

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	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Motor, cognitive, and social development ages 0-5 years • Neurodevelopment and neuroanatomy
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Application of FK to cases with cleft lip and palate, laryngectomy, and dysarthria
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Observational skills - speech and language in typically developing children

General Frameworks, Roles, & Clinical Skills	<i>Inquiry Seminar</i>	<ul style="list-style-type: none"> • 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
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • 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
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • 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	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Language development (syntax, semantics, pragmatics): preschool, school-age, and adolescent
	<i>Inquiry Seminar</i>	<ul style="list-style-type: none"> • Connecting the ICF to theories of language development
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Child language development from 18 months to 3 years • Grade 1 student with literacy difficulties
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Observational skills – children with language impairment • Introduction to language sampling
Articulation & Phonology	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Speech acoustics and phonetics • Speech sound development milestones
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • 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
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Phonetic transcription • Speech acoustics analysis • Evaluating speech intelligibility
Voice & Resonance	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Introduction to anatomy and physiology of respiration, phonation, and resonance
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Child with cleft lip and palate from birth to JK • Young adult with laryngectomy
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Introduction to perceptual assessment of voice
Acquired Language & Cognitive Communication	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Brief introduction to aphasia
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Observational skills – characteristics of aphasia • Interacting with individuals with aphasia
Acquired Motor Speech	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Adult with post-stroke dysarthria
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Evaluating speech intelligibility
Hearing	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • 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	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> Genetics Atypical neurodevelopment
General Frameworks, Roles, & Clinical Skills	<i>Inquiry Seminar</i>	<ul style="list-style-type: none"> SLP role with children with genetic disorders Principles of measurement; psychometric properties A framework for diagnostic decision making The lived experience of assessment and labels Assessment across the lifespan using the ICF Measuring participation outcomes functionally and with Patient Reported Outcome Measures (PROMS) Specifying treatment ingredients and targets (the Rehabilitation Treatment Specification System)
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> 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
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> 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	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> Introduction to language disorders in children
	<i>Inquiry Seminar</i>	<ul style="list-style-type: none"> Social language; implications for diagnostic labels
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> 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
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> Administering, scoring, and interpreting tests Analyzing language samples and play skills

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		<ul style="list-style-type: none"> • Unique aspects of adolescent language assessment
Articulation & Phonology	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Speech perception, psychophysics • Prosody
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Child with Down Syndrome from birth to age 2 • SK student with articulation difficulties • Grade 1 student with cleft palate, slow progress
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Administering, scoring, and interpreting tests and other methods of speech assessment
Voice & Resonance	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Intermediate anatomy and physiology of phonation • Cleft palate and resonance disorders
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Grade 1 student with cleft palate, slow progress • Teacher and singer who is losing his voice
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Perceptual and instrumental evaluation of voice • Voice self-rating questionnaires • Multi-factorial influences on voice • Instrumental, perceptual evaluation of resonance
Acquired Language & Cognitive Communication	<i>Inquiry Seminar</i>	<ul style="list-style-type: none"> • Life Participation for adults with aphasia
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Woman with aphasia living in a nursing home
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Aphasia: Framework for Outcome Measurement • Standardized language testing • Assessment of cognitive-communication disorders
Acquired Motor Speech	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Neuroanatomy and motor pathways • Neurological exam
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Introduction to assessment options
Hearing	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Intermediate anatomy and physiology of hearing • Physiological basis of hearing assessment
	<i>Inquiry Seminar</i>	<ul style="list-style-type: none"> • Ethics and inclusion for children with hearing impairment • Cochlear implants and the decision-making process
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Student with hearing aids entering high school
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Interpreting audiograms • Troubleshooting hearing aids and FM systems • Hearing screening, hearing assessment
Dysphagia	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Anatomy and physiology of deglutition/swallowing • Introduction to swallowing evaluation (including in- vs. out-patient assessment)
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Woman with signs of dysphagia in a nursing home

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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	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • 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	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Family-centred practice • Cultural factors in clinical practice
	<i>Inquiry Seminar</i>	<ul style="list-style-type: none"> • Approaches to service delivery and collaboration in the school setting • Universal Design for Learning
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Principles of parent training
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Common challenges in assessment and treatment • Supervision of support personnel • Clinical documentation
Developmental Language, Literacy, & Social Skills	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • 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
	<i>Inquiry Seminar</i>	<ul style="list-style-type: none"> • 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
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • 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

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		<ul style="list-style-type: none"> 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
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> 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	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> Speech sound disorders in early childhood
	<i>Inquiry Seminar</i>	<ul style="list-style-type: none"> Rationale, approaches, and evidence for speech sound disorder interventions
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> 4 ½ year old girl with speech sound difficulties receiving treatment with a CDA
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> Principles of motor control Neuroanatomical correlates of speech functions Motor-based approach to intervention Language-based approach to intervention
Acquired Language & Cognitive Communication	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> Acquired injury in childhood and adolescence
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> 17 year old student with TBI experiencing difficulty transitioning to high school
Fluency	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> Fluency disorders in children, youth, and adults
	<i>Inquiry Seminar</i>	<ul style="list-style-type: none"> Epidemiology of stuttering and evidence for fluency interventions
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> Preschooler with dysfluencies
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> 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	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> 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
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> Preparing return to work and return to school plans Using the RTSS to evaluate intervention programs
Developmental Language, Literacy, & Social Skills	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> Adult with Down Syndrome living semi-independently, but some cognitive decline is now being observed
Voice & Resonance	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> Telemarketer with muscle tension dysphonia
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> Intervention for voice disorders
Acquired Language & Cognitive Communication	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> Foundational knowledge in aphasia Foundational knowledge in cognitive-communication disorders, including dementia, RHD, TBI Neuroimaging
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> 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
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> 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)

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		<ul style="list-style-type: none"> • 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	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Foundational knowledge in motor speech disorders
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • 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
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Motor speech disorders: assessment and intervention
Dysphagia	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Foundational knowledge in dysphagia
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • 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
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Swallowing assessment and intervention • MBSImP training

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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 Frameworks, Roles, & Clinical Skills	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Overview of severe disabilities • Mental health diagnoses and characteristics • Counseling for clients with communication disorders • Trauma-informed care • Transition to the profession • SLP in the ICU – ethics and communication
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Dysphagia client at end-of-life • AAC client at end-of-life • Impact of culture on approach to assessment and intervention • Implementing trauma-informed care principles • Working in remote, Indigenous communities
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Palliative care • Capacity to consent • Medical Assistance in Dying • Private practice • Telepractice • Hard-to-reach families • Working with interpreters • Overview of newer practice areas • Transition to the profession
Second Language Learners	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Nature, characteristics, and norms for second language learning
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Bilingual student in grade 1 with mildly impaired vocabulary and grammar skills
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Assessment and intervention for bilingual children
Childhood Apraxia of Speech	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> • Typical motor speech development • Subtypes of Speech Sound Disorders • Nature and characteristics of CAS
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> • Preschooler where SLP queries CAS
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> • Differential diagnosis of articulation delay vs motor speech and subtypes of motor speech • Intervention approaches and techniques for CAS

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Autism	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> Theories on nature of autism Profiles and characteristics along the spectrum
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> Grade 2 student with social, behavioural, communication needs
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> Evidence-based assessment and intervention methods for preschool and school-aged children Managing transition from school to independent living, employment, higher education
Aural Rehabilitation	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> Aural (re)habilitation and auditory verbal therapy Cultural influences on aural habilitation Auditory processing disorder
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> Two children with severe hearing loss, one whose parents opt for full hearing technology and one whose parents opt for sign language only Adolescent with auditory processing disorder Adult with presbycusis
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> Evaluating and managing room acoustics Aural rehab and counseling for adults
Dysphagia	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> Foundational knowledge in pediatric dysphagia
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> Feeding in an infant with cerebral palsy
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> Hospital- vs community-based assessment and intervention for pediatric dysphagia
AAC	<i>Foundational Knowledge</i>	<ul style="list-style-type: none"> Principles and theories behind AAC
	<i>Problem-Based Tutorial</i>	<ul style="list-style-type: none"> Determining underlying cognitive-language abilities for a grade 9 student with significant motor impairments Assisting a teenager with cerebral palsy as he transitions from school to adulthood Retired man with ALS, progressing from low tech to high tech communication needs
	<i>Clinical Skills Lab</i>	<ul style="list-style-type: none"> Standardized and non-standardized assessment procedures for AAC Programming and using high tech AAC devices Understanding AAC service/referral options (individual authorizer, clinics, ADP, etc.) Implementing low tech AAC solutions

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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.