) [E.1 General Guidelines for Clinical Activities in Practicum Courses](#)

Required Lectures:

- 1) Placement Orientation – synchronous (asynchronous with individual permission only)
- 2) 5 SLP/AUD Facilitated debrief sessions – synchronous, as individually scheduled
- 3) 2 peer-led debrief sessions – synchronous, as individually scheduled
- 4) Course wrap up Debriefing – synchronous, as individually scheduled.

See Quercus course section for dates/times and sign-up instructions.

Course Description/Design

This course will be completed on an individualized schedule. All students must complete the following “caseload” including clinical activities and related submissions. 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 (minimum of 1 synchronous)
4. 3 Assessment cases (including student or SLP led debrief sessions)
5. 1 assessment results feedback simulation (student-led feedback session)
6. 3 Intervention Cases and related activities
7. 1 Therapy Simulation include lesson plan and Therapy Skills Teaching Clinic
8. Audiology Cases and Tutorial with Audiologist
9. Fluency Cases and Tutorial with SLP
10. 4 Part Task trainers or alternate activities as approved
11. Post course self-assessment and participation in instructor led small group course wrap up session
12. 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 and wrap up sessions.
- All “follow up” work must be completed within 1 week of the relevant debrief sessions (i.e. assessment reports)
- 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)
- Pre and post course self-assessment
- Participation in a final group debrief with the 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 Dates

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

Add Date: No later than March 11th, 2024, for those completing in Spring 2023/and July 2nd for those completing in Summer 2024.

Drop Date: No later than April 1st, 2024, for Spring Lab Assignment /No later than August 8th, 2024 for Summer Lab Assignment (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
1) Assistive devices, instrumentation or assessment/intervention approaches unique to the treatment setting or client population	<ul style="list-style-type: none">• Demonstrate familiarity with and successful application of one or more of the following:<ul style="list-style-type: none">• devices (e.g., hearing aids, other assistive listening devices, sensory aids, AAC devices)• other instrumentation/technology (e.g., audiometer, biofeedback, apps)• unique approaches (e.g., music therapy, pet therapy, parent education program, virtual care)• evidence can come from simulated therapy sessions, guided observations, or part task trainers• Evidence could be 1-2 paragraph reflection on technique or tool, a video clip from therapy simulation or other <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>
2) Counselling	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.
3) Two (2) Written Reports	Assessment, treatment, progress, or discharge reports, utilizing the format provided
4) Student Clinical and Professional Development Goals	To be completed by the student following the final group debrief and discussion 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. With the exception of Minimum Expectation #1, evidence will be submitted in the form of course assignments.