

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 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?)

Prior to the placement, students will have had several opportunities to observe clinical interactions as well as general conversational interactions. They will have utilized Focused Observation Trackers to document their observations of communication behaviour, and they will have adapted these to suit different purposes. They will have learned about oral mechanism examinations in children and adults and had an introduction to voice evaluation. Students will have had good practice with phonetic transcription as well as some practice analyzing the various components contributing to functional intelligibility in dysarthria. They will have learned about taking a case history, and will have interacted with individuals with aphasia.

Clinical Instructors 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 Clinical Instructors allow students at least 1 hour per day to complete their Structured Observation Logs, Self Reflections, and Research Inquiry project.

Students will be evaluated on the following parameters:

Structured Observation Logs

- While students will be observing a great deal more, they must only submit for evaluation Structured Observation Logs that cover 5 hours of clinical activity (approximately 6-12 separate observations); students may choose any observations out of all completed to document in the Structured Observation Log template; they are encouraged to include a variety of different client or session types; logs may be completed in either audio-recorded format or typed format
- Students will take notes throughout sessions, but they will need to complete portions of the Structured Observation Logs outside of direct observation time
- The template for these logs is included in Appendix A and also at <https://srs-mcmaster.ca/slp-clinical-education/>; students do NOT need to utilize the complete template for each observation, rather they should choose the aspects most relevant for any given observation (the Clinical Instructor may provide guidance for this)
- Logs covering 2-3 hours must be provided to both the Clinical Instructor (in person or via email) and the Director of Clinical Education (via drop box on Avenue to Learn) at the end of the first week of

the placement; logs covering the remaining hours must be submitted to both by 5pm on the day before the final day of placement

Self Reflections

- Twice weekly, students must complete Self Reflections about their performance; the template for these Self Reflections is included in Appendix B and also at <https://srs-mcmaster.ca/slp-clinical-education/>; reflections may be completed in either audio-recorded format or typed format
- Two Self Reflections must be provided to both the Clinical Instructor (in person or via email) and the Director of Clinical Education (via drop box on Avenue to Learn) at the end of the first week of the placement; the remaining two must be submitted to both by 5pm on the day before the final day of placement

Research Inquiry

- The completed project must be typed, maximum of 5 pages, in standard program format (see Unit Handbook, page 23), and must be submitted to both the Clinical Instructor (in person or via email) and the Director of Clinical Education (via drop box on Avenue to Learn) by 5pm on the day before the final day of placement

Evaluation of Observational Placement Performance

- The template for this evaluation is included in Appendix C and also at <https://srs-mcmaster.ca/slp-clinical-education/>
- The Clinical Instructor will review the student's Structured Observation Logs and Self Reflections, their performance on data tracking tasks, and their performance on the Research Inquiry project
- The Clinical Instructor will meet with the student on the last day of placement to discuss the evaluation
- The Clinical Instructor will submit the completed evaluation to the Director of Clinical Education via MacDrop within 2 business days of the final day of placement

The Director of Clinical Education will review all material submitted by the Clinical Instructor. The Director of Clinical Education will evaluate the calibre of documented observations, analyses, and self reflections (worth 5% of the total grade for the course) and make the final grade recommendation based on the evaluation submitted by the Clinical Instructor (worth 10% of the total grade for the course).

APPENDIX A: STRUCTURED OBSERVATION LOG TEMPLATE

Each completed session observation log must be 1-2 pages in length. Template headings may be adjusted (deleted, changed, added) to suit the individual observations. Font and spacing may not be changed.

Student Name:	Student Number:	
Date:	Session Length:	Client Age:
Gender: Choose an item.	Diagnosis:	Session Type: Choose an item.

Describe any legislative duties observed (e.g., consent, confidentiality, release of information):

Describe standardized versus criterion-referenced versus qualitative measures used in assessment:

What are the goals for this session?

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If the goals are not worded in SMART format, please suggest SMART-format wording:

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Describe how the goals fit into the ICF framework:

What strategies were taught?

Describe any difficulties differentiating between goals and strategies:

Describe the activities, materials, average length of each activity, average number of responses per activity:

Describe how responses were recorded and measured (e.g., frequency of occurrence, percentage accuracy, level of assistance required, client satisfaction rating, other):

Describe any challenges with recording responses:

Which activities appeared to engage the client the most? What made these activities engaging? Did the engaging tasks generate the same, more, or fewer responses per activity?

What do you think the client/family will do differently in their daily lives upon leaving this session?

What do you think the clinician will change for next session?

What is one thing you will ensure you do when you first work with a client like this?

APPENDIX B: SELF REFLECTION TEMPLATE

Each completed Self Reflection must be no more than 1 page in length. Template headings may be adjusted (deleted, changed, added) to suit the nature of the Self Reflection. Font and spacing may not be changed.

Student Name:	Student Number:
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Date:	Day # (out of 10) in Placement:
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Which goals and activities have been the easiest to track? Why do you think they were easier?

Which goals and activities have been the most difficult to track? Why do you think they were more difficult?

Percentage of time/effort focused on observing client behaviour versus clinician behaviour:

<u>Last Few Days</u>		<u>Plan for Next Few Days</u>	
Client Behaviour:	%	Client Behaviour:	%
Clinician Behaviour:	%	Clinician Behaviour:	%

Describe your most significant learning moment during an observation:

Describe a learning goal (related to disorder areas, clinical approaches, etc.) to achieve prior to the next Self Reflection:

Describe what you learned about the goal area you selected in the last Self Reflection:

Describe your progress on the Research Inquiry project:

Describe anything else notable about your observational experience to date:

APPENDIX C: EVALUATION OF OBSERVATIONAL PLACEMENT PERFORMANCE

Student Name:	
Student Number:	
Placement Site:	
Clinical Instructor(s):	
Placement Start Date:	
Placement End Date:	

	<i>We have read and discussed this evaluation.</i>
Date of Evaluation Meeting:	
Student Signature:	
Clinical Instructor Signature:	

TOTAL GRADE (OUT OF 20):	
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General Comments, Recommendations

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Accuracy of Data Tracking

<input type="checkbox"/>	More than 75% accurate	4
<input type="checkbox"/>	51-75% accurate	3
<input type="checkbox"/>	26-50% accurate	2
<input type="checkbox"/>	Less than 25% accurate	1

Quality of Self-Directed Learning Behaviour

<input type="checkbox"/>	Asked insightful questions, implemented feedback, set own learning plans, sought new knowledge independently, evaluated performance effectively	4
<input type="checkbox"/>	Asked good questions and implemented feedback; required intermittent monitoring and support to ensure learning	3
<input type="checkbox"/>	Usually asked questions and implemented feedback; required frequent monitoring and direction to ensure learning	2
<input type="checkbox"/>	Asked some questions and implemented some feedback; required constant monitoring and direction to ensure learning	1

Accuracy of Observations Described in Structured Observation Logs

<input type="checkbox"/>	More than 75% accurate	4
<input type="checkbox"/>	51-75% accurate	3
<input type="checkbox"/>	26-50% accurate	2
<input type="checkbox"/>	Less than 25% accurate	1

Level of Analysis Demonstrated in Self Reflection Logs

<input type="checkbox"/>	Always identified important learning moments, selected appropriate learning goals, documented progress accurately, demonstrated accurate analysis of task complexity	4
<input type="checkbox"/>	Frequently identified important learning moments, selected appropriate learning goals, documented progress accurately, demonstrated accurate analysis of task complexity	3
<input type="checkbox"/>	Sometimes identified important learning moments, selected appropriate learning goals, documented progress accurately, demonstrated accurate analysis of task complexity	2
<input type="checkbox"/>	Rarely identified important learning moments, selected appropriate learning goals, documented progress accurately, demonstrated accurate analysis of task complexity	1

Quality of Research Inquiry Project

<input type="checkbox"/>	Independently completed a thorough review of relevant, high quality research literature; summarized literature review in an easy-to-follow format; clearly answered the question	4
<input type="checkbox"/>	With some support and direction, completed a thorough review of relevant, high quality research literature; summarized literature review in an easy-to-follow format; clearly answered the question	3
<input type="checkbox"/>	Required some support; literature review was adequate but summary lacked clarity or focus and did not draw the reader to a conclusion	2
<input type="checkbox"/>	Literature review was sparse with questionable analysis of source or study calibre; conclusion was vague or not well supported	1