

SLTH 23303 Clinical Practicum 2- SLT

Status	Optional (SLT)
No of Hours	135 hours
No of Credits	3
Learning Outcomes	<ul style="list-style-type: none"> • Demonstrate a caring, efficient and professional manner with a range of clients, in variety of settings, including both children and adults • Undertake complete diagnostic assessments with paediatric and adult clients focusing on particular speech/language/communication difficulties • Use a hypothesis-testing approach to assessment • Be familiar with appropriate informal and formal assessment procedures • Use a range of informal and formal assessment or screening procedures with paediatric and adult clients with motor speech, language or communication difficulties • Consider assessment procedures utilizing high or low-tech AAC devices • Show awareness of instrumental assessment procedures for paediatric and adult clients with motor speech disorders • Be part of a multi-disciplinary team approach to assessment where appropriate • Ascertain and document the client's presenting speech, language or communication difficulties including his/her strengths and areas of need • Uncover the client's and/or carer's perceptions of the presenting speech, language or communication difficulties
Method of Teaching and Learning	Supervised practical clinical placements, observation, clinical seminars, tutorials, video based learning, reflective logs, direct and indirect clinical supervision by assigned clinical tutors
Module Content	<p>Unit 1 - Assessment</p> <ul style="list-style-type: none"> • Receive feedback on their interaction style and professional conduct from Speech and Language Therapists working at the clinical placements and from tutors • Carry out comprehensive informal and formal assessment procedures under supervision with paediatric and/or adult clients diagnosed with: <ul style="list-style-type: none"> - Cerebral palsy - Down's syndrome - Other syndromes affecting speech/language or communication skills - Attention Deficit or Attention Deficit Hyperactive Disorder - Autistic Spectrum Disorder - Language delay or disorders - Motor speech disorders - Clients with additional literacy difficulties

- Modify assessment procedures to facilitate responses by clients using AAC devices
- In clinical tutorials, discuss observations and independent reading on the use of instrumentation in assessment
- Observe other professionals and/or a multi-disciplinary assessment
- Interview clients/carers to find out their perceptions of the presenting difficulties

Unit 2 - Diagnostic process (Analysis, interpretation and differential diagnosis)

Learning Outcomes:

By the end of this unit, students will be able to:

- Explain the need for a hypothesis-testing approach
- Formulate their hypothesis based on information gathered from the referral, case history interview and informal/formal observations and assessments
- Undertake appropriate analysis of the data collected from observations and/or informal/formal assessments
- Differentially diagnose using a hypothesis-testing assessment approach
- Identify and prioritize a client's areas of need to be targeted in therapy
- Accurately record, document and transcribe client data
- Accurately analyse and interpret the data collected on the client's speech, language and communication skills
- Identify gaps in assessment procedures and conduct additional testing to gain relevant information
- Propose a working hypothesis
- Discuss the assessment findings in a sensitive and professional manner with the client and/or carer
- Report on the assessment findings in a professional and logical manner

Course Content:

- A comprehensive analysis of observations and assessment findings is undertaken including: phonological analysis, syntactic analysis, a psycholinguistic approach or a neuropsychological approach
- Discussions of the analysis undertaken with the supervising clinician and tutors
- Presentation of analysis and clinical reasoning to colleagues during clinical seminars/tutorials

Unit 3 - Intervention & Management

Learning Outcomes:

By the end of this unit, students will be able to:

- Be part of a multi-disciplinary team approach to intervention and management where appropriate
- Identify long-term and short-term goals which are specific, measurable, achievable, realistic and time-allocated

- Write clear, concise session plans
- Carry out intervention sessions under supervision
- Manage a small number of paediatric clients with some support from colleagues and under the guidance of the clinical supervisor, to include;
 - Independent case history taking of a child in an organised, logical way, while providing appropriate information and reassurance to the client/carer
 - Carrying out formal or informal assessments relevant to the child's apparent difficulty and extract the key information from data collected in order to draw conclusions about the nature of the difficulty
 - Demonstration of awareness of when and why to refer a paediatric client for further investigation or other services as appropriate.
 - Formulation of a client and context sensitive management plan for the client, including long and short term aims and possible prognosis
 - As appropriate, be able to identify possible alternative approaches for the client.
 - Explaining the nature of the problem and the management plan to the client/carer using appropriate verbal and written language.
 - Demonstration of knowledge of the underlying theoretical issues related to a range of common communication impairments and disabilities
 - Demonstration of the ability to keep accurate, relevant, clear and theoretically sound case notes for clients', and show understanding of the importance of reliable and efficient case notes.
 - Awareness of when discharge, no treatment or alternative referral may be the best action for the client.
 - Awareness of agencies and services to which the client may be directed for additional help (e.g. NGOs, schools, social services, audiology etc)
- Be familiar with working as an SLT in a school setting (including schools for the deaf) and develop skills in carrying out appropriate assessments, managing clients with available resources, liaising with educational staff, and working jointly to achieve child's educational goals
- Gain confidence in interacting with adult clients and develop skills in gathering case history information in a sensitive and organized manner
- With support, carry out informal assessments relevant to the adult's apparent difficulty.
- With support, extract the key information from data collected in order to draw conclusions about the nature of the difficulty.
- With support refer a client for further investigation or other services as appropriate.

	<ul style="list-style-type: none"> • Demonstrate the ability to discuss with the support of the supervising clinician the underlying theoretical issues related to a range of common communication impairments and disabilities • Demonstrate ability to work well in a team and be flexible in approach with colleagues and clients. • Demonstrate ability to be constructively critical of their own and others skills in clinical settings, and to formulate ways to improve their skills through a problem-solving approach <p>Course Content:</p> <ul style="list-style-type: none"> • Plan and execute an intervention program for clients diagnosed with cerebral palsy, Down’s syndrome, Other syndromes affecting speech/language or communication skills, Attention Deficit or Attention Deficit Hyperactive Disorder, Autistic Spectrum Disorder, Language delay or disorders, motor speech disorders and clients with additional literacy difficulties <ul style="list-style-type: none"> - Carry out and report baseline evaluation - Develop proficiency in using various therapy techniques appropriately - Develop proficiency in adopting various reinforcement strategies - Provide guidelines for home based intervention - Report progress in therapy appropriately - Participate in case discussion with supervisor - Participate in parent counseling meeting. - Make appropriate referrals, where necessary. - Be familiar with different AAC approaches and its implementation. • Maintain a clinical diary for everyday activity • Maintain a portfolio file for the clinical assignments
Assessment	Clinical portfolio including clinical competency assessment (50%) Clinical video and practical examination (50%)