



credits

Course Time: Thursday 9:00 -11:00 am

Labs: Thursday 1 1:15-12:15 pm

Location: SCSD Room Number: 862

Instructor: Tanya Matthews Ph.D., CCC Speech -Language Pathologist

Office: SCSD, Room 852

Office Hours : By appointment

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Lab Instructor: Renata Masucci , B.Sc., M.Sc.(A), S-LP(C), renata.masucci@mcgill.ca

LANDACKNOWLEDGMENT

The unceded lands where McGill University is located hold a long and rich history of occupation and stewardship by Indigenous peoples for millennia through to the present day. Recognizing

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COURSE DESCRIPTION Communication Sci & Disorders: Major theories of language disorders are translated into intervention principles used in language treatment programs. Adaptations of intervention techniques to suit specific disorders (including augmentative communication) are explored.

UNIT THREE: Clinical Expectations CrossCutting Assessment and Intervention Standards

3.2 Plan, conduct, and adjust an assessment:

3.1.i Collect and review information from relevant sources (e.g., referrals, reports, consultation) to assess language pathology assessment.

3.2.ii Use principles of assessment to develop assessment plans (e.g., tools, strategies, resource environment) that reflect background information about the client (including personal and environmental factors), known or suspected primary and concurrent disorders (e.g., medical, emotional), knowledge of normal and disordered communication or swallowing as well as risk factors for communication or swallowing disorders; modify this plan when appropriate

3.2.iii Demonstrate knowledge of principles underlying clinical assessment, including standard and nonstandardized procedures and their advantages, disadvantages, limitations, representativeness, and applicability to the individual management plan.

3.3.i Analyze formal, informal, quantitative, and qualitative assessment results, including accurate synthesis and interpretation of standardized tests.

3.7. Consider sociodemographic and sociocultural factors in all aspects of assessment and intervention including but not limited to factors such as race, ethnicity, gender identity, and differential access to services by Indigenous and other underserved populations; and intersections among these factors, communication, and swallowing.

INSTRUCTIONAL METHODS:

- x This course uses a mixed method of lectures and hands-on lab exercises. Students are encouraged to read assigned readings before each class to be able to participate actively in the discussion. Students are encouraged to ask any questions, offer opinions, alternative interpretations, and relate their experiences relative to the class discussions.
- x Class attendance is mandatory. This applies to class lectures and labs. Please follow the department policy regarding absences. If you are absent, you can participate in the lecture, a colleague in the class allowed to zoom you into the course so that you can participate.
- x The readings provide students with a broader context regarding intervention methods as well as more in-depth research findings on selected topics; however, the lectures provide a focus on the main topics. Coming together during lectures allows students to ask questions for clarification, which helps ensure that the content is adequately delivered and understood, and allows students to share their thoughts, opinions, agreements, and disagreements, for the benefit of the entire class.
- x Class slides are provided on MyCourses before each lecture. Note that the slides are protected by copyright and that it is strictly prohibited to share them or post them anywhere (see the statement at the end of the syllabus).
- x Two of the assignments will require you to work in pairs and groups.
- x Based on the guideline that one credit equals about 45 hours of student work, students should work on a three-credit course for a total of about 135 hours. These 135 hours include all contact time for a course, as well as the time students spend doing assignments and preparing and reviewing for that course.

Expectations for Student Participation

- x Students are expected to participate actively in the lectures by listening attentively, asking questions, and offering their viewpoints on matters being discussed as well as to participate actively in activities such as breakout room discussions.
- x Students are encouraged to ask any questions they have. There is no such thing as a stupid or unimportant question. Consider that if you don't understand something that is presented in a lecture, chances are some other students don't understand it either, and would thus benefit from someone asking for clarification. Feel free to share viewpoints that differ from those presented by the instructor or by classmates, please do so in a professional manner, justifying your opinion and acknowledging that many different viewpoints can be valid.
- x Active participation in lab activities (as presented by the lab instructor) is required throughout as applicable in activities presented by the lab instructor.
- x Please respect that class time is an important time of learning for everyone. Please put your telephones aside during class time and use your computer only for class materials during class time.
- x Please check MyCourses and your McGill e-mail periodically for announcements.

REQUIRED COURSE MATERIALS

Required textbook:

Paul, R., Norbury, C. & Goose, C. (2018).

x The labs will provide hands on experience planning interventions based on case examples.

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