



COURSE OUTLINE
SLP 1507H - CLINICAL LABORATORY IN SPEECH-LANGUAGE PATHOLOGY
UNIT 5

Course Instructor/

Coordinator of Clinical Education (CCE):

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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), at clinical teaching facilities under the supervision of a Clinical Educator (CE), as assigned by the CCE.

Course Objectives:

The purpose of this course is to expand clinical experiences leading to the further development of clinical and professional skills in practice areas studied to date, including 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) SLP 1507H – Clinical Laboratory in SLP - Recommended Course Schedule (See Appendix A in the Clinical Education Guide for the Department of Speech-Language Pathology, University of Toronto).

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 (Pass/Fail)	<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) 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>
3) Clinical Skills (50%)	<p>A student must meet expectations* in each of seven areas at the end of placement: Assessment-Planning/Preparation, Assessment-Interpretation of Results, Reporting-Oral, Reporting-Written, Developing and Planning, Intervention, Counselling / Interviewing, Self-Assessment / Problem-Solving.</p> <p>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 seven areas will result in a FAIL for the course, even if the overall average rating is a passing score.</p>
3) Qualitative Assessment	<p>In addition to the ratings, please provide summary comments about the student's strengths and areas for continued development. These will be reviewed and considered when determining the final grade</p>

*Satisfactory performance (minimum B- level) means that for most behaviours that are evaluated in an identified area (such as Assessment), a student demonstrates the required competencies, and that the student needs some guidance and input from the Clinical Educator (CE) to perform effectively. It is understood that the CE will only evaluate student performance on those items for which there was opportunity to observe the student in clinical practice. The Course Instructor/Coordinator of Clinical Education (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-".

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 CCE when determining the final grade to ensure consistency with the ratings provided.

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 Clinical Educator (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 (formerly CASLPA) 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	Identify opportunities for counselling <ul style="list-style-type: none"> • 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 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.

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 course instructor
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 **will retain evidence** of having completed these learning activities for later submission in relation to the course entitled SLP 1532H Clinical Laboratory in Hearing Disorders.

Mid-term Formative Performance Assessment:

No formal assessment by the Clinical Educator (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 Clinical Educator must inform the Course Instructor/Coordinator of Clinical Education 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 Clinical Educator (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 **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 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.

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 Clinical Educators (CEs) are **strongly** encouraged to bring any concerns regarding a practicum experience to the attention of the Course Instructor/Coordinator of Clinical Education (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.