DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS
Faculty of Rehabilitation Medicine
University of Alberta

CSD 540 and/or 541
Spring/Summer 2024

CSD 540: Advanced Clinical Practicum III and/or
CSD 541: Advanced Clinical Practicum IV
Spring/Summer 2024
Full Time External Placement(s)

INSTRUCTOR:
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The University of Alberta, its buildings, labs, and research stations are primarily located on the traditional territory of Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, and Ojibway/Saulteaux/Anishinaabe nations; lands that are now known as part of Treaties 6, 7, and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems, and cultures of First Nations, Métis and Inuit nations.

The Department of Communication Sciences and Disorders is committed to Equity, Diversity and Inclusion. Please read more about our commitment at our website.

COURSE INFORMATION & OVERVIEW

COURSE DESCRIPTION:
Full-time supervised clinical practicum normally for a period of four to eight weeks in an approved clinical service facility. The focus will be on developing and demonstrating Entry to Practice level competencies. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision.

COURSE PREREQUISITES: CSD 532 and CSD 533 and all MScSLP academic courses. (Restricted to MScSLP students only.)

COURSE GOALS:
The overall goals and expectations of this course are to:

- gain further experience with hands-on practice with increasing independence over the placement
- further develop your professional behaviors and clinical skills
- bring your clinical learning forward to each placement
- commit to active-learning in order to optimize your learning and experience
- translate classroom knowledge to a clinical setting
- demonstrate clinical, professional, and interpersonal skills and behaviours
- critically self evaluate skills and develop plans for growth in competencies

Student Learning Strategies

- Prepare for the placement. - complete prerequisites, check eClasses often
- 100% attendance is expected, must follow the attendance policy (on eClass)
- Complete the assignments (Clinical Learning Plan and end of placement documents/requirements)
- Behave professionally, this begins before the course starts and must be maintained throughout the experience
- Participate actively
- Work collaboratively
- Use learning resources (530 eClass, 524 eClass, 525 eClass, clinical education eClass, etc)
- Seek out supplementary resources to enhance learning

LEARNING OBJECTIVES: By the end of the course students must be able to minimally demonstrate Entry to Practice level competencies in English in key areas (outlined below; roles, competencies, and sub-competencies in line with the National Speech-Language Pathology Competency Profile). As per the profile, informed consent and client-centered care permeate all aspects of the student clinician's

work and are also considered key areas. Entry to Practice level competency descriptor example: Occasionally requires general guidance, and is usually efficient, for familiar/routine tasks. Requires some general guidance in complex tasks and sometimes seeks specific guidance for complex tasks and situations. Sometimes requires extra time but mostly for complex tasks.

Key learning objectives/areas for this clinical course (see profile for examples/associated sub-competencies):

1. **Knowledge and Clinical Application (Expert)**:
   - Apply profession-specific knowledge to prevent, identify and manage communication disorders, and feeding and swallowing disorders across the lifespan (1.1 a)
   - Apply basic knowledge from relevant fields that apply to communication and feeding and swallowing across the lifespan(1.1 B)
   - Apply knowledge of hearing, hearing loss and disorders of the auditory system to the practice of speech-language pathology (1.1 c)
   - Use problem solving, evidence, and clinical reasoning to guide decisions (1.1 d)
   - Identify individuals requiring speech-language pathology services (1.2e)
   - Plan, conduct and adjust assessments (1.2 f)
   - Analyze and interpret assessment results (1.2 g)
   - Develop and share recommendations based on results (1.2 h)
   - Develop a realistic, evidence-informed and measurable intervention plan (1.2 i)
   - Implement, monitor, adapt and/or redesign an intervention plan based on the client's responses and needs (1.2 j and k)
   - Provide clinical direction and oversight to support personnel (1.2 l), as per site/if part of placement

2. **Communicator**:
   - Communicate respectfully and effectively using appropriate modalities (2.a)
     - E.g. use language appropriate to the client and context taking into account age, culture, linguistic abilities, education level, cognitive abilities and emotional state; employ environmental and communication strategies to minimize barriers to successful communication; recognize and respond to the client's verbal and non-verbal communication; (2 a. i, ii, and iii)
     - E.g. Participate respectfully in challenging conversations (2 a vi)
   - Maintain accurate, timely client documentation (2 b)
   - Provide relevant information
   - Listen actively
   - Comply with regulatory and organizational requirements
   - Ensure timely completion (including drafts for CE) and dissemination of client documentation as per CE/site deadlines

3. **Collaborator**:
   - Establish and maintain effective collaborations (3 a), E.g.:
     - Collaborate with the client during all stages of care (3 a i)

    - Interact effectively with all team members (3 a ii)
    - Communicate one's professional roles, responsibilities and scope of practice in collaborative interactions with the client, caregivers and relevant professionals (3 a iii)
    - Recognize and respect the roles and perspectives of other individuals (3 a iv)
    - Manage misunderstandings, limitations and conflicts to enhance collaborative practice (3 a v)
- Contribute to effective teamwork and support positive team dynamics

4. **Advocate:**
    - Advocate for necessary services and resources that support each client (4 a), E.g.:
        - Encourage the client's societal inclusion and participation (4 a ii)
        - Consult with the appropriate individual(s) and/or organization(s) to obtain available services and resources for the client (4 a iii)
    - Identify client access barriers to services and resources
    - Provide information and support to promote a client's self advocacy (4 b), E.g.:
        - Identify and provide information and tools to assist the client, or SDM to access services and supports (4 b i)
    - Advocate for clients where appropriate (usually as guided by the CE)

5. **Scholar**:
    - Demonstrate commitment to learning and self-reflection (e.g. Clinical Learning Plan)
    - Identify one's own professional strengths and areas for development (5 a i)
    - Determine one's own goals for competency development (5 a ii)
    - Develop a plan and implement strategies for continued development (5 a iii)
    - Identify and use appropriate resources to fulfill training needs (5 a iv)
    - Share professional knowledge with others (5 b)
        - Identify the need for education related to speech-language pathology services in other professionals, the client and/or caregivers (5 b i)
        - Identify and adapt information or education to the appropriate level of content for the audience and enhance comprehension using accessibility strategies (5 b ii and iii)

6. **Manager (Practice Management)**:
    - Balance competing demands to manage time, caseload, resources and priorities (6 a i)
    - Carry at least 80% of a full time SLP's caseload and its associated responsibilities
    - Apply appropriate precautions, risk management and infection control measures, as required (6 a ii)
    - Ensure equipment, materials, instruments, and devices are calibrated, up to date and in good working condition (6 a iii)
    - Identify opportunities to improve practice models within workplace settings (6 a iv)
    - As per site processes and under CE guidance address problems in the clinical setting and participate in quality improvement initiatives (6 a v and vi)
    - Set priorities and manage clinical and administrative activities effectively
    - Respond to communications in a timely manner (e.g. minimally within 2 business days)

7. **Professional**:
   - Maintain professional demeanour in all clinical interactions and settings (7 a), E.g.:
     - Maintain confidentiality (7 a i)
     - Demonstrate professionalism in managing conflict (7 a ii)
     - Maintain personal and professional boundaries in relationships with clients, colleagues and other professionals (7 a iii)
     - Recognize and respond appropriately to the inherent power differential in the client clinician relationship (7 a iv)
     - Demonstrate professionalism in all communications, including those involving electronic platforms (7 a v)
   - Practice ethically (7 b), E.g.:
     - Adhere to professional codes of ethics and to university student code of conduct
     - Recognize and use critical judgment to respond to ethical issues encountered in practice (7 b ii)
     - Recognize and use critical judgment to respond to actual or perceived conflicts of interest (7 b iii)
     - Identify one's own biases, as they relate to the care of a client (7 b iv)
     - Actively work to mitigate one's biases, as they relate to the care of a client 7 b v)
   - Adhere to professional standards and regulatory requirements

INTEGRATION: students are expected to integrate academic knowledge and previous clinical experiences into this placement

REQUIRED COURSE READINGS/RESOURCES/MATERIALS: CSD Clinical Education Handbook, Absence Policy and other clinical education policies and communications (e.g. announcements, emails), University Clinical Education Evaluation Tool, eClass CSD Clinical Education MScSLP 2024

RECOMMENDED RESOURCES AND MATERIALS: CSD 524, 525, and CSD 530 eClasses; SLP National Competency Profile

SCHEDULE:

Placement Times / Location: As per each student's placement plan and may be a 4, 6, 8, 10, or 12 week placement (or combination e.g. 8 weeks at 1 site + 4 weeks at a second site). For most students this is a twelve-week placement that is scheduled between: **May-August 2024 (approximately 480 hours)**

The placement(s) is/are full-time – i.e. 38.75 - 40 hours/week. The exact hours of clinical practice will coordinate with those of the Clinical Educator. Flex hours (ie. shifts, evenings, and weekends) are possible and may be required. Self-directed learning is overall estimated at 60 hours (for a 12 week placement) or as needed/directed by assigned facility/agency

The clinical education team will attempt to place you in a location of preference. However, given

availability, you may need to complete this clinical course outside of this. Accommodation and travel planning and expenses are the student's responsibility.

COURSE EVALUATION

EVALUATION:

Measures that the Learning Objectives have been achieved are outlined below.
Your CE will evaluate your performance relative to each of the above learning objectives and to the SLP National Competency Profile. The CE provides ongoing **formative** feedback throughout the placement. In addition, structured feedback will be provided on two occasions – at the midterm meeting and the final **summative** evaluation. The university evaluation tool/form will be used for the final evaluation and may be used for the midterm meeting. The university evaluation tool aligns with the National Speech-Language Pathology Competency Profile and areas of assessment are relevant to the preamble and the seven roles and relate to each of the learning objectives above.
As part of reflection and your professional development, you should complete a self-evaluation for both the midterm and final evaluations.

By the end of the placement, the student will be able to manage at least 80% of a full time Registered Speech-Language Pathologist's caseload at an Entry to Practice level equivalent. In other words, the student should be managing their caseload in a timely, competent, and safe manner with minimal supervision at minimally an Entry to Practice level.

Minimal supervision is the least amount of supervision required for the context/client. For example, the supervising SLP is not necessarily present when the task is being carried out, but is available to the student by communication technology (phone, email, etc) or has provided an alternate plan in case of doubt or perceived risk. Maximum supervision is when the supervising SLP or designate is present within the environment when a task is being carried out and is providing direction or modeling to the student to implement that task. Moderate supervision is the continuum between these two extremes.

ASSIGNMENTS AND REQUIRED DOCUMENTATION:
It is expected that the student will:

1. You should complete a clinical portfolio and share your clinical portfolio with your CE prior to the placement or within the first week.
2. Bring your **completed self-evaluation** (e.g. University evaluation tool) to both the midterm and final evaluation sessions with your Clinical Educator (CE). Presenting your self-evaluation contributes to open communication between you and your CE and is an essential component of professional practice.
3. Learn from and incorporate CE feedback into your practice and work.
4. Complete your Clinical Learning Plan (CLP) throughout the course, follow the CLP instructions

on eClass. Send your CLP to your CE prior to your midterm meeting. During your midterm meeting, review this document with your CE. Complete revisions or additions as a result of your midterm meeting. Resend the revised CLP to your CE prior to your final evaluation meeting. During your final evaluation meeting, review this document with your CE. Complete revisions or additions as a result of your final meeting. **Submit the final version to the Clinical Education MScSLP 2024 eClass page within 10 days of completing** this clinical course. This version carries over to your next placement

5. Complete the **MScSLP Student Placement Survey within 10 days** of completion of this course. Sent via email at the end of the course.
6. Track hours in HSPnet and ensure they are fully entered and signed by your CE at the end of the course.

GRADING: Credit/No credit

The ACCE or designate assigns the final mark or transcript grade for this course. Grading is primarily based on the overall recommendation of the CE. The ACCE or designate will also take into account overall professionalism, student code of conduct, and professional and clinical codes of ethics when assigning a final grade.

A grade of Credit/CR (passing this clinical course) is given when the student:

-consistently demonstrates safe and appropriate speech-language pathology practice, -consistently displays appropriate professional behaviour and communication skills,
-achieves acceptable ratings/rankings on the university evaluation tool/form
-obtains a pass/CR (credit) on the overall recommendation from the CE
-submits all required documentation on time

Professionalism Expectations

1) Adheres to local dress code
2) Demonstrates respect for the time of others.
    a. Arrives on time each day and fully prepared for scheduled activities and appointments
    b. Gives adequate notice and explanation for absenteeism. Contacts CE, CSDclined and ACCE in a timely manner.
    c. Responds promptly when contacted by ACCE, Administrator/CSDclined or CE
3) Demonstrates effective time management skills.
    a. Completes assigned tasks and client care activities on time
    b. Meets all deadlines for assignments (university and site) and placement documentation.
4) Shows the ability to balance own needs with the needs of others
    a. Suspends external personal needs to focus on the task or interaction

   b. Takes responsibility for own physical and mental health and refrains from practicing while their ability to provide appropriate and competent care is compromised.

5) Maintains confidentiality of patient information
   a. Demonstrates ethical, responsible and respectful use of electronic communication, social media and other forms of digital technology, conforming to confidentiality guidelines in line with local site and university policies and standards of practice of the Alberta College of Speech-Language Pathologists and Audiologists (ACSLPA).
   b. Exchanges using electronic communication and social media are appropriate for therapeutic relationships established with patients and supervising therapists.
   c. Accesses only relevant patient information/data when providing professional services for the specific patient, in keeping with legislative compliance.
6) Demonstrates non-biased, non-discriminatory behaviour and communication, and is inclusive of all people. Demonstrates tolerance of and respect for others with differing opinions.
7) Maintains professional boundaries that honour and respect the therapeutic relationship with patients.
   a. Establishes and maintains professional boundaries and does not make abusive, suggestive or harassing comments or engage in inappropriate physical contact or sexual advances with patients, colleagues, students, and others.
8) Acts honestly, transparently and with integrity in all professional and business practices to uphold the reputation of the profession.
9) Accepts constructive feedback and modifies behavior appropriately
   a. Takes steps to prevent repetition of errors
   b. Maintains composure during difficult interactions with colleagues
   c. Takes personal responsibility for expressing own feelings
10) Commits to maintaining and enhancing the reputation and standing of the speech-language pathology profession, and to inspiring public trust and confidence by treating everyone with dignity and respect in all interactions.

A grade of NO CREDIT/NC/Fail will be assigned in the following circumstances:

The student's clinical or professional conduct does not meet the standard for the course (e.g. recommendations of Fail/NC from CE on the University evaluation form, a second CR- in a clinical course, a CR- in a final placement) and/or when:

-there is unsafe clinical practice or there is potential for causing harm,

-clinical/professional skills are not competent for level of training,

-the student displays unprofessional behaviour or conduct and does not immediately remedy same after being informed,

-the clinical educator/site withdraws the placement for reasons of unsatisfactory clinical or

professional conduct
-the student withdraws from a placement after being informed that clinical or professional conduct may lead to a grade of FAIL or CR-

In any of these cases conditions may be placed on any future placement by the Dean or designate.

The clinical course documents/assignments must be submitted by deadline. Failure to do so can result in your overall mark being downgraded i.e. Credit with Exceptional Performance → Credit, Credit → Credit with Reservation, Credit with Reservation → No Credit (Fail).

The grades will be submitted to FGSR as per FGSR and after this point a change in grade is not typically allowed.

Explanation of recommendations:

Credit with Exceptional Performance (CR+)
This ranking indicates that your **overall** performance has been significantly better than would have been expected of a student at your experience level. While the University transcript presents the course grade as CREDIT, you will know that your overall performance was outstanding.

Credit (CR)
This ranking indicates that you have successfully completed the clinical placement and you will receive CREDIT. You may have demonstrated areas of strength and areas requiring continued work, but your overall performance was that expected of a student at your experience level.

Credit with Reservation (CR-)
Students cannot receive CR- in CSD 540 and/or 541. CR- is not an option for a final placement, grades for the final placement(s) only include CR+, CR, or NC. If the CE recommends CR- the grade will be translated to NC (as below). If you receive this grade at midterm it means that you are at risk of failing the placement if significant change/improvements are not noted by the final.

A student cannot receive more than 1 CR- in clinical courses/placements. A second CR- in a placement will result in a fail (NC) of that placement.

No Credit (NC)

This ranking indicates that you have not met the expectations. The transcript will indicate a NO CREDIT grade. You will be required to complete a **repeat** course/placement in the same general area of practice in order to meet the clinical experience/placement requirements and graduate from the

program. This will also lengthen your program and/or delay graduation.

As this is a graduate program you are permitted to receive No Credit (NC)/Fail in one course only. Should you Fail any two courses you will be asked to leave the program. A student must successfully complete each clinical course/placement in order to graduate from the program. A student may fail only one clinical course during the program. Students who fail a clinical course must have the approval of the Department and the Faculty of Graduate Studies and Research to retake the course. If a student fails a second clinical course, the student will be asked to leave the program.

ATTENDANCE:
Student placements/clinical courses are scheduled and structured based on a specified number of consecutive weeks/days, not just clinical hours obtained. There is a no absence policy. The detailed Attendance Policy is on the Clinical Education MScSLP 2024 eClass.

Unauthorized Absence

Any unauthorized absence from clinical practice is regarded as a serious breach of discipline and a lack of professional conduct. The CE/site may refuse to allow the student to continue their placement which will result in a Fail. Unauthorized absence includes taking days off without prior written approval of the ACCE for any reason other than illness.

CELL PHONES:
The Department places professional behaviour in the highest regard. The use of cell phones (voice, text or data) in patient care areas is considered unprofessional behaviour and is forbidden.

LAPTOP COMPUTERS:
Follow all encryption, safety and confidentiality requirements and recommendations as per your placement site (e.g. for virtual services). You may not be permitted to use your own laptop at certain sites/placements. Appropriate use of technology is required.

RECORDING LECTURES:
Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is only allowed with the prior written consent of the instructor, or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content autor(s).

Please see the U of A policy for best practice of recording lectures here.

PAST (OR REPRESENTATIVE) EVALUATIVE MATERIAL: A template for the university evaluation tool is

available on eClass. The evaluation is in context and specific to the placement site and CE. Refer to your past evaluations from previous clinical experiences/placements as needed.

MISSED TERM EXAMS AND ASSIGNMENTS:
Please see the CSD Grad Handbook for policy/procedures to follow if you miss the deadline for an assignment or a term exam due to illness or other short term reason.

DEFERRED FINAL EXAMINATIONS POLICY:
Please see the CSD Grad Handbook for policy/procedure to follow if you miss a final exam due to illness, severe domestic affliction, or other competing reasons.

REEXAMINATION:
Graduate students are not permitted to take reexaminations.

ACADEMIC INTEGRITY:
The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the *Code of Student Behavior* and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. (GFC 20 SEP 2003)

For more information, please see the U of A's webpage on *Academic Integrity*.

PROFESSIONAL CODE OF ETHICS:
According to the Code of Student Behaviour, Section 30.3.3, students enrolled in professional programs are bound by and shall comply with the Professional Code of Ethics governing that profession and the practice of its discipline. It is the responsibility of each student in a professional program to obtain and be familiar with the Professional Code of Ethics relevant to the discipline.

Link to the Speech-Language and Audiology Canada (SAC) Code of Ethics:
chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.sac-oac.ca/wp-content/uploads/2022/11/2016_sac_Code_of_Ethics_en.pdf

Link to the Alberta College of Speech Language Pathologists and Audiologists (ACSLPA) Code of Ethics:
https://www.acslpa.ca/code-of-ethics/

STUDENTS REQUIRING ACCOMMODATIONS:
Students who require accommodation are advised to discuss their needs with advisors at Accessibility Resources, located in 1-80 Students' Union Building (see www.uab.ca/accessibility for more information). Students registered with Accessibility Resources who will be using accommodations in the classroom or the lab, or who will be writing exams through Accessibility Resources, are required to provide a "Letter of Introduction" to the course instructor within the first two weeks of each term.

Those students who need accommodated exams are responsible for communicating with the instructor to ensure the Exam Instruction and Authorization form is completed and for meeting the deadlines posted on the Accessibility Resources website. Please see https://www.ualberta.ca/current-students/accessibility-resources/exam for more details.

Students are encouraged to contact Accessibility Resources as soon as possible. Requests for accommodations for clinical courses/placements MUST be discussed with the ACCE and/or designate well in advance of any clinical placement. It is recommended that accommodations plans be determined in consultation with Accessibility Resources, the ACCE and the Student 3 months prior to the start date of the placement.