

SLTH 4450J Clinical Practicum 4-SLT

Status	Optional (SLT)
No of Hours	900
No of Credits	18
Learning Outcomes	<ul style="list-style-type: none"> • Information gathering: <ul style="list-style-type: none"> -Display evidence of efficient and reliable information gathering skills. -Display a hypothesis-testing approach in selecting appropriate observational settings and assessments for individual clients. -Carryout a range of suitable and specific observations and assessments on individual clients. -Undertake analysis of data including: phonological transcription, psycholinguistic, syntactic, neuro-psychological and pragmatic/conversation analyses. -Demonstrate skills in evaluating when it is necessary to involve other professionals in the assessment process by making appropriate onward referrals. -Display evidence of a hypothesis-testing approach in making appropriate communication diagnoses for a client. • Intervention and management: <ul style="list-style-type: none"> -Interpret assessment findings, integrate information from a range of assessments and information gathered to plan therapy intervention. -Adapt the style of communication and use of terminology in conveying assessment results and therapy plans to clients and significant others (e.g. care givers, other professionals). -Display evidence-based practice in the management of a range of clients with communication and/or swallowing difficulties in a variety of settings. -Display skills in reviewing and reflecting on the set aims and make appropriate adjustments to the management plan. -Involve the client, caregivers and relevant others (e.g. teachers, employers and other healthcare professionals) in all aspects of management, including goal setting. -Take responsibility for planning, carrying out and evaluating group therapy sessions. -Display competence in specific therapy techniques for specialist client groups (e.g. head and neck cancer, dysphagia). -Demonstrate clinical skills in managing clients in diverse settings: 1. Home-based setting; 2. Hospital-setting; 3. Community-clinic setting; 4. School-setting; 5. Mental-health setting; 6. Community-setting -Compile and undertake appropriate outcome measures to evaluate the effectiveness of therapy.

	<ul style="list-style-type: none"> -Managing a large client caseload, establishing protocol for prioritizing clients and discharge criteria. -Participate in various facets of the weekly routine clinically related work by shadowing working SLTs. • Collaborating with others: <ul style="list-style-type: none"> -Participate in at least one multi-disciplinary team. -Working in a multi-disciplinary team and integrating SLT aims into the care package set by the multi-disciplinary team. -Observe and/or speak to other professionals who work in collaboration with their supervising clinician to fully appreciate how roles diverge, overlap and complement one another within a team. • Documentation: <ul style="list-style-type: none"> -Display evidence of efficient and reliable record-keeping skills (including case notes) and tabulation of epidemiological data. -Develop skills of writing referrals and other relevant correspondence -Display skills of writing reports on clients • Developing professional and personal skills: <ul style="list-style-type: none"> -Display evidence of identifying professional and personal goals for each term and placement. -Give and receive peer feedback. -Facilitate group interaction and co-operation. -Display respect for policies and code of conduct of each placement. -Develop efficient time management skills. • Service delivery issues related to Sri Lanka: <ul style="list-style-type: none"> -Developing tools for assessment and intervention suitable for Sri Lankan languages, communities and cultures. -Demonstrate awareness of issues related to service delivery in under-resourced areas in Sri Lanka (local community and outreach areas) and develop skills to implement practical, sustainable solutions with community volunteer involvement. -Learn to work in partnership with local support agencies and establish community based initiatives in disability related work.
Method of Teaching and Learning	Supervised practical placements, tutorials, seminars
Module Content	<p>Unit 1 – Clinical based learning</p> <ul style="list-style-type: none"> • Undertake ongoing clinical placements for clients with communication, speech, language, voice, fluency and dysphagia.

	<ul style="list-style-type: none"> • Carry out well-designed blocks of therapy for a range of specialist client groups under supervision with particular emphasis on entry and discharge criteria for therapy and outcome measurements. • Carryout group therapy sessions under supervision for adult, adolescent and child clients. E.g. difficulties with language, social skills, or speech. <p>Unit 2 – community based learning</p> <ul style="list-style-type: none"> • Undertake varied work-experience projects in diverse contexts: <ul style="list-style-type: none"> • community-based rehabilitation project (1 week). • Inclusive educational settings (1week). • Work in a mental health setting (1 day X 5 weeks) • Apprenticeship-style mentoring programmes (1 week x 4 placements) • Multi-disciplinary team work (1 meeting x 4 weeks) • Corroborate with peers and/or relevant others to implement 2 community based initiatives: <ul style="list-style-type: none"> • 1 local community project. • 1 outreach community project.
<p>Assessment</p>	<p>Clinical Examination 100%</p> <ul style="list-style-type: none"> - Continuous Exam – 50% - End of the year clinical exam – 50%