

SLTH 33494 Clinical Practicum 3 - SLT

Status	Optional (SLT)
No of Hours	30 hours
No of Credits	2
Learning Outcomes	<ul style="list-style-type: none">• Manage a case load of 3 paediatric and 3 adult clients with mild to moderate language disorders, dyspraxia and dysarthria and work independently to include; information gathering, assessment, planning, delivery and evaluation of intervention, case-note keeping, report writing and making appropriate referrals.• Demonstrate- flexible, prompt and efficient management of own caseload• Identify the need for group intervention and run a group for clients in an-organized and effective manner in collaboration with peers and run 3- groups for at least 3 sessions in 3 different settings, (at least one adult or paediatric)• Demonstrate critical thinking skills - based on knowledge of the underlying, theoretical issues related to a range of common communication impairments and disabilities.• Gain confidence in working with a more specialist caseload of adult and paediatric clients to include clients with phonological disorders, dysfluency, hearing difficulties, voice disorders, cleft lip and palate and dysphagia with support from a clinician by<ul style="list-style-type: none">○ Using a range of informal and formal assessment or screening procedures○ Show awareness of instrumental assessment procedures for paediatric, and-adult clients with motor speech, fluency or voice disorders and/or swallowing difficulties.○ Demonstrating ability to move from assessment to diagnosis, planning for intervention and carry out intervention for at least three sessions and evaluate intervention outcomes for at least one client with each of the above disorders.• Ascertain and document the client's presenting speech, language, communication, fluency, phonology, voice and/or swallowing difficulties including his/her strengths and areas of needs.• Uncover the client's and/or carer's perceptions of the presenting speech, language, communication, fluency, phonology, voice, and/or swallowing difficulties and the impact of the difficulty on the client and his/her family.• Demonstrate awareness of when discharge, no treatment or alternative referral may be the best action for the client.• Demonstrate ability to be constructively critical of your own and others' skills clinical settings, and to formulate ways to improve their skills-through a problem-solving approach.

	<ul style="list-style-type: none"> ● Work as a part of a multi-disciplinary team for a client where appropriate. ● Demonstrate ability to work in a team and be flexible in approach with colleagues and clients. ● Explain the nature of the problem and the management plan of these clients to the client/carer as well as to other professionals using appropriate methods. ● Carry out one home based and one school based intervention program for at least 4 sessions. ● Critically evaluate the advantages and disadvantages of working with clients in individual sessions, group sessions, clinic based intervention, home based and school/centre based intervention programs, direct, and indirect therapy programs.
Method of Teaching and Learning	Supervised practical clinical placements, observations clinical seminars, tutorials, video based learning, reflective logs, direct and indirect clinical supervision by assigned clinical tutors
Module Content	<ul style="list-style-type: none"> - Working with adult and paediatric clients with - Language disorders - Motor speech disorders - Hearing difficulties - Phonological disorders - Cleft lip and palate - Laryngectomy - Dysphagia - Voice disorders - Fluency disorders - Review and Discharge criteria - AAC ● Informal and formal assessment procedures ● Use of instrumentation in assessment ● Diagnosis and decision making ● The intervention cycle ● Individual and group therapy ● Direct and indirect therapy ● Clinic based, home based and school based intervention programs ● Multi-disciplinary team management ● The referral process ● Review and .Discharge Criteria ● AAC ● Evidence based practice ● Critical thinking skill development, communication skills, team working skills, problem learning ● Reflective learning and practice

Assessment	Clinical portfolio including clinical competency assessment (50%) Clinical video and practical examination (50%)
------------	---