COURSE COORDINATOR:
Lu-Anne McFarlane, Academic Coordinator of Clinical Education (ACCE)
2-70 Corbett Hall
780-492-5907
Luanne.mcfarlane@ualberta.ca

Office hours: The student may contact the course coordinator via e-mail or telephone. Meetings can be arranged at a mutually convenient time.

COURSE DESCRIPTION:
Advanced Clinical Practica involves full-time supervised clinical practice in an approved clinical service facility. Students will have completed all academic coursework and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued in each placement. When two advanced placements are combined and conducted in a single site, a minimum of 150 clinical hours will be accrued.

COURSE PREREQUISITES: Students will normally have completed all academic coursework and two introductory clinical placements.

COURSE GOALS:
The goals of this course are to:

- provide practical clinical experience for the translation of classroom knowledge to a clinical setting,
- acquire clinical, professional and interpersonal skills, and
- critically evaluate skills and develop plans for continued development.
LEARNING OBJECTIVES:

Students are expected to increase in their competence, independence and efficiency during their advanced placements as indicated below.

- CSD 532 and 533: Students will demonstrate supported competency by the end of these first two Advanced Clinical Practica. Supported competency is the ability to demonstrate the skills with minimal guidance and direction.
- CSD 540 and 541: Students will demonstrate entry level competency by the end of these last two Advanced Clinical Practica. Entry level competency is the ability to demonstrate core clinical skills independently as well as independently identify areas of strength and need along with the ability to independently develop a plan for continued development. Some general guidance may still be required for advanced or complex skill areas.

Key learning objectives for all advanced clinical practica are presented below. It is recognized that each clinical placement will provide different learning opportunities and that some of the objectives listed may not be appropriate for each clinical placement setting.

1. Professional Knowledge and Practice
   Student clinicians will promote, improve and maintain speech, language, communication, and/or swallowing by:
   a. applying foundational knowledge to assess, diagnose, plan intervention, and conduct intervention. (CAF items: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12),
   b. effectively applying client/family-centered principles (CAF items: 6, 11, 17, 18, 23, 24),
   c. working effectively in educational and group facilitation contexts (CAF items: 26, 27, 28),
   d. demonstrating awareness of service delivery models and making appropriate recommendations (CAF items: 13, 22, 23, 25),
   e. demonstrating sensitivity to cultural and linguistic factors, (CAF items: 18, 24), and
   f. effectively working with other professionals to improve client service and outcomes (CAF items: 19, 33).

2. Communication and Collaboration
   Student clinicians will facilitate collaborative services by:
   a. communicating effectively with clients, families, colleagues and those from other disciplines (CAF items: 14, 15, 16, 17, 18, 19),
   b. producing written documents that are clear and convey meaningful information (CAF items: 20, 21), and
   c. managing conflict in a productive and solution-focused way that enhances collaboration (CAF item: 19, 33).

3. Professionalism
   Student clinicians will demonstrate responsibility, integrity and continued learning by:
   a. adhering to relevant federal and provincial requirements for the profession (CAF items: 35, 36),
   b. demonstrating accurate reflections on areas of strength and growth and developing goals for continued learning (CAF items: 29, 30, 31, 32, 33), and
   c. maintaining a professional demeanor (CAF items: 34, 35, 36, 37, 38, 39).

Evaluating Completion of Learning Objectives:
Clinical Educator(s) and the student will use the Clinical Appraisal Form (CAF) to evaluate skills relative to each of the above learning objectives. This evaluation will typically occur at mid-term and end of the placement. The student and the CE will engage in a collaborative discussion to review the evaluation results.
REQUIRED/RECOMMENDED RESOURCES
Required: Externship Handbook, Clinical Appraisal Form
Students may also be required to provide the following documents at the clinical site:

- Immunization records
- Health Care Provider (C) certification, (HCP/CPR)
- Police Information Check and Vulnerable Sector Check, as required
- Fit-test documentation, as required

The web site for the Clinical Program, Department of Communication Sciences and Disorders contains additional information and resources for students and clinical educators.

REQUIRED DOCUMENTATION AND ASSIGNMENTS:

1. **Clinical Learning Plan**: Student clinicians will reflect on their clinical skills related to the current placement environment and formulate a learning plan for the placement. The Learning Plan should be completed with input from the clinical educator and must be developed by the third week of the placement. The template for the learning plan is available on the eClass site. **The completed learning plan must be posted in your Mahara portfolio at the end of the placement.**

2. **Mid-Term Evaluation**: The student clinician and the clinical educator will each complete the Clinical Appraisal Form (CAF) at the mid-point of the placement. This evaluation may result in modifications to the Learning Plan. The mid-term evaluation does not need to be submitted to the ACCE.

3. **Final Evaluation**: The student clinician and the clinical educator will each complete the Clinical Appraisal Form (CAF) at the end of the placement. **The final evaluation must be submitted to the ACCE within 10 days of the completion of the placement.**

4. **Hours Form**: The student clinician is responsible for keeping track of their clinical hours according to Speech-Language and Audiology Canada (SAC) guidelines and inputting these hours into the HSPNet Hours Tracker. **Students must submit a paper copy of their clinical hours to the CE for signature and return the original signed hours form to the ACCE within 10 days of completion of the placement.**

5. **Student Placement Survey**: The student clinician must complete the Student Placement Survey and submit it online within 10 days of completion of the placement.

<table>
<thead>
<tr>
<th>Assigned Documentation</th>
<th>Deadline Date</th>
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</thead>
<tbody>
<tr>
<td>Clinical Learning Plan (CLP)</td>
<td>Developed by third week of placement</td>
</tr>
<tr>
<td>Clinical Appraisal Form (CAF)</td>
<td>Midterm and final evaluation</td>
</tr>
<tr>
<td>Hours Form</td>
<td>End of placement</td>
</tr>
<tr>
<td>Student Placement Survey</td>
<td>End of placement</td>
</tr>
<tr>
<td>Completed CLP</td>
<td>Posted on Mahara at end of placement</td>
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COURSE GRADING:
Credit/No credit

Marking
The Academic Coordinator of Clinical Education assigns the final grade for the Advanced Clinical Practica.
Credit is given when the student:
- consistently demonstrates safe and appropriate speech-language pathology practice,
- consistently displays appropriate professional behaviour and communication skills,
- consistently displays clinical competencies appropriate for setting and level of experience,
- obtains a recommendation of “pass” from clinical educator, and
- submits all required documentation.

No Credit/fail will be assigned when the student:
- displays behaviour that is unsafe or has the potential for causing harm and/or,
- displays unprofessional behaviour and/or,
- is unable to demonstrate competencies expected based on student level of experience and complexity of the client/setting.

ATTENDANCE:
Student placements are scheduled and structured based on a specified number of consecutive weeks, not just clinical hours obtained. There is a no absence policy while on clinical practica. The detailed Attendance Policy is included as Appendix A.

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 Guide to Academic Integrity for Graduate Students available at

CODE OF STUDENT BEHAVIOUR:
The Code of Student Behavior will apply at all times during a clinical placement both on and off the University Campus. Further information on the code may be found in section 30 of the General Faculties Council Policy Manual.
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.

Link to the Alberta College of Speech Language Pathologists and Audiologists (ACSLPA) Code of Ethics.

STUDENTS WITH DISABILITIES:
Students who require accommodation are advised to discuss their needs with advisors at Student Accessibility Services (SAS) located in 1-80 Students’ Union Building. Additional information is included at the link.

Students registered with SAS who will require accommodations in clinical placements must discuss these with the ACCE and Department Chair or designate at least 3 months before any clinical placement. Please see Students in the left column for more details.
APPENDIX A

Clinical Placement Attendance Policy
Department of Communication Sciences and Disorders
University of Alberta

There is a no absence policy for clinical practica in the Department of Communication Sciences and Disorders. The procedures governing this policy are described below.

1. Unanticipated absences due to illness or bereavement must be reported to the Clinical Educator as soon as possible.
2. Any absences due to illness or bereavement must be made up. Where possible, this will be accomplished by adding days to the end of the placement. If this is not possible, the ACCE will keep track of the missed day(s) and add them to a future placement, if needed.
3. When it is not possible to schedule “make up” days, the ACCE will keep a record of the absences. If there are more than four days absent that were not made up across the program, the student may be required to complete additional placement experience before graduation.
4. Students must schedule personal appointments outside of their clinic schedule whenever possible and any time missed must be rescheduled.
5. Students requiring an absence for religious regions, appointments which cannot be rescheduled or other special circumstances must submit a request in writing to the ACCE. The request will be discussed with the assigned clinical educator to assess the implications of the absence.
6. Regardless of the reason, absences exceeding 10% of the number of placement days within a placement must be reported immediately to the ACCE. A meeting will be scheduled to discuss the possibility of withdrawing the placement due to the inability to meet the core competency of consistent and reliable attendance.
7. The clinical placement site may withdraw the placement at any time, if absences are compromising clinical service delivery.
8. Clinical educators and students will record all days missed and include it on the Clinical Appraisal Form.

Revised November, 2010