



SLP 1508Y - ADVANCED CLINICAL LABORATORY IN SPEECH-LANGUAGE PATHOLOGY COURSE OUTLINE

Course Instructor:

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Pre-requisites:

Successful completion of all prior academic coursework and the clinical education courses (SLP 1500Y, SLP 1507H)

Time & Place:

Full-time; eight (8) consecutive weeks at clinical teaching facilities under the supervision of a Clinical Educator (CE), as assigned by the Course Instructor (CI).

Course Objectives:

The purpose of this course is to continue to expand clinical experiences leading to the further development of professional skills in speech-language pathology with **a clinical caseload differing from that of the prior placement (i.e., different age group and or etiology)**. By the end of this course, a student must be able to do the following at the **supervised clinical practice level** in an efficient and effective manner:

- a) demonstrate theoretical knowledge in relation to the understanding of normal, delayed and/or disordered communication processes and their management;
- b) differentiate among a variety of communication and/or swallowing disorders;
- c) interpret assessment information and collaborate with clients/families/other professionals in making appropriate management decisions;
- d) design, implement and evaluate appropriate assessment and management;
- e) report findings, objectives, and progress in written and oral formats to clients, family members, significant others and/or other professionals;
- f) demonstrate the continued development of self-evaluation skills;
- g) demonstrate the development of complex, ongoing clinical reasoning skills and problem-solving strategies;
- h) demonstrate reflective practice in all areas of professional and clinical behaviour;
- i) demonstrate understanding of the scope of practice of speech-language pathology in relation to other professions and participate as an effective member of the interprofessional team; and gain exposure to the concepts of best practice, evidence-informed practice and outcome evaluation using a variety of resources.

Required Reading:

- 1) *Clinical Education Handbook for the Department of Speech-Language Pathology, University of Toronto.*
- 2) *SLP 1508Y – Advanced Clinical Laboratory in SLP - Recommended Course Schedule (See Appendix A of the Clinical Education Guide for the Department of Speech-Language Pathology, University of Toronto).*
- 3) *Teaching Clinic Ground Rules (See Quercus, or Appendix D of the Clinical Education Guide)*

Required Lectures:

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

Performance Assessment:

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

Assessment	Expectation
1) Minimum Expectations (Complete/Incomplete)	<p>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.</p> <p>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.</p>
2) Assessment Quantitative 2a) The Assessment of Clinical Skills (50%)	<p>A student must perform satisfactorily * in each of seven Clinical Skills areas at the end of placement: Assessment-Planning/Preparation, Assessment-Interpretation of Results, Reporting-Oral and Written, Intervention-Developing and Planning, Intervention- Implementation, Counselling / Interviewing, Self-Assessment / Problem-Solving. All items rated will be averaged to obtain the overall rating for this section of the final Assessment.</p> <p>Failure to show satisfactory performance in ANY one or more of these seven areas will result in a FAIL for the course, even if the overall average rating is a passing score.</p>
2b) The Assessment of Professional Behaviour (50%)	<p>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.</p> <p>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.</p>
Qualitative 2c) Summary Comments	<p>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 CI 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 CI 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-"

Add Drop Dates

Student Academic Services at the School of Graduate Studies establishes deadlines for enrollment changes for graduate courses. Add Date for this course is Friday January 8, 2021 and is the last day that you may enroll in this course. The Drop Date is Thursday, January 28, 2021 and is the last day you may drop the course in order to avoid academic penalties. 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 **20-25 hours per week** participating 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.
- A small amount of time will also be spent in activities described in IV.
- 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, utilizing a Feedback Log, if desired; 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.
- In this course, each student will earn **90 - 150 clinical hours** (General Guideline IIABC), in order to advance toward 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) Learning Conferences	<ul style="list-style-type: none">• The student will complete the Learning Conference form in advance of meeting with the CE at the end of Weeks 2 and 6.• Discuss and determine own strengths, areas for development and an action plan with the CE in a formal half-hour (max.) meeting.
2) <i>Two (2)</i> Guided Observations (minimum)	<ul style="list-style-type: none">• For each observation, the student will take notes and use them as a basis for discussion with and feedback from the CE. These observations should be scheduled by the student and the CE during the development of the internship contract.
3) <i>Three – Four (3-4)</i> Common Tests/Tools	<ul style="list-style-type: none">• Determine the common tests/tools for the site and learn how to administer and interpret them.

4) Three (3) Assessments	<p>To include:</p> <ul style="list-style-type: none"> • developing an assessment plan • taking a case history • testing (informal/formal) • interpreting findings • writing of reports and recommendations
5) Management Approach for Three (3) Clients (minimum)	<ul style="list-style-type: none"> • At least <i>one (1)</i> of which should be with a client for whom English is not the first language; if possible. • If this is not possible, the student will develop and submit an amendment to a management approach with a client on her/his existing caseload, assuming English is not the first language and highlighting changes required. <p>Develop and implement a management approach based on assessment and information gathering, as required, to include:</p> <ul style="list-style-type: none"> • Mutual goal-setting • Therapeutic procedures • Counselling • Outcome evaluation • Discharge planning • Demonstration of application of theoretical knowledge
6) Four (4) Written Reports	<ul style="list-style-type: none"> • Any type of report utilizing the format appropriate to the internship facility
7) One (1) <u>Case</u> Presentation	<ul style="list-style-type: none"> • May be at rounds, case conferences or department meetings
8) Teaching Clinics	<p>Participate in Teaching Clinics for the full day on the Friday of Weeks 3, 5 and 7:</p> <ul style="list-style-type: none"> • Morning sessions: Present a case scenario to peers in a small group (with supporting videotapes or other materials) to promote development of clinical reasoning skills. • Participate in afternoon workshops as arranged by the CI
9) Interprofessional Education (IPE) Component in a Clinical Placement – Flexible Model or Structured Model (formally arranged at site)	<ul style="list-style-type: none"> • Flexible Model Activity 1 - Shadowing and/or Interviewing Team Members • Flexible Model Activity 2: Analyzing Interprofessional Interactions of Team Members • Flexible Activity 3: Collaborating with Team Members
10) IPE Palliative Care Core Learning Activity – On Campus	<ul style="list-style-type: none"> • A case-based discussion regarding a discharge scenario. Students develop a management plan for the patient/client and family and discuss the team process.
11) Student Clinical and Professional Development Goals	<p>Following the final placement assessment conference, the Student Clinical Goals Form will be completed by the student, with input from the CE, and will be signed by the student and the CE.</p>

IPE Curriculum Core Learning Activity:

IPE Component In a Clinical Placement – Flexible Model

These learning activities should be scheduled by the student and the CE during the development of the internship contract. Description of activities is available to students on Quercus. Those students involved in the Structured Model (i.e., a formal IPE placement) will meet these expectations through their participation in that experience and need not complete the Flexible Model requirements.

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

Hearing Disorders Assignment:

This is a pass/fail assignment required for SLP 1532H-Clinical Laboratory in Hearing Disorders that the student is required to complete:

Identify a client on your SLP caseload with hearing loss and describe how your approach to either assessment or treatment was impacted as a result of the hearing loss (include mention of enhancing communication strategies).

If this is not possible, develop an amendment to an assessment plan or management approach for a client on your existing caseload, assuming the client has an acquired moderate to severe binaural sensory-neural hearing loss and wears at least one hearing aid (max. 2 pages, double spaced – pass/fail). The student will submit the assignment at the end of placement

Assessment

Midterm Formative Performance Assessment:

Mid-way through the placement, the student will be given a formative assessment by the CE including an assessment of *Professional Behaviour* and of *Clinical Skills*, as well as appended signed summary comments. This assessment, though formalized, is not factored into the final grade. The CE will review and discuss the results of these assessments with the student, then submit them to the CI via the student. ***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 of *Clinical Skills*, as well as signed appended summary comments. The CE will review and discuss the results of the assessments with the student, then submit them to the CI via the student.

The CI will determine a final grade for each student, based on the numerical ratings of each behaviour and the supporting signed summary comments forms.

Following the final assessment 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.

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 midterm 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 midterm 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 midterm 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.

Revised 03/2021