

Descriptions of Practicum Preparation from Course Work Speech-Language Pathology

<u>COURSE#</u>	<u>YEAR 1 – FALL TERM</u>
HUCD5050	Fundamentals of Speech Science
HUCD5130	Introduction to Audiology and Speech-Language Pathology
HUCD5150	Speech and Language Acquisition
HUCD5290	Introduction to Neurosciences for Communication Disorders
HUCD6310	Audition I
IPHE5900	Interprofessional Health Education Portfolio

HUCD5050: Fundamentals of Speech Science

Students gain familiarity with using speech instrumentation including electroglottography and nasometry.

HUCD5050: Introduction to Audiology and Speech-Language Pathology

Students gain familiarity with the World Health Organization's International Classification of Functioning, Disability, and Health and begin to apply it to persons with communication disorders. They are introduced to the SAC Code of Ethics and begin to learn about ethical issues in professional practice. They complete an online interprofessional education module with Social Work students to think more critically about their interactions with clients and co-workers from diverse backgrounds.

HUCD5150: Speech and Language Acquisition

Students complete assignments that include collecting, transcribing, analyzing, and interpreting a language sample (including discussing how the process and interpretation would change if done in a language other than English), demonstrating mastery of the morphosyntax of English, and completing a case study where students are expected to research and participate in a class discussion about children with a variety of language disorders from diverse backgrounds. Students also complete observations and write-ups of typically developing children of various ages and watch videotapes of children with typical development from infancy through adolescence in class.

IPHE5900: Interprofessional Health Education Portfolio

This course is intended to prepare students to work in collaborative and patient/client/family/ community-centered work environments. The student will be required to have completed, by the end of their program of study, six different meaningful and relevant interprofessional collaborative learning experiences (as determined and approved by the School). The experiences will include interactions with undergraduate and/or graduate students from a total of at least four different related professions with which there are natural affinities or linkages in the professional environment, some professions of which are outside the student's home School. At least one of these experiences will be in a practice setting.

<u>COURSE#</u>	<u>YEAR 1 – WINTER TERM</u>
HUCD5020	Phonetics
HUCD5120	Hearing Measurement
HUCD5260	Hearing Disorders
HUCD6350	Assessment of Neurogenic Language and Cognitive Disorders—Adult
HUCD6980	Research Design
IPHE5900	Interprofessional Health Education Portfolio Pre-Practicum Experience

HUCD5020: Phonetics

Students complete assignments that include transcribing and analyzing the phonetics/phonology of non-native speaker of English and practicing broad and narrow transcription with typically developing adults and children, as well as children with speech disorders. Students also practice using speech instrumentation such as speech analysis equipment (e.g., CSL) and software (e.g., Praat).

HUCD5120: Hearing Measurement

Students participate in labs that help to solidify theory and provide experience with the most common tests in the audiology battery. The lab work has four basic components: an introduction to the equipment by the teaching assistant (TA), review of the procedures by the TA, supervised hands-on experience, and collection of results (and interpretations) for a lab measures portfolio. The topics covered by the labs include: air and bone conduction audiometry, speech audiometry, the immittance battery, and otoacoustic emissions.

HUCD5260: Hearing Disorders

Students practice using tuning forks and otoscopes in class. They also have an elective opportunity to observe pediatric ENT clinics and/or surgeries at the IWK Health Centre.

HUCD6350: Assessment of Neurogenic Language and Cognitive Disorders – Adult

In small groups, students learn to administer and critically review an assessment instrument for neurogenic language and/or cognitive disorders. Students also interact with a resident with dementia at a nursing home and relate their observations of that person to the research literature through a written report. Multiple videotapes of individuals with language and cognitive disorders are shown in class and an individual with aphasia is invited to class to discuss related psychosocial issues.

HUCD6980: Research Design

This course involves an overview of research design and statistical methods, with a focus on Evidence-based Practice (EBP). In addition to examinations, the students critique a research study that investigates either an assessment tool or intervention applying the principles of EBP that we have discussed in class.

Pre-Practicum

Students participate in speech-language-literacy and hearing screenings in community settings under the supervision of SHCD Faculty. Screenings are completed over one week following completion of winter term examinations. Students also participate in interprofessional case discussions following the screenings.

COURSE#

YEAR 2 – FALL TERM

HUCD5063

Clinical Methods

HUCD5250

Speech Disorders Children

HUCD5270

Language Disorders in Preschool Children

HUCD6460

Treatment of Neurogenic Language and Cognitive Disorders—Adult

IPHE5900

Interprofessional Health Education Portfolio

Practicum Preparation and Fall Practicum Placement (10 half days or 5 full days)

HUCD5063: Clinical Methods – Part I

Client observation and interviewing and counselling skills are discussed and practiced in class. The practice activities focus on development of observation skills and self-assessment. Students review and critique videotapes demonstrating interviewing and counselling techniques, practice interviewing and counselling techniques in class, participate in small group role-plays that simulate an interview and a counselling session, and participate, in pairs, in an interviewing simulation session through the Learning Resource Centre and review their videotaped session for self-analysis.

HUCD5250: Speech Disorders Children

Students complete observations of speech assessment and therapy sessions in clinical settings and subsequently write reports on those observations. They also conduct a comprehensive phonetic/phonologic analysis of a speech sample (determining the phonetic inventory, summarizing error patterns, calculating PCC, analyzing syllable structure development, analyzing phonological processes, and selecting treatment targets). Additional assignments include reviewing a test of articulation, phonology, and/or phonological awareness and providing a written and oral presentation of the review in class and reviewing a particular treatment approach that has been documented in the literature or investigating facilitation techniques, therapy activities, and materials for specific phonetic/phonological errors.

HUCD5270: Language Disorder in Preschool Children

The assessment assignments for the course include evaluation and administration of an omnibus standardized test (i.e., one that assesses receptive and expressive language and form, function and use) appropriate for assessing the language of preschool-aged children, and analysis of two language samples (one from a child at the word combination stage that involves a semantic relations analysis and the other from an older preschool child that involves a morphosyntactic analysis). The students also develop therapy plans and activities for the children whose samples they analysed. They are given results of standardized testing and information about the child's family and other relevant circumstances as background for their therapy plans. Finally, students complete a quiz on the scoring and interpretation of standardized tests. The students are required to pass the quiz to pass the course. Students who do not pass the quiz on the first attempt are required to retake the quiz or demonstrate the knowledge in discussion with the professor.

HUCD6460: Treatment of Neurogenic Language and Cognitive Disorders – Adult

Students work in groups to complete a stroke case-study with nursing, pharmacy, occupational therapy, and physiotherapy students in which they determine goals and a treatment plan, a therapy schedule, and appropriate referrals. Students work in small groups with Therapeutic Recreation students at a nursing home. Together, they conduct an assessment for treatment planning with a client with dementia and develop suggestions for a care plan, including an activity to promote cognitive stimulation and quality of life as well as a communication or memory strategy. They submit a two-page summary of the client's cognitive and communication strengths/needs and suggestions for nursing home staff and family members/caregivers. Each student prepares a toolkit for a specific treatment procedure for aphasia (e.g., Response Elaboration Training, PACE, Semantic Feature Analysis, phonological or semantic naming treatments). The toolkit includes a description of the treatment, materials to conduct the intervention, instructions, and data collection sheets. Students also submit a rationale for the materials used and a summary of the evidence available for the treatment. They conduct the treatment with a student who simulates aphasia, and complete a self-evaluation. The student who simulated aphasia also submits a reflection on what it was like to participate in the treatment.

Practicum Preparation

Students are introduced to the clinical education process, as well as important clinical skills. Principles of assessment, treatment, goal setting, data collection, report writing, and behaviour management are discussed and practiced within small group activities. A panel of speech-language pathologists and communication disorders technicians discuss service delivery, caseload management, intervention, and materials in various clinical settings with the class.

<u>COURSE#</u>	<u>YEAR 2 – WINTER TERM</u>
HUCD5063	Clinical Methods – Part II
HUCD6370	Fluency Disorders
HUCD6390	Voice/Resonance Disorder
HUCD6450	Speech Disorders – Adults
HUCD6470	Language Disorders in School-Age Children
HUCD7001	Research Project
IPHE5900	Interprofessional Health Education Portfolio Practicum Preparation and Winter Practicum Placement (10 half days or 5 full days)

HUCD5063: Clinical Methods – Part II

Client counselling skills are discussed and practiced in class. Students review and critique videotapes demonstrating counselling techniques, practice counselling techniques in class, participate in small group role-plays that simulate a counselling session, and participate, in pairs, in a counselling simulation session through the Learning Resource Centre and review their videotaped session for self-analysis.

HUCD6370: Fluency Disorders

Students complete assignments that include simulating stuttering in real-life situations, practicing speech motor skills used in fluency enhancement therapies (individually, in small groups, and with the course instructor), and determining stuttering frequencies and speech rates for AV recorded samples of multiple speakers. Students observe and/or participate in a support group session for adults who stutter (1½ hour) and a minimum of two treatment sessions with a school-aged client or adult who stutters (~3 hours). Videotapes of people who stutter and their family members discussing the impact of stuttering and therapy on their lives are reviewed, as are videotapes of therapy sessions and pre- and post-therapy outcomes.

HUCD6390: Voice/Resonance Disorders

Students participate in a number of observations including, multidisciplinary assessment of a pediatric client in Cleft Palate Clinic, voice assessment and/or treatment sessions in a clinical setting (students write reports based on the voice observations), and an elective opportunity to observe phonosurgery with an ENT (dependent upon the ENT's availability and coordination with the students' academic and clinical schedules). Videotapes of a voice assessment session conducted jointly by an ENT and S-LP are reviewed and students complete voice assessment forms in real-time based on the results of assessments. Students complete assignments or observations involving use of Visipitch® and a Nasometer®. Finally, students interact with a client who uses an electrolarynx.

HUCD6450: Speech Disorders – Adult

Students participate in labs to learn how to administer structural-functional exams on persons with neurological motor speech disorders, then practice ten structural-functional exams on typical persons of varying ages and write a summary report of their experiences/findings. Groups of students complete case studies aimed at teaching differential diagnosis, assessment for treatment planning, and treatment goals and approaches. In pairs, students explore a specific type of treatment strategy for motor speech disorders, examine the level of evidence available for the treatment, and present this information to the class in an oral presentation and in a handout, including an example of a lesson plan using that treatment. Multiple videotapes of differential diagnosis and treatment of individuals with motor speech disorders are also shown in class.

HUCD6470: Language Disorders in School-Age Children

Students complete assignments that include analysis of a narrative sample, writing an individual research paper on a topic related to language disorders in school-age children, and critical assessment of therapy materials, both traditional and 'apps'. Their midterm take-home exam involves the development of criterion referenced assessment measures and therapy activities for school-age children. An in-depth examination of the research on the effects of poverty on language development is covered as well as the nature of and intervention with the following disorders: specific language impairment (SLI), Autism Spectrum Disorder, intellectual disability in general and Down syndrome and Williams syndrome specifically.

Practicum Preparation

S-LP students participate in audiology screenings, which include a hearing screening training session and a hearing screening event at the Dalhousie Student Union Building.

COURSE#

HUCD7061

YEAR 2 – SPRING/SUMMER TERM

Internship Practicum (full-time, 12-week placement)

COURSE#

HUCD5140

HUCD6490

YEAR 3 – FALL TERM

Aural (Re)Habilitation with Children

Advanced Language Disorders in Children**

OR

HUCD6550

Seminars in Adult Communication Disorders**

HUCD6611

Augmentative and Alternative Communication

HUCD6612

Dysphagia

HUCD7002

Research Project

IPHE5900

Interprofessional Health Education Portfolio

Practicum Preparation

**Students are required to take either HUCD6490 or HUCD6550 for credit.

HUCD5140: Aural (Re)Habilitation with Children

In-class panel discussions provide students with the opportunity to learn about family and client perspectives on the experience of having a hearing impairment or having a family member with a hearing impairment.

HUCD6490: Advanced Language Disorders in Children

In small groups, students research and present (3 hours) on one topic addressing cultural and linguistic diversity (e.g., African Canadian and American language varieties, bilingualism, service delivery to Aboriginal populations in Canada, assessment and intervention considerations with LGBT populations). They also research and present (1 ½ hours) individually on a topic relevant to language disorders. This could be an overview of a particular population (e.g., cerebral palsy, autism, etc.) or addressing a topic that may impact multiple populations (e.g., screen time and language development). An in-class parent panel (1 ½ hours) provides families’ perspectives across the life span on the experience of having a child with a language, literacy and/or cognitive impairment.

HUCD6611: Augmentative and Alternative Communication

Students complete assignments that include creating a low-tech AAC system for a literate adult, planning of a complete team-based AAC assessment, planning and creation of an AAC system for a case study including creating vocabulary pages for a speech generating device (SGD) and completing a clinical report of recommendations, reviewing assessment tools and checklists used in AAC, exploring high-tech SGDs and doing a feature analysis for a provided case, identifying relevant information in case histories, designing treatment programs for various case studies and programming messages for speech generating apps on mobile technology.

HUCD6612: Dysphagia

In class activities include practice reading health record entries, trying texture modified foods, problem solving treatment strategies for various clinical scenarios, participating in pediatric feeding observations at the IWK Hospital, and MBSImp Training for interpretation of modified barium swallow (MBS) studies.

Practicum Preparation

Principles of assessment, treatment, goal setting, data collection, report writing, and behaviour management are reviewed. Resume writing and interviewing skills are also discussed.

COURSE#

HUCD7062

YEAR 3 – WINTER TERMExternship Practicum (full-time, 12-week placement)
