

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 (i.e., Unit 6) and clinical education courses (i.e., SLP 1500Y, SLP 1507H)

Time and 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 knowledge, skills, behaviours and attitudes 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:

- Demonstrate theoretical knowledge in relation to the understanding of normal, delayed and/or disordered communication processes and their management;
- Differentiate among a variety of communication and/or swallowing disorders;
- Interpret assessment information and collaborate with clients/families/other professionals in making appropriate management decisions;
- Design, implement and evaluate appropriate assessment and management;
- Report findings, objectives and progress in written and oral formats to clients, family members, significant others and/or other professionals;
- Demonstrate the continued development of self-assessment skills;
- Demonstrate the development of complex, ongoing clinical reasoning skills and problem-solving strategies;
- Demonstrate reflective practice in all areas of professional and clinical behaviour and
- 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 Guide and Handbook (CEG/H) for the Department of Speech-Language Pathology, University of Toronto.*
- 2) *SLP 1508Y – Advanced Clinical Laboratory in SLP - Recommended Course Schedule (See Appendix A2.3 of the CEG).*
- 3) **General Guidelines Concerning Clinical Activities and Counting Clinical Hours** (See Appendix D1.1 in the CEG)
- 4) **Teaching Clinic Ground Rules** (See Quercus or Appendix E of the CEG).

Important Dates:

- Pre-Placement Planning Lecture: November 11, 2024
- Pre-Placement Orientation Lecture: November 25, 2024
- Placement Start Date: January 6, 2025
- Teaching Clinics - Fridays:
 - January 24, 2025
 - February 7, 2025
 - February 21, 2025
- **SLP 1509: Integrating Client, Practitioner and Research Knowledge in Practice:** Interprofessional Education (IPE) Curriculum Foundational Learning Activities:
 - Case-Based: Palliative Care: Monday, February 10, 2025 – 4:00 – 6:30 p.m.; Delivery TBD
 - Appreciating Roles and Collaboration to Improve Care in Head and Neck Cancer (ARCTIC) – Tuesday, February 4, 2025 – 4:00 – 6:30 p.m.; Delivery TBD
- Paperwork Deadlines: Within two (2) business days or as specified
- Minimum Expectations Completion: One (1) - week post-placement

Post-Placement Documentation - Minimum Expectations Peer Review Class: Tuesday, March 11, 2025 1:00-2:00 p.m.

Add and Drop Dates

Student Academic Services at the School of Graduate Studies establishes deadlines for enrollment changes for graduate courses. The Add Date for this course is Tuesday, January 14, 2025 and is the last day to enroll in this course. NOTE: Late enrollment may delay the student's progression through the program. The Drop Date is Monday February 3, 2025, and is the last day to 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.

Requisite Course Document Deadlines:

At this time, all paperwork will be submitted on-line. Students will review the submission instructions on Quercus and advise their clinical educator where necessary.

FORM	TO BE COMPLETED BY			TO BE GIVEN TO			DEADLINE
	STUDENT	CLINICAL EDUCATOR	UT	STUDENT	CLINICAL EDUCATOR	UT	
Internship Practicum Contract	✓ & Sign	✓ & Sign		Copy	Copy	Quercus Course	To be completed in Week 1 with an electronic copy due within two business days of completion.
MINIMUM EXPECTATIONS							
Learning Conferences	✓ & Sign	✓ & Sign		Copy	Copy	Quercus Course	To be completed in Week 2 and 6 , respectively, with electronic copies due within two business days of completion.

Teaching Clinics, IPE Palliative Care and ARCTIC Learning Activities			Attendance Record				NA
All Other Minimum Expectations	✓	✓		Copy		Quercus Course	Electronic copy due one-week post-placement.
Minimum Expectations Peer Review	✓	✓				In-person	Peer Review Meeting, as scheduled
ASSESSMENT							
Midterm Assessment and Summary Comments	Reviews with CE	✓ Submit		Copy	Copy	Submitted to InPlace	MUST be completed by end of Week 4 and no later than middle of Week 5. Due within two business days of completion.
Final Assessment and Summary Comments	Review with CE	✓ Submit		Copy	Copy	Submitted to InPlace	MUST be completed at the end of Week 8. Due within two business days of completion.
OTHER							
Summary of Clinical Hours for S-LP	✓	✓ Verify		Copy	N/A	Submitted to InPlace	Due within two business days of completion.
Evaluation of Clinical Faculty Teaching	✓	N/A		N/A	N/A	Submitted to InPlace	One-week post-placement.

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 by the deadline above that 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 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 and Self-Assessment/Problem-Solving. All items rated will be averaged to obtain the overall rating for this section of the final assessment.</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.
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	For both Professional Behaviour and Clinical Skills, on the midterm and the final assessment, 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.

*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 Department of 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-.

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* (see **Appendix D1.1** of the **Clinical Education Guide** for the Department of Speech-Language Pathology, University of Toronto).
- A student in this course will spend **20-25 hours per week** participating in activities with or for clients, either in observation (General Guideline B1.2) or supervised client activities (General Guidelines A1, 2 &3, which includes A1 Direct - Patient/Client Service and Case Discussion with CE, A2 Simulated and A3 Indirect - Clinical//Professional Activities) with the remaining time spent in activities outlined in sections B1 Clinical Readiness Activities and B2 (Professional/Administrative Activities of the *General Guidelines*).
- A **Recommended Course Schedule** (Appendix A2.3) for these activities each week 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* (Appendix C1.1 CEG), 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 CASLPO certification.

Minimum Expectations:

At a minimum, a student must successfully complete the following activities **in supervised clinical practice**

during the internship. **NOTE:** It is the **student's responsibility**, not the CE's, to ensure there is a plan in place to achieve these minimum expectations and to complete evidence of same.

Expectation	Specifics
1) Two (2) 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, respectively. Discuss and determine own strengths, areas for development and an action plan with the CE in a formal half-hour (max.) meeting.
2) Two (2) 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 Practicum Contract.
3) Three – Four (3-4) 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>Must 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, that must 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) Case Presentation	<ul style="list-style-type: none"> May be at rounds, case conferences or department meetings
8) Teaching Clinics	<p>Participate in the requisite 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) to promote development of clinical reasoning skills. Participate in afternoon workshops as arranged by the CI
9) SLP 1509: IPE Foundational Learning Activity: IPE Component in a Clinical	<ul style="list-style-type: none"> If the Flexible Model is completed, written reflections are required for each of the three activities, as per the guidelines in <i>CEG Appendix E2</i>: <ul style="list-style-type: none"> Flexible Model Activity 1: Shadowing and/or Interviewing Team

Placement – Flexible Model or Structured Model (latter formally arranged at site)	<p>Members</p> <ul style="list-style-type: none"> ○ Flexible Model Activity 2: Analyzing Interprofessional Interactions of Team Members ○ Flexible Activity 3: Collaborating with Team Members
10) SLP 1509: IPE Foundational Learning Activity: Case-Based - Palliative Care February 10, 2025 4:00 – 6:30 p.m. Delivery TBD	<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) SLP 1509: IPE Foundational Learning Activity: Appreciating Roles and Collaboration to Improve Care in Head and Neck Cancer (ARTIC) February 4, 2025: 4:00 – 6:30 p.m. Delivery TBD	<ul style="list-style-type: none"> ● Small group sessions focus on defining roles in the care of a head and neck oncology patient. Then the teams develop the case patient's care plan. Finally, as a large group, students review the patient's narrative of his journey.
12) Student Clinical and Professional Development Goals	<ul style="list-style-type: none"> ● 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.

9) SLP 1509: IPE Curriculum Foundational 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 Practicum Contract. A description of the 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 will receive a certificate of completion. They need not complete the Flexible Model requirements.

The student is required to **submit evidence for achievement of these minimum expectations**, as per the activity guidelines, at the end of this course, along with other documentation, within one-week of the final day of the placement

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. Two (2) pages, double spaced – pass/fail). The student will submit the assignment at the end of placement

Students who complete their minimum expectations for the SLP1532H course will submit these to Quercus within **two (2) business days** of completion.

Assessment of Student Performance

Midterm and Final Assessment: A link will be provided to the CE for the on-line assessment tool at the start of placement.

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 if there is any indication at this point that the student may not meet performance expectation levels by the end of the placement.** Written notification of this will then be given to the student (See “If Challenges 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. Accordingly, **a student must complete all record-keeping tasks**, as outlined in the table above **Requisite Course Document Deadlines**, by the due date indicated on the recommended course schedule. ***Five percentage points will be lost for each day late.***

If Challenges 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 any indication that the student may not meet performance expectation levels by the end of the placement. Contact with the CI prior to the midterm is encouraged when there are any questions regarding a student who is challenged or struggling in the placement. The CI will help to problem-solve and to facilitate discussion and management 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 challenges 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 adequate 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, CE and student.

This plan will include:

- 1) Clear identification of challenges in learning and teaching;
- 2) Specification of learning objectives to be achieved and behaviour changes expected;
- 3) Any necessary actions, procedure 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. At this time, the Coordinator of

Graduate Studies and the student's faculty advisor will also be notified.

Note: In extreme circumstances, a placement may be discontinued with the knowledge and approval of the Chair of the department.

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 2.2.3.