



COURSE OUTLINE SLP 2500Y - ADVANCED INTERNSHIP

Course Instructor:

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Time & Place:

Full-time; twelve (12) weeks at clinical teaching facilities under the supervision of a Clinical Educator (CE), as assigned by the Course Instructor (CI). Twelve weeks consecutive is preferred, however the placement days can be flexibly scheduled to accommodate Clinical Educator vacation schedules, etc. Where it is not feasible for students to complete a full twelve (12) weeks on placement, the student may incorporate up to the equivalent of 2 weeks of simulated clinical learning activities as directed by the university. It is understood that under circumstances arising from the pandemic, it may not be possible to make up unforeseen missed days from placement. A minimum of the equivalent of 8 full-time clinical placement weeks at the assigned clinical site(s) are required (virtual and/or in person).

Prerequisites:

Successful completion of all prior academic coursework and the clinical education courses (SLP 1500Y, SLP 1507H, SLP 1508Y).

Course Objectives:

The purpose of this course is to develop a student's clinical competence to meet entry-level professional standards. By the end of the internship, a student must be able to do the following at the supervised clinical practice level in an efficient and effective manner:

- a) organize and implement a coherent, integrated approach to client management (e.g., assessment, intervention, counselling, reporting, discharge planning) utilizing best practice, evidence-based practice and outcome evaluation in collaboration with clients/families/other professionals;
- b) counsel client and/or significant others appropriately and competently;
- c) communicate complete, pertinent, and accurate information in both written and oral forms to clients, family members, significant others and/or other professionals;
- d) prioritize responsibilities realistically and allocate time accordingly;
- e) manage a 75% caseload for at least the final four weeks of the internship;
- f) follow the administrative standards for the clinical facility independently (e.g., setting up files, closing files, workload measurement, quality assurance/improvement, knowledge of authority);
- g) set realistic goals for self-improvement and recognize and develop personal strengths;
- h) seek out, understand, and support the mandates and operation of the department/program/facility;
- i) demonstrate the continued development of self-assessment skills;
- j) demonstrate development of complex, ongoing clinical reasoning skills and problem-solving strategies;
- k) demonstrate continued reflective practice in all areas of professional and clinical behaviour;
- l) and continue to 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.

Required Lectures:

- 1) Pre-Placement Preparation and Planning
- 2) Placement Orientation

Required Reading:

- 1) *Clinical Education Guide 2020-2021.*
- 2) *General Guidelines for Clinical Activities in Practicum Courses (see Appendix E of the Clinical Education Guide).*
- 3) *SLP2500Y – Recommended Course Schedule (see Appendix A of the Clinical Education Guide).*
- 4) *Teaching Clinic Ground Rules (see Appendix D of the Clinical Education Guide).*

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 Tuesday, May 18, 2021 and is the last day that you may enroll in this course. The Drop Date is Thursday, June 10, 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.

Performance Assessment:

This is a graded full-credit course. To achieve a passing grade, **all** 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 Professional Behaviour 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>
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-”

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, which can be found in the Clinical Education Handbook in the Clinical Education Guide on the SLP website.
- 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.
- As this is the final practicum placement, a student will be involved in all aspects of the clinical setting to ensure a comprehensive understanding of the speech-language pathologist's roles.
- A CE will introduce clients in the following sequence: observation, shared clinical practice and supervised clinical practice. The student should proceed 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 confirming and developmental feedback to the student at least three times a week and
 - c) observing a student's clinical practice activities at least **25%** 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 **150 - 250 clinical hours** (General Guideline IIABC), in order to advance towards, meeting the 350 hour minimum clinical requirement for MHS program completion.

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	The student will prepare in advance , then discuss and determine own strengths, areas for development and an action plan with the CE in a formal half-hour conference at the end of Weeks 3 and 8.
2) One (1) Interaction (minimum) with Another Health Care Professional	<p>Related to a client or a professional issue.</p> <p>For each interaction, the student will discuss with the CE:</p> <ul style="list-style-type: none"> ▪ What was the goal of the interaction? ▪ What did you learn from this interaction that you can apply to your clinical practice? <p>This interaction should be scheduled by the student and the CE during the development of the internship contract.</p>
3) Three – Four (3-4) Common Tests/Tools	Determine the common tests/tools for the site and learn how to administer and interpret them.

4) Three (3) Full Assessments	To include: <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)	At least <i>one (1)</i> should be for a client for whom English is not the first language, if possible. If this is not possible, the student will develop an amendment to a management approach with a client on the existing caseload, assuming English is not the first language and highlighting changes required. Develop and implement a management approach based on assessment and information gathering, as required, to include: <ul style="list-style-type: none"> • Mutual goal-setting • Therapeutic procedures • Counselling • Outcome assessment • Discharge planning • Application of theoretical knowledge
6) Four (4) Written Reports	Any type of report utilizing the format appropriate to the internship facility
7) One (1) Formal Presentation	Must be educational and may be at formal rounds, department meetings, workshop or in-service.
8) Manage 75% of caseload	For the final four weeks of the placement
9) Teaching Clinics	Participate in Teaching Clinics for the full day on the Friday of Weeks 3, 6 and 9 of this course: <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
10) 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.

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 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.

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 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, and then the student will submit them, to the CI.

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 summary comments. The CE will review and discuss the results of these assessments with the student, then submit them to the CI.

The CI will determine a final grade for each student, based on the numerical ratings of each behaviour and the supporting Summary Comments forms. A student who fails the internship must leave the program. The Examinations Committee may, however, review the student’s record to determine if extraordinary circumstances are present and will take any appropriate action (see Student Handbook, Course Regulations).

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 on the form entitled Record-Keeping Summary Table, by the due date indicated on the course outline. **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 form 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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