



Speech-Language Pathology UNIVERSITY OF TORONTO

COURSE OUTLINE

SLP 1507H - CLINICAL LABORATORY IN SPEECH-LANGUAGE PATHOLOGY

UNIT 5

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Time and Place: Full-time four (4) consecutive weeks, or equivalent (e.g., part-time over a longer period or 2 part-time placements put together to comprise one full-time placement, including a hearing disorders-related experience), at clinical teaching facilities under the supervision of a Clinical Educator (CE), as assigned by the Course Instructor (CI).

Prerequisite: successful completion of all prior academic coursework and the clinical education course (SLP1500Y)

Course Objectives:

The purpose of this course is to expand clinical experiences leading to the further development of clinical and professional skills in some of the practice areas studied to date (developmental language disorders, articulation /phonological disorders, fluency disorders, voice disorders, augmentative and alternative communication (AAC) and hearing disorders). By the end of this course, a student must be able to do the following at the supervised clinical practice level:

- a) demonstrate theoretical knowledge in relation to the understanding of normal, delayed and/or disordered communication processes and their management;
- b) interpret assessment information and collaborate with clients/families in making appropriate management decisions;
- c) plan long term and short term goals;
- d) consider a discharge plan or options;
- e) implement appropriate goal-directed assessment and intervention procedures;
- f) report findings, objectives, and progress in written and oral formats to clients, family members, significant others, and/or other professionals;
- g) demonstrate the development of self-assessment skills; and
- h) demonstrate the development of clinical reasoning and problem-solving strategies.

Required Reading:

- 1) *Clinical Education Handbook* for the Department of Speech-Language Pathology, University of Toronto.
- 2) *General Guidelines for Clinical Activities in Practicum Courses* (see Appendix E of the *Clinical Education Guide*).
- 3) *Speech-Language & Audiology Canada (SAC) Description of Hours Requirements for Certification*.
- 4) *SLP 1507H– Internship - Recommended Course Schedule* (See Appendix A of the *Clinical Education Guide* for the Department of Speech-Language Pathology, University of Toronto).

Required Lectures:

- 1) Pre-Placement Preparation Planning
- 2) Placement Orientation
- 3) Post-Placement Debriefing

Performance Assessment:

This is a graded half-credit course. To achieve a passing grade, **all** of the following conditions must be met:

1) Minimum Expectations (Complete/Incomplete)	Student submits evidence which clearly demonstrates that all Minimum Expectations described in this course outline have been met. Evidence submitted is to be selected and compiled by the student and must specifically indicate how the student has met each expectation. If a student's submission does not clearly show that Minimum Expectations have been met, the student will be asked to revise and re-submit the evidence. Failure to demonstrate that each and every one of the Minimum Expectations have been met will result in a FAIL for the course.
2) Assessment Quantitative 2a) The Assessment of Clinical Skills (50%)	A student must perform satisfactorily * in each of eight areas at the end of placement: Assessment-Planning/Preparation, Assessment-Interpretation of Results, Reporting-Oral and Written, Developing and Planning, Intervention, Counselling / Interviewing, Self-Assessment / Problem-Solving. All items rated will be averaged to obtain the overall rating for this section of the final Assessment. Failure to show satisfactory performance in ANY one or more of these eight areas will result in a FAIL for the course, even if the overall average rating is a passing score.
2b) The Assessment of Professional Behaviour (50%)	A student must perform satisfactorily* in each of three areas at the end of placement: Ethical Behaviour, Interpersonal Skills, and Professional Qualities. All items rated will be averaged to obtain the overall rating for this section of the final assessment. Failure to show satisfactory performance in ANY one or more of these three areas will result in a FAIL for the course, even if the overall average rating is a passing score.
Qualitative 2c) Summary Comments	For both Professional Behaviour and Clinical Skills, at the midterm and the final, the CE provides signed summary comments about the student's areas of strength and areas for continued development to support ratings given. These will be reviewed and considered by the course instructor when determining the final grade to ensure consistency with the ratings provided.
<p>*Satisfactory performance (minimum B- level) means that for most behaviours that are assessed in an identified area (e.g., Intervention), a student demonstrates the required competencies and that the student needs some guidance and input from the CE to perform effectively. It is understood that the CE will only assess student performance on those items for which there was opportunity to observe the student in clinical practice. The Course Instructor will grade the course according to the grading scheme of the School of Graduate Studies and the University of Toronto Speech-Language Pathology grading rubric for clinical placements, such that an average score of "5" for any given category on the quantitative assessment along with the equivalent on the qualitative summary comments corresponds to a letter grade of "B-"</p>	

Add Drop Dates

The School of Graduate Studies establishes deadlines for enrollment changes for graduate courses. The Add Date for this course is Wednesday July 8, 2020 OR August 6, 2020 and is the last day that you may enroll in this course. The Drop Date is Friday July 17, 2020 OR August 14, 2020 and is the last day you may drop the course in order to avoid academic penalties. Please note that the last date to cancel a course with no academic penalty is not the same as the last date to be eligible for a refund. Dropping a course may affect a student's ability to continue with the remainder of the speech-language pathology program in a timely way.

General Guidelines Concerning Clinical Activities:

- Under usual circumstances, a student will participate in all types of clinical activities, as outlined and defined in the document General Guidelines for Clinical Activities in Practicum Courses.
- A student in this course will spend approximately **50% of the time** in activities with or for clients, either in observation (General Guideline IB) or supervised client activities (General Guidelines IIABC, which include client-specific, client-related activities, and clinical/professional activities) with the remaining time spent in activities

outlined in sections I (Clinical Readiness Activities), III (Other Clinical Practice Activities, such as record-keeping) and IV (Related Activities, such as orientation to the facility) of the General Guidelines.

- The student will spend approximately **half** of the internship time in activities outlined in categories I and III of the General Guidelines (review of client files; planning and analysis activities; oral and written reporting and record keeping; material development; supervision conferencing).
- A student may spend a small amount of time in activities described in section IV (e.g., orientation).
- A recommended weekly schedule for these activities is available for reference in the Clinical Education Guide.
- A CE will introduce clients in the following sequence: **observation, shared clinical practice and supervised clinical practice**. The student should proceed fairly quickly through this sequence.
- For the majority of this experience, a student will function at the **supervised clinical practice level** with the CE monitoring the student's performance by:
 - a) reviewing written assessment and treatment plans and progress notes;
 - b) providing specific feedback to the student each day - critical due to the condensed nature of this placement (see Daily Feedback Log); and
 - c) observing a student's clinical practice activities at least **50%** of the time with observation normally being 100% initially and gradually decreasing, at the discretion of the CE who is ultimately responsible for the client's welfare.
- Students are required to complete assessment and lesson plans for all sessions, which are reviewed by the CE(s). In addition, the CE(s) can consider the use of regular journaling as a requirement for students to document their observations and progress.
- By the end of this initial internship, each student will earn **30 clinical hours** (General Guidelines IIABC), in order to advance towards meeting the 350 hour minimum clinical requirement for SAC and CASLPO certification

Minimum Expectations:

At a minimum, a student must successfully complete the following activities in supervised clinical practice during the internship:

Expectation	Specifics
1) Communication Enhancing Techniques	Successfully model/utilize communication strategies which enhance communication.
2) Assistive devices, instrumentation or intervention approaches unique to the treatment setting or client population	Demonstrate familiarity with and successful application of one or more of the following: <ul style="list-style-type: none"> • devices (e.g., hearing aids, other assistive listening devices, sensory aids, AAC devices) • other instrumentation (e.g., audiometer, bio-feedback) • unique approaches (e.g., music therapy, pet therapy, parent education program)
3) Counselling	Write a brief reflection paper (max 2 pages double spaced). <ul style="list-style-type: none"> • identify opportunities for counselling • describe preparation for counselling, and implementation of counselling on one occasion (can be shared practice) • write a 1-2 paragraph reflection about your learning
4) Two (2) Written Reports	Assessment, treatment, progress or discharge reports, utilizing the format appropriate to the internship facility
5) Student Clinical and Professional Development Goals	To be completed by the student following the final assessment, discussed with the CE; Student and CE to sign.

The student is required to **submit evidence for achievement of these minimum expectations** at the end of this course along with other documentation.

AUDIOLOGY PLACEMENTS: Where possible, please plan for the students to complete:

1) Audiological Assessments	Five unmasked audiograms including air conduction, bone conduction, speech reception thresholds and speech recognition testing <i>and/or</i> Depending upon the placement setting, other methods of audiological assessment may be considered appropriate (such as central auditory processing or infant hearing screening etc.) at the discretion of the CI
2) Acoustic Immitance	Understand and interpret acoustic Immitance measurements
3) Quality of Life Tool	Demonstrate familiarity with a Quality of Life tool appropriate to this setting

Students can submit evidence of completion for these Course Capstone Minimum Expectations to the University electronically via the SLP1532H Quercus course.

Mid-term Formative Performance Assessment:

No formal assessment by the CE is required at mid-term. The student will complete a self-assessment using the Learning Conference Form, meet with the CE for discussion, and minute key points from the discussion on the form. Both the student and the CE are encouraged to reference the Assessment of Professional Behaviour and the Assessment of Clinical Skills which will later be used for the final assessment of student performance. Both the student and the CE will sign the Learning Conference form. The student will submit the form electronically to the university within two business days of completion.

The CE must inform the CI in the event that the student is in jeopardy of failing at this point in the placement. Written notification of this will then be given to the student (See "If Problems Arise" below).

Final Summative Performance Assessment:

Each student will be given a summative assessment at the end of placement by the CE including an assessment of *Professional Behaviour* and assessment of *Clinical Skills*, as well as signed, appended summary comments. The CE will review and discuss the results of the assessment with the student. The student will submit this form electronically to the university within two business days of completion. The original is to be placed in a sealed envelope with CE signature across the seal for submission to U of T.

Please note: the CI will determine a final grade for each student, based on the numerical ratings of each behaviour and the supporting Summary Comments forms. The student must meet expectations (i.e. a rating of '5' or higher) in each area assessed to pass course.

Following the final placement assessment conference, the **Student Clinical and Professional Development Goals** form will be completed by the student, with input from the CE, and will be signed by the student and the CE.

An inherent part of clinical skills is appropriate record-keeping. Accordingly, **a student must complete all record-keeping tasks**, as outlined on the form entitled Record-Keeping Summary Table, by the due date indicated on the recommended course schedule. **One-third of a grade will be lost for each day late.**

If Problems Arise

Step One: Early Identification

Students and CEs are **strongly** encouraged to bring any concerns regarding a practicum experience to the attention of the CI **as soon as they arise**. CEs are prompted on the mid-term assessment to contact the CI if there is indication that the student is at risk for failing the placement. Contact with the CI prior to the mid-term is encouraged if there is any question regarding a student who is struggling in the placement. The CI will help to problem-solve and to facilitate discussion and resolution of such concerns. Students and/or CEs may discuss their experience in confidence with the CI.

Once a plan has been decided, the individual may implement the plan independently, or with the support of the CI who will contact the second party only with consent of the first party.

Step Two: Developing a Written Plan

On occasion, a student may experience difficulty in meeting the learning and performance expectations for a practicum course. In such cases, **the CE must notify the CI as soon as concerns arise, even if a mid-term assessment has not yet occurred.**

If a student is not demonstrating acceptable performance in either professional behaviour and/or clinical skills, based on the assessment of the CI, **written notice must be given to the student and a specific written plan for developing these skills** must be negotiated cooperatively by the CI, the CE, and the student.

This plan will include:

1. clear identification of problems in learning and teaching;
2. specification of learning objectives to be achieved and behaviour changes expected;
3. any necessary actions, procedures, or modifications required to the clinical practicum, and
4. a time schedule and procedures for evaluating the outcome of the plan.

The CI will document the plan and provide a copy to the student and the CE.

Note: In extreme circumstances, a placement may be discontinued with the knowledge and approval of the Chair of the Department of Speech-Language Pathology.

Step Three: On-going Support and final grading.

The CI will also assist the student and the CE in implementing the plan and in evaluating its success on an on-going basis.

If a student achieves below B- in a Clinical Course

If the student does not meet the learning objectives outlined in such a plan, a grade of failure (FZ) will be assigned for the practicum course by the CI. This grade is the equivalent of a failure in an academic course and is subject to the regulations and appeal procedures described in the SGS Calendar and the Student Handbook under section 2.1.3.

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