



Speech-Language Pathology
UNIVERSITY OF TORONTO

COURSE OUTLINE
SLP 1500Y - INTERNSHIP

UNIT 3

Course Instructor /

Coordinator of Clinical Education (CCE): Jennifer Wadds
416 978 6332
jennifer.wadds@utoronto.ca

Time & Place: Full-time; eight (8) consecutive weeks at a clinical teaching facility under the supervision of Clinical Educators (CE), as assigned by the CCE.

SLP 1500Y – Internship comprises Unit 3 in the curriculum and is subsequent to Units 1 and 2 containing the following coursework:

Unit 1

- SLP 1502Y – Anatomy and Embryology
- SLP 1505Y – Child Language I
- SLP 1514Y – Applied Audiology
- SLP 1520H – Principles of Clinical Practice
- SLP 1522Y – Speech Physiology and Acoustics

Unit 2

- SLP 1503Y – Articulation and Related Disorders
- SLP 1506H – Child Language II
- SLP 1529H – Fluency

Course Objectives:

The purpose of this course is to introduce a student to the clinical practice of speech-language pathology with children and their families. By the end of this practicum, a student must be able to:

- a) demonstrate theoretical knowledge in relation to the understanding of normal, delayed and disordered communication processes and their management;
- b) with on-going supervision, plan and implement assessment and treatment sessions;
- c) display an understanding of objectives, outcomes, ethics and commitment in client care;
- d) show attitudes of self-awareness, curiosity, innovation, sensitivity and respect for diversity necessary to the professional in this discipline;
- e) evidence an understanding of the multiple roles of a speech-language pathologist in clinical practice, including working in teams;
- f) develop ongoing effective communication with clinical educator(s); and
- g) apply all of the above to one or more communication disorder areas.

Required Reading:

- 1) *Clinical Education Handbook* for the Department of Speech-Language Pathology, University of Toronto.
- 2) *SAC Description of Hours Requirements for Certification, Speech-Language Pathology*
- 3) *SLP 1500Y – Internship - Recommended Course Schedule* (See Appendix A of the Clinical Education Guide for the Department of Speech-Language Pathology, University of Toronto).

Assessment:

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

1) Minimum Expectations	<p>Student submits evidence 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) The Assessment of Professional Behaviour	<p>A student must meet expectations* in each of three areas at the end of placement: Ethical Behaviour, Interpersonal Skills, and Professional Qualities.</p> <p>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>
3) The Assessment of Clinical Skills	<p>A student must perform satisfactorily* in each of six areas at the end of placement: Assessment, Reporting, Developing and Planning, Intervention, Counselling and Interviewing, Self-Assessment and Problem-Solving.</p> <p>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 six areas will result in a FAIL for the course, even if the overall average rating is a passing score.</p>
<p>*Satisfactory performance (minimum B- level) means that for most behaviours that are assessed in an identified area (such as Assessment), 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(CCE) 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" corresponds to grade letter "B-".</p> <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. These will be reviewed and considered by the course instructor when determining the final grade.</p>	

General Guidelines Concerning Clinical Activities:

- The focus of this initial internship is the development of a solid clinical base of knowledge through ample preparation, follow-up, self-assessment, and discussion time. Therefore, a 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).
- When possible, a student in this internship will also be exposed to related clinical activities, as outlined in category IV of the General Guidelines (e.g., orientation to facility).
- 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 internship will spend **16-20** hours per week with clients, either in observation (General Guideline IB) or supervised client activities (General Guidelines IIABC).
- A recommended weekly schedule for these activities is available for reference in the *Clinical Education Guide*.
- The CE will gradually introduce a student to a variety of clients and clinical activities in the following sequence: **observation, shared clinical practice, and supervised clinical practice**.

- The CE will observe at least **50%** of sessions classified as supervised clinical practice. Normally, observation will be 100% at the beginning of supervised practice and will be gradually decreased as the student's skills develop.
- Students are required to complete assessment and lesson plans for all sessions, which are reviewed by the CE(s).
- The CE will meet daily with the student to give feedback and review all progress notes and reports. 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 **60-90 clinical hours** (General Guidelines IIABC), in order to advance towards meeting the 350 hour minimum clinical requirement for SAC (formerly CASLPA) and CASLPO certification.

Minimum Expectations:

At a minimum, a student must complete the following activities **prior** to the internship.

Expectation	Specifics
1) Social Media Awareness Module	Completed CASLPO Pause Before You Post: Social Media Awareness for Regulated Healthcare Professionals e-learning module. See page 33 of the Clinical Education Handbook for further instruction.
2) Privacy Module	Completed Privacy e-learning module for U of T Faculty of Medicine Learners. See page 33 of the Clinical Education Handbook for further instruction.

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

Expectation	Specifics
3) Three (3) Guided Observations (minimum)	<ul style="list-style-type: none"> • One (1) of a child who is developing typically • Two (2) of children with communication needs <p>For each observation, the student will complete the observation form and use it 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.</p>
4) 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
5) Three (3) Full Communication Assessments	<p>At least one (1) assessment of a child for whom English is not the first language To include:</p> <ul style="list-style-type: none"> • developing an assessment plan • taking a case history • testing (informal/formal) • interpretation of findings • writing of reports and recommendations <p>If this is not possible, the student will develop an amendment to a management approach with a client on her existing caseload, assuming English is not the first language and highlighting changes required</p>
6) Three (3) Written Treatment Progress Reports	<ul style="list-style-type: none"> • Utilizing the format appropriate to the internship facility
7) Teaching Clinics	<p>Participate in Teaching Clinics for the full day on the Friday of Weeks 3, 5 and 7 of this course:</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 course instructor (for example, on the topic of Behaviour Management)

8) Student Clinical Placement 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.

Hearing Disorders Assignment:

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

Identify up to 3 SLP-specific clinical practices in this setting that address hearing loss (e.g., case history taking, hearing screening, individual education plans, referral procedures, etc.) and one resource or service available (e.g., audiology, ENT, Cert. AVT, classroom amplification, etc.). Describe how these practices were incorporated into your clinical practice (or, if not observable, then formulate recommendations suitable for this setting). (max. 2 pages, double spaced – pass/fail).

The student will submit the assignment at the end of placement.

Mid-term 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 (pass/fail). The CE will review and discuss the results of these assessments with the student. The student will submit them electronically to the university within two business days of completion.

The Clinical Educator (CE) must inform the Course Instructor/Coordinator of Clinical Education m (CCE) 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 *summary comments*.

The CE will review and discuss the results of these assessments 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 **Course Instructor/Coordinator of Clinical Education** 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 assessments 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.

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 CCE as soon as they arise. CEs are prompted on the mid-term assessment to contact the CCE if there is indication that the student is at risk for failing the placement. Contact with the CCE prior to the mid-term is encouraged if there is any question regarding a student who is struggling in the placement. The CCE 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 CCE. Once a plan has been decided, the individual may implement the plan independently, or with the support of the CCE 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 CCE 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 CCE, written notice must be given to the student and a specific written plan for developing these skills must be negotiated cooperatively by the CCE, 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 CCE 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 CCE 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 Course Instructor/Coordinator of Clinical Education. 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.