DESCRIPTION OF THE 2-WEEK OBSERVATIONAL PLACEMENT

This placement forms part of the Unit 1 Clinical Skills Lab course and the expectations are therefore different from a typical student placement. The Unit 1 Clinical Skills lab course has a heavy emphasis on building students' observational skills and touching on a range of communication disorders across the lifespan. The main tasks students are expected to participate in during this 2-week placement are:

- **Observing and documenting client and clinician behaviours**
- **Tracking session data for the Clinical Instructor**
- **Conducting a research inquiry into a clinical question** the Clinical Instructor (CI) has (e.g., Do language outcomes differ between individual and group treatment for children with primary language impairment? Does stuttering treatment with the Lidcombe method result in gains maintained over time? Is there an evidence-based speech therapy approach for patients with Parkinson Disease? Is there a difference between in-person and telehealth treatment for children with articulation disorders?)

Please see the handout **Mac SLP – Summary of Unit and Course Content** (on the Partners page of our program website) to see the academic knowledge and clinical skills taught throughout Unit 1.

CIs are encouraged to structure this placement in whichever way suits the clinical environment best. It is anticipated that there will be significant variation across sites in the types of experiences students gain. **It is recommended, however, that CIs allow students about 2 hours per day to complete their Observation-Reflection Logs and Research Inquiry project**.

Students will be evaluated using the **Assessment of Observational Placement Performance** in Appendix A (on the Placements page of our program website, under Unit 1 Evaluation; students may also find this in A2L and in InPlace). The CI will review the student's Observation-Reflection Logs, their performance on data tracking tasks, their overall demonstration of self-directed learning behaviour, and their performance on the Research Inquiry project. **A few days before the end of placement, the CI will receive a link via email to complete the online evaluation**. The CI will select the ratings in each section and save in draft form. The CI will then meet with the student on the last day of placement to discuss the evaluation (clicking on the link will take the CI to the draft evaluation form). **Upon completion of the meeting, the CI will complete the acknowledgement section of the online evaluation and click on Submit.**

Evaluation components include:

Data Tracking
- Students will document session data, approximately 2 sessions per day (more if sessions are short)
- "Data" could be accuracy tallies, level of cueing tallies, behaviour occurrence tallies, descriptions of on-target and off-target behaviours, test results, etc.
- The CI will compare how the student documented session results to how he/she documented results in order to evaluate accuracy
- By the last 2-3 days of placement, students should be able to achieve at least 80% accuracy (meaning intermittent to no support required to ensure accuracy)

Self-Directed Learning Behaviour
- The CI will take note of how well the student demonstrates the following characteristics, both in their actions and in their Observation-Reflection Logs: asking insightful questions, initiating clinical discussions, setting and achieving own learning plans, seeking new knowledge, tying new knowledge to old knowledge

Observation-Reflection Logs
- Students are required to complete 2 logs per week; logs should be submitted to the CI (in person or via email) as soon as completed, with the second one in the first week due no later than the <u>Friday at 6pm</u> and the second one in the second week due no later than the <u>Thursday at 6pm</u>
- Students are encouraged to include a variety of different client or session types; students will take notes throughout sessions, but they will need to complete the logs outside of direct observation time; logs may be completed in either audio-recorded or typed format
- The CI will review logs for accuracy of observations as well as quality of insight and clinical reasoning
- The template for these logs is included in Appendix B of this document, on the <u>Placements</u> page of our program website (under Unit 1 Evaluation), and students may also find this in A2L and in InPlace

Research Inquiry
- The completed project must be typed, maximum of 6 pages (not including title page and reference list), in standard program format (Arial 11-point font, double-spaced, 1" margins), and must be submitted to the Clinical Instructor (in person or via email) no later than <u>9am on the last Thursday</u> of the placement
- There is no standard method for writing up the research inquiry report; the student should ask the CI if there is a preferred format and if there isn't, the student should use a format that best reflects the nature of the research question and information that has been learned
- The CI will review the report to determine whether or not the question was answered, how clearly the student presented their research and opinion, and how effectively they demonstrated analysis of source and study quality

Submissions to the Director of Clinical Education
- By 6pm on the last day of placement, students must upload to InPlace:
  - Their first and last Observation-Reflection Logs
  - The completed research inquiry project

The Director of Clinical Education will review the evaluation completed by the Clinical Instructor as well as the documents uploaded to InPlace and will make the final grade recommendation based on this review and any required follow-up discussion with the Clinical Instructor (worth 20% of the total grade for the course).

Appendix C contains a summary of the various tasks and deadlines

APPENDIX A: ASSESSMENT OF OBSERVATIONAL PLACEMENT PERFORMANCE
To be completed online via InPlace

	Accuracy of Data Tracking by Last 2-3 Days:	**Grade**
☐	At least 80% accurate; required intermittent to no support to ensure accuracy	5
☐	60-79% accurate independently; required periodic support to ensure accuracy	4
☐	30-59% accurate independently; required frequent support to ensure accuracy	2
☐	Less than 30% accurate independently; required constant support to ensure accuracy	0

	Quality of Self-Directed Learning Behaviour The student asked insightful questions, initiated clinical discussions, set and achieved own learning plans, sought new knowledge, tied new knowledge to old knowledge:	**Grade**
☐	Consistently (required little to no support to ensure learning)	5
☐	Frequently (required intermittent monitoring and support to ensure learning)	4
☐	Sometimes (required frequent monitoring and direction to ensure learning)	2
☐	Rarely (required constant monitoring and direction to ensure learning)	0

	Accuracy of Observations Described in Observation-Reflection Logs:	**Grade**
☐	At least 80% accurate	5
☐	60-79% accurate	4
☐	30-59% accurate	2
☐	Less than 30% accurate	0

	Quality of Reflections in Observation-Reflection Logs	**Grade**
☐	Excellent (described a range of experiences, clearly and consistently tied experiences to their functional importance, made astute recommendations for further learning and/or application, provided evidence of a constructive change in perspective or approach)	8
☐	Great (demonstrated all of the above in most but not all reflections)	7
☐	Good (included good experience examples and tied them to their functional importance, but was variable in the robustness of recommendations for further learning and/or application and in the robustness of evidence provided of a constructive change in perspective or approach)	5
☐	Fair (included good experience examples but demonstrated weak analysis of functional importance with unclear intentions for further learning and/or application)	3
☐	Poor (frequently included weak experience examples, showed limited to no evidence of attempting to reach an understanding of relevance and/or application, demonstrated limited to no change in quality of analysis over time)	1

	Quality of Research Inquiry Project	**Grade**
☐	Completed work independently; demonstrated analysis and synthesis of current, relevant, peer-reviewed research literature; summarized literature review in an easy-to-follow format; clearly answered the question	7
☐	Completed work with intermittent support; demonstrated analysis and synthesis of current, relevant, peer-reviewed research literature; summarized literature review in an easy-to-follow format; clearly answered the question	6

☐	Final product was helpful but was lacking in one of the three required areas (critical appraisal, clarity of writing, clarity of answering question)	4
☐	Final product did not clearly draw the reader to a conclusion as it was lacking in two of the three areas (critical appraisal, clarity of writing, clarity of answering question)	2
☐	Literature review was sparse with questionable analysis of source or study calibre; conclusion was vague or not well supported	1

TOTAL GRADE (OUT OF 30):	
Comments from Clinical Instructor:	

APPENDIX B: OBSERVATION-REFLECTION LOG TEMPLATE

Each completed Observation-Reflection Log must be <u>no more than 3 pages in length</u> (font and spacing may not be changed). Students must submit <u>2 completed logs per week</u>. Note: When the word "client" appears, it should be interpreted as client, patient, student, parent, spouse, etc. – any person whose knowledge or behaviour the clinician is trying to influence.

Student Name:

Date:	Day # (out of 10) in Placement:

Think about a session in the last couple of days where you had to track data (e.g., accuracy, cueing level, on- or off-target behaviours, rating scale, response to testing, etc.):

What was the purpose of the activity?
How were you tracking data?
What made data tracking for this activity easy or difficult?
If you could do the session over, what change would you make to improve the accuracy, usefulness, and/or efficiency of your data tracking?

Think about a session in the last couple of days where you could focus on observing how the clinician interacted with the client:

If this was a training or education session (delete this section if this was an assessment session):

Describe the target(s) you observed and identify which RTSS category (Organ Functions, Skills/Habits, or Representations (Knowledge/Attitude/Motivation)) each fell into.
Describe the RTSS ingredients you observed (see Quick Reference Guide).
What did the client appear to learn from the session (e.g., new knowledge about their area of difficulty, a new strategy to practice, a change they can make, the role of the SLP, etc.)?
Describe how the ICF was applied or reflected in this observation.
If the clinician were to see this client again, what do you think they would do to continue building the client's knowledge, motivation and/or skill (e.g., more repetition of the same, increase or decrease difficulty, change approach, change activity, change materials, have other people present, etc.)?

If this was an assessment session (delete this section if this was a training/education session):

Describe the type(s) of clinical information being obtained.

Describe the method(s) of obtaining each type of clinical information.
Describe how the ICF was applied or reflected in this observation.
If the clinician were to see this client again, what additional information do you think they would like to obtain and how would they go about obtaining it?

Think about an observation in the last couple of days that left a lasting impression on you:

Describe the significant learning moment.
What changed in your knowledge or how you perceived things before and after this observation?
How will you apply this learning in your own practice going forward?

Think about your own learning in the last couple of days:

Describe something that surprised you about working in this setting or with this population.
What would you like to learn more about before you complete your next log? Set a mini learning goal to achieve in the next couple of days (N/A FOR YOUR FINAL LOG).
Describe what you learned about your prior mini learning goal? (N/A FOR YOUR FIRST LOG)
What have you learned about your approach to observing and learning over the past 2 weeks? What do you want to continue doing and what do you want to change in order to learn as effectively and efficiently as possible. (FINAL LOG ONLY)

OPTIONAL: Describe anything else notable about your observational experience in the last couple of days that you know you will carry forward with you as you start working with your own clients.

APPENDIX C: SUMMARY OF TASKS AND DEADLINES

WEEK 1

Monday: CI and student jointly complete Safety Orientation Checklist
            Student uploads completed checklist to InPlace
            CI and student discuss parameters of Research Inquiry
            CI and student review the Description of the 2-Week Observational Placement in the context
                 of the placement site and confirm mutual understanding

Tuesday-
Friday: Student submits 2 Observation-Reflection Logs to CI (second one due by Friday at 6pm)

WEEK 2

Monday-
Thursday: Student submits 2 Observation-Reflection Logs to CI (last one due by Thursday at 6pm)
            Student submits completed Research Inquiry by Thursday at 9am
            CI receives email link to complete online evaluation; save in draft form

Friday: CI and student meet to review online Assessment of Observational Placement Performance
            CI completes online submission of evaluation
            Student uploads first and last Observation-Reflection Logs and Research Inquiry to InPlace