COURSE OUTLINE
SLP 1507H - CLINICAL SIMULATION LABORATORY IN SPEECH-LANGUAGE PATHOLOGY

Course Instructor:
Jennifer Wadds, MHSc., Reg. CASLPO
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Office Hours:
12:00 – 1pm on Thursdays - Jenny
Please book in advance with the instructor and meet in the Zoom classroom

Time and Place:
3 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 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 the development of self-assessment skills; and
   h) demonstrate the development of clinical reasoning and problem-solving strategies.
   i) Expand knowledge and experience with virtual care.

Required Reading:
1) *Clinical Education Handbook* for the Department of Speech-Language Pathology, University of Toronto.
2) **E1.3 –** Program Summary of Clinical Practice Hours Form
3) E.1 General Guidelines for Clinical Activities in Practicum Courses

Required Lectures:
1) Placement Orientation – live or pre-recorded
2) Post-Placement Debriefing – live as individually scheduled. See Quercus course section for instructions for signing up.".

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. 3 Guided Observations (live or simulated)
3. 1 Counselling session and student feedback session
4. 2 Assessment cases (including SLP debriefing session and reports)
5. 2 Simulated therapy sessions plus SOAP notes
6. 1 Therapy plan and simulation
7. 1 Therapy Skills Lab
8. Audiology Cases and Tutorial with Audiologist
9. Fluency Cases and Tutorial with SLP
10. 4 Part Task trainers
11. Self-assessment and goal setting

Performance Assessment:
This course is a half-credit course and is graded credit/non-credit. To achieve a passing grade, **all** the following conditions must be met:
- Complete all learning activities and related assignments.
- Evidence submitted for all minimum expectations.
- A professional and clinical skills assessment from each SLP facilitated lab/tutorial (4)
- Clinical skill specific self-assessments (3)
- Final self-assessment and group debrief with course instructor.
- Learning goals for next placement unit

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

Add Date: No later than March 11th, 2022, for those completing in Spring 2022/and July 6th for those completing in Summer 2022
Drop Date: No later than March 29th, 2022, for Spring Lab Assignment /No later than August 12th, 2022 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	• Demonstrate familiarity with and successful application of one or more of the following: • 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 or part task trainers • Evidence could be1-2 paragraph reflection on technique or tool, a video clip from therapy simulation or other
2) Counselling	For the counselling case, 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 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.