MSc(SLP): OVERVIEW OF UNIT AND COURSE CONTENT
Please see Appendix for a description of course formats.

UNIT 1 (Year 1, September to November)

The aim of this unit is to provide students with foundational knowledge, frameworks, and theories related to communication and communication disorders across the lifespan, as well as basic skills in clinical practice and evidence-based practice.

General Development	Foundational Knowledge	• Motor, cognitive, and social development ages 0-5 years • Neurodevelopment and neuroanatomy
	Problem-Based Tutorial	• Application of FK to cases with cleft lip and palate, laryngectomy, and dysarthria
	Clinical Skills Lab	• Observational skills - speech and language in typically developing children

General Frameworks, Roles, & Clinical Skills	Inquiry Seminar	• Introduction to Evidence-Based Practice (defining EBP, formulating clinically relevant questions, conducting literature search strategies, critically appraising evidence, statistics, determining validity and clinical importance to warrant use in practice) • Introduction to the International Classification of Functioning, Disability and Health (ICF) • Introduction to the Rehabilitation Treatment Specification System (RTSS) • Linking theory to clinical practice • Frameworks for everyday ethical practice • Exploring personal perspectives on disability • Frameworks for interprofessional practice • Frameworks for reflective practice • Frameworks for client-centred practice • Role and scope of SLP, OT, and PT
	Problem-Based Tutorial	• Ethical dimensions of clients who miss appointments • Application of ICF • Application of client- and family-centred care • SLP scope of practice • Roles of other interprofessional team members • Psychosocial effects of communication disorders • Role of SLP in counselling
	Clinical Skills Lab	• Active listening and client interviewing • Obtaining a case history • Effective presentation skills • Oral mechanism examination • Data tracking

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Developmental Language, Literacy, & Social Skills	*Foundational Knowledge*	• Language development (syntax, semantics, pragmatics): preschool, school-age, and adolescent
	Inquiry Seminar	• Connecting the ICF to theories of language development
	Problem-Based Tutorial	• Child language development from 18 months to 3 years • Grade 1 student with literacy difficulties
	Clinical Skills Lab	• Observational skills – children with language impairment • Introduction to language sampling

Articulation & Phonology	*Foundational Knowledge*	• Speech acoustics and phonetics • Speech sound development milestones
	Problem-Based Tutorial	• Assessment of speech sounds at ages 3 and 4 • Child with cleft lip and palate from birth to JK • Grade 1 student with speech difficulties
	Clinical Skills Lab	• Phonetic transcription • Speech acoustics analysis • Evaluating speech intelligibility

Voice & Resonance	*Foundational Knowledge*	• Introduction to anatomy and physiology of respiration, phonation, and resonance
	Problem-Based Tutorial	• Child with cleft lip and palate from birth to JK • Young adult with laryngectomy
	Clinical Skills Lab	• Introduction to perceptual assessment of voice

Acquired Language & Cognitive Communication	*Problem-Based Tutorial*	• Brief introduction to aphasia
	Clinical Skills Lab	• Observational skills – characteristics of aphasia • Interacting with individuals with aphasia

Acquired Motor Speech	*Problem-Based Tutorial*	• Adult with post-stroke dysarthria
	Clinical Skills Lab	• Evaluating speech intelligibility

Hearing	*Foundational Knowledge*	• Introduction to anatomy and physiology of hearing

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UNIT 2 (Year 1, January to March)

The aim of this unit is to further develop students' foundational knowledge and skills, to develop clinical assessment skills, and to introduce them to varied practice settings, roles, and service delivery models.

General Development	*Foundational Knowledge*	• Genetics • Atypical neurodevelopment

General Frameworks, Roles, & Clinical Skills	*Inquiry Seminar*	• Principles of measurement; psychometric properties of tests • A framework for diagnostic decision making • The lived experience of assessment and labels • Measuring participation outcomes • Specifying treatment ingredients and targets (the Rehabilitation Treatment Specification System)
	Problem-Based Tutorial	• Models of service delivery, client-centred practice • SLP and other professional roles in varied contexts • Administration and interpretation of tests • Client/family interviewing and information sharing • Application of the ICF • Psychosocial effects of communication disorders
	Clinical Skills Lab	• Assessment: planning with ICF (contextualized, client-centred), consent, capacity, case history, observation, functional probes, interviewing, environment, norm- vs criterion-referenced tools • Understanding performance discrepancies • Interprofessional teamwork; circle of care • Translating assessment into intervention • Report writing • Specific, measurable, and meaningful goal writing • Measuring improvement in therapy • Scope of practice, Aud and SLP Act, Code of Ethics

Developmental Language, Literacy, & Social Skills	*Foundational Knowledge*	• Introduction to language disorders in children
	Inquiry Seminar	• Social language; implications for diagnostic labels
	Problem-Based Tutorial	• Child with Down Syndrome from birth to age 2 • Child in SK with language and related difficulties • Grade 1 student now testing in the normal range
	Clinical Skills Lab	• Administering, scoring, and interpreting tests • Analyzing language samples and play skills • Unique aspects of adolescent language assessment

Please see Appendix for a description of course formats.

Articulation & Phonology	Foundational Knowledge	• Speech perception, psychophysics • Prosody
	Problem-Based Tutorial	• Child with Down Syndrome from birth to age 2 • SK student with articulation difficulties • Grade 1 student with cleft palate, slow progress
	Clinical Skills Lab	• Administering, scoring, and interpreting tests and other methods of speech assessment

Voice & Resonance	Foundational Knowledge	• Intermediate anatomy and physiology of phonation
	Problem-Based Tutorial	• Grade 1 student with cleft palate, slow progress • Teacher and singer who is losing his voice
	Clinical Skills Lab	• Perceptual and instrumental evaluation of voice • Voice self-rating questionnaires • Multi-factorial influences on voice • Instrumental, perceptual evaluation of resonance

Acquired Language & Cognitive Communication	Inquiry Seminar	• Life Participation for adults with aphasia
	Problem-Based Tutorial	• Woman with aphasia living in a nursing home
	Clinical Skills Lab	• Aphasia: Framework for Outcome Measurement • Standardized language testing • Cognitive function

Acquired Motor Speech	Clinical Skills Lab	• Introduction to assessment options

Hearing	Foundational Knowledge	• Intermediate anatomy and physiology of hearing • Physiological basis of hearing assessment
	Inquiry Seminar	• Ethics and inclusion for children with hearing impairment
	Problem-Based Tutorial	• Student with hearing aids entering high school
	Clinical Skills Lab	• Interpreting audiograms • Troubleshooting hearing aids and FM systems • Hearing screening, hearing assessment

Dysphagia	Foundational Knowledge	• Anatomy and physiology of deglutition/swallowing • Introduction to swallowing evaluation (including in- vs. out-patient assessment)
	Problem-Based Tutorial	• Woman with signs of dysphagia in a nursing home

UNIT 3 (Year 1, May to July)

This unit emphasizes assessment and treatment of children and adolescents with developmental communication disorders and also includes key themes of family-centered service, service delivery models for children, and transition to adulthood.

General Development	*Foundational Knowledge*	• Cognitive development in childhood and adolescence (Intermediate) • Development of higher cognitive functions • Brainstem and cranial nerve functions • Models of motor control

General Frameworks, Roles, & Clinical Skills	*Foundational Knowledge*	• Family-centred practice • Cultural factors in clinical practice
	Inquiry Seminar	• Approaches to service delivery and collaboration in the school setting • Universal Design for Learning
	Problem-Based Tutorial	• Principles of parent training
	Clinical Skills Lab	• Common challenges in assessment and treatment • Supervision of support personnel • Clinical documentation

Developmental Language, Literacy, & Social Skills	*Foundational Knowledge*	• Language disorders in early childhood • Language disorders in school-age children and youth • Stages of narrative development • Characteristics and mechanisms underlying reading and writing disorders • Pragmatic language and social developments in children and adolescents
	Inquiry Seminar	• Rationale, approaches, and evidence for early communication interventions • Connections between oral language, learning, literacy, and well-being • Rationale, approaches, and evidence for narrative-based interventions • Cultural influences
	Problem-Based Tutorial	• Toddler with Fragile X syndrome and delayed receptive and expressive language • Classroom interventions for early literacy • Grade 1 student with difficulties telling stories and poor EQAO performance • Grade 4 student with reading and writing difficulties

		• Grade 6 student struggling with social conversational skills with peers and adults • Grade 4 student with history of self-regulation difficulties, now exhibiting aggressive behaviours
	Clinical Skills Lab	• Parent-based intervention in early childhood • Direct intervention for receptive and expressive language skills • Assessment and treatment of play skills • Collaborative assessment of literacy skills • Collaborative goal-setting for literacy outcomes • Formal and informal approaches to assessing narratives • Developing treatment plans to support narrative language in the classroom • Reading and writing interventions • Assessment of social communication skills in children and adolescents

Articulation & Phonology	*Foundational Knowledge*	• Speech sound disorders in early childhood
	Inquiry Seminar	• Rationale, approaches, and evidence for speech sound disorder interventions
	Problem-Based Tutorial	• 4 ½ year old girl with speech sound difficulties receiving treatment with a CDA
	Clinical Skills Lab	• Principles of motor control • Neuroanatomical correlates of speech functions • Motor-based approach to intervention • Language-based approach to intervention

Acquired Language & Cognitive Communication	*Foundational Knowledge*	• Acquired injury in childhood and adolescence
	Problem-Based Tutorial	• 17 year old student with TBI experiencing difficulty transitioning to high school

Fluency	*Foundational Knowledge*	• Fluency disorders in children, youth, and adults
	Inquiry Seminar	• Epidemiology of stuttering and evidence for fluency interventions
	Problem-Based Tutorial	• Preschooler with dysfluencies
	Clinical Skills Lab	• Assessment of fluency disorders across the lifespan • Treatment of fluency disorders across the lifespan

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UNIT 4 (Year 2, October to December)

This unit emphasizes assessment and treatment of individuals with acquired communication disorders as well as individuals with developmental disorders who are now living as adults. A 2-unit course on Evidence-Based Practice begins in Unit 4 – see description in Appendix.

General Frameworks, Roles, & Clinical Skills	*Problem-Based Tutorial*	• Using EMRs to document results • Preparing programming for nursing homes • Role of SLP in communication and swallowing support at end-of-life in palliative care
	Clinical Skills Lab	• Preparing return to work and return to school plans • Using the RTSS to evaluate intervention programs

Developmental Language, Literacy, & Social Skills	*Problem-Based Tutorial*	• Adult with Down Syndrome living semi-independently, but some cognitive decline is now being observed

Voice & Resonance	*Problem-Based Tutorial*	• Telemarketer with muscle tension dysphonia
	Clinical Skills Lab	• Intervention for voice disorders

Acquired Language & Cognitive Communication	*Foundational Knowledge*	• Foundational knowledge in aphasia • Foundational knowledge in cognitive-communication disorders, including dementia, RHD, TBI • Neuroimaging
	Problem-Based Tutorial	• Retired married woman with left MCA stroke, initially in acute care and then transferred to inpatient rehab • Guidance counsellor attempting to return to work after a concussion • Young adult with reduced insight and pragmatic difficulties two years after a brain injury • Consultant with frontal lobe glioblastoma • Single mother of two teenagers with right hemisphere disorder after AVM rupture • Retired single woman diagnosed with early stage dementia, progressing to nursing home admission
	Clinical Skills Lab	• Functional assessment of aphasia and cognitive-communication • Management of aphasia at the acute stage • Intervention for aphasia, including impairment-level (e.g., CILT, cueing hierarchies) and participation-level (e.g., scripts, drawing, AAC, partner training)

		• Intervention for acquired brain injury, ranging from mild (concussion) to severe; e.g., project-based intervention, errorless learning, collaborative goal setting, metacognitive strategy training, mindfulness, partner-training • ONF mTBI Guidelines • Evaluating and managing cognitive and communication workplace demands • Cognitive-communication maintenance in dementia, including supportive participation, partner-training

Acquired Motor Speech	*Foundational Knowledge*	• Foundational knowledge in motor speech disorders
	Problem-Based Tutorial	• Older male with early Parkinson's Disease needing input about speech and voice treatment options; later, when in a nursing home, he is no longer implementing speech strategies due to cognitive decline • Middle-aged man in the final stages of ALS in palliative care, using eye gaze to communicate
	Clinical Skills Lab	• Motor speech disorders: assessment and intervention

Dysphagia	*Foundational Knowledge*	• Foundational knowledge in dysphagia
	Problem-Based Tutorial	• Client with Parkinson's has begun coughing on thin fluids and taking extended time to eat meals; later, when in a nursing home, he is no longer implementing swallowing strategies due to cognitive decline • Cognitively intact man with ALS requesting to discontinue tube feedings
	Clinical Skills Lab	• Swallowing assessment and intervention • MBSImP training

UNIT 5 (Year 2, February to May)

The aim of this unit is to prepare students for the transition to professional practice. This advanced unit provides students with knowledge and skills to assume current and emergent health care roles in the community, with an emphasis on complex conditions across the lifespan. Students also continue to apply advanced evidence-based practice skills to a community research project – see description in Appendix.

General Development	*Foundational Knowledge*	●
	Problem-Based Tutorial	●
	Clinical Skills Lab	●

General Frameworks, Roles, & Clinical Skills	*Foundational Knowledge*	●
	Problem-Based Tutorial	●
	Clinical Skills Lab	●

Developmental Language, Literacy, & Social Skills	*Foundational Knowledge*	●
	Problem-Based Tutorial	●
	Clinical Skills Lab	●

Articulation & Phonology	*Foundational Knowledge*	●
	Problem-Based Tutorial	●
	Clinical Skills Lab	●

Voice & Resonance	*Foundational Knowledge*	
	Problem-Based Tutorial	●
	Clinical Skills Lab	●

Acquired Language & Cognitive Communication	*Foundational Knowledge*	
	Problem-Based Tutorial	
	Clinical Skills Lab	

Acquired Motor Speech	*Foundational Knowledge*	
	Problem-Based Tutorial	
	Clinical Skills Lab	●

Hearing	*Foundational Knowledge*	●
	Problem-Based Tutorial	●
	Clinical Skills Lab	●

Dysphagia	*Foundational Knowledge*	●
	Problem-Based Tutorial	●
	Clinical Skills Lab	●

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APPENDIX: Course Formats

Foundational Knowledge
Units 1-5
These courses are primarily lecture-format with quizzes and exams to assess knowledge. Classes occur twice weekly for 1.5 hours each. Students are expected to learn the facts relating to normal and disordered communication and swallowing.

Clinical Skills Lab
Units 1-5
These courses involve direct teaching, followed by guided practice and application of skills in small groups, then sharing of and reflection on learning with the large group. Classes are 3 hours in length and occur twice weekly. Clinical skills are typically evaluated by individual and group take-home assignments, presentations, timed tasks, and Objective Structured Clinical Examinations (OSCEs).

Problem-Based Tutorial
Units 1-5
These courses are the heart of a problem-based learning program. Students work in small groups to examine clinical cases, with the support and guidance of a speech-language pathologist tutor. Classes are 2.5 hours long and occur twice weekly. Students brainstorm learning objectives for a new case, then have 3 days to do independent research, then return to share and compare their results and make final decisions. Students are evaluated based on performance in-class and in open-book, cased-based exams. Requirements include professional behaviour, contribution to group process, evidence-based practice, and clinical reasoning.

Inquiry Seminar
Units 1-3
These courses occur once weekly for 3 hours in large group format with a mix of lecture, student presentations, and small group analysis. Knowledge is typically evaluated through scholarly papers, presentations, reflective writing assignments, and class participation. Students are expected to learn the foundations of evidence-based practice, as well as models and theories relating to normal and disordered communication and swallowing.

Evidence-Based Practice
Units 4-5
This course enables students to critically analyze the literature and collaborate on a research project relevant to speech-language pathology. During the first term of this course in Unit 4, students are provided with information on study design, data acquisition, and data analysis. They acquire skills in searching the literature, analyzing and interpreting data, presenting results and making clinical decisions that incorporate best evidence, patient values, and clinical expertise. During the second term of the course in Unit 5, students work in teams to participate in an ongoing research project under the supervision of a faculty member or clinician.