

Counting Supervised Clinical Practice Hours

Counting **direct client hours** for students may be different than how you complete your direct and indirect client statistics at work. We want to ensure students are counting all possible hours in placement and that CEs have the answers they need to sign off. Key components of 'supervised' include: you are readily available to the student, you are ultimately responsible for the care of the client, and you provide feedback on student skills. For hours requirements, categories, and for descriptions of disorder types (pages 4 and 5) see the ACSLPA [SUMMARY OF CLINICAL PRACTICE HOURS | SPEECH-LANGUAGE PATHOLOGY](#).

See below for some common **Q&A** ('you' = CE/Supervising SLP):

Does the client need to be present to count direct hours?

No. The client does not need to be present for counting hours. Meetings focused on clients' specific needs such as team meetings, interdisciplinary client rounds, family meetings, student IPP meetings in schools, etc are all countable. Client discussions with other professionals are countable. These may include a hallway conversation with the OT, teacher conversation in the classroom, discussion with nurses in the charting room, etc. If you were not present for the discussion you can always check with that team member to confirm how long the discussion lasted. Time spent debriefing with you on clients/sessions is direct and countable. Time spent debriefing on clients with each other (student to student) without you present however is not countable.

Does the student need their own caseload?

No. You do not need to create a special caseload or service for your student. Your caseload is your student's caseload. Aim to transfer 80% of your caseload to your student by the end of placement. You may or may not transfer 100% of that caseload to the student independently. You will make that judgment on a student by student and placement by placement basis. In some placements a special service or caseload works which is fine. Remember, even if the student won't be seeing each and every one of the clients on your caseload independently they are almost always still involved by actively participating in client service with you. This occurs through student consultation, debriefing on clients, and being present with you for SLP led sessions. Don't miss counting hours for all clients the student is actively involved with. E.g. if they are attending an OT session and contribute to client care by giving strategies and recommendations to you and/or the OT, it's countable.

Can the student count hours for our debrief meetings?

Yes and No. Time spent debriefing on the students skills is not countable. Discussion on student skills is a required part of supervision but this time is for the student's development and does not count toward clinical practice hours. Time spent debriefing on clients is countable. Student skill development and client discussion can occur within the same meeting or conversation. It's important to work with the student to explain how much time in one conversation or meeting is on the client and how much is on the student. For example, about half the meeting is client focused and half is student focused, the student can count half of that debrief time.

Can the student count hours from sessions that I lead?

Yes. Sessions can be assisted. Sessions can be student led or SLP led. When an SLP is leading the session the student should be in a consultative role or actively participating. The student can develop recommendations or strategies for the client or communication partners. The student can share thoughts and comments on client progression, diagnosis, or adjustments to the session or approach. They can collect data. This consultation, or student participation, can occur after the session verbally with you or in writing. The student can count both the time spent in the session and the time sharing their thoughts and recommendations (client debrief time). Consults in other sessions or formats count as well. For example, when the student is in the classroom or in interdisciplinary sessions. Ask csdclined@ualberta.ca for a consultation assignment form if you would like a place to start with keeping the student in a consultative role.

Can students count observations?

No. Solely observing (without any SLP debrief or client contribution during or afterwards, verbally or in writing) is not countable. Remember though, most of the time the student is not only observing without thinking about, or reasoning through, client service. They are in a consultative or active role and should demonstrate this to you. On placement, during an SLP led session or consult experience, they will comment on the session and client care with you afterward thus actively participating in client service. Both the session and the debrief time are direct countable hours. The student can: give recommendations on next steps for the client, necessary referrals, adjustments to the session or treatment hierarchy or intervention approach, informal and formal assessment needs, contribute to diagnosis, suggest strategies for the client, staff, and/or family, collect data, etc. This can be done in writing or verbally with the supervising SLP. Ask csdclined@ualberta.ca for a consultation assignment form if you would like a place to start with keeping the student in a consultative role.

Does the supervising SLP need to watch all direct hours?

No. Countable hours can be unaided. For example, the SLP is not present in the session watching the student, the student is independent. Supervision does not equate to watching the student in all sessions and in all interactions 100% of the time. The supervising SLP uses their judgment to decide what activities the student can do completely independently without them watching and when these activities occur within the placement. This may change from student to student and be different for routine vs complex situations/clients. Supervision means though that you are readily available (e.g. in the building, via phone, via text, virtually, etc) or have a covering R.SLP colleague, or an emergency on-site contact, and you are still overall responsible for the care of the client. These would still be supervised, unaided, countable hours.

Can students count hours for developing and delivering a presentation?

It depends. Pay attention to the prevention and identification activities category when counting direct hours. The student can count hours for any activities with the aim of preventing or identifying communication and swallowing disorders at a population-based level. This would include large-scale screening programs/activities; development of materials and presentations focused on the **prevention and/or identification** of speech, language, and hearing difficulties; etc. This is not meant to capture activities that are of a general nature.

Can students count time writing reports, making a client specific activity, or attending a business meeting in our unit?

No. Indirect hours are not countable. These include, for example, planning, preparation, documentation, reports or charting, meetings that are business or PD focussed, and discussion or debrief with the SLP on student skills.

Does the student need a minimum number of hours in specific disorder areas?

No. Students need a variety of experiences. It is the university's responsibility to ensure this variety. Students obtain this through the course of their internal and external placement journey. Having 2 internal placements and 3 externships ensures different settings, different CEs, and a multitude of diagnoses and populations. The site or CE does not need to worry about finding hours or experiences in specific areas. Please let us know if your student is asking you to find them specific hours.

The student has all of their 350 clinical practice hours; can we end the placement early?

No. Successful placement course completion requires that the student obtains clinical practice hours, meets competencies for the expected level of that placement, and completes all scheduled work hours and required number of weeks for the placement. This is why they are not done when they hit 350 supervised hours. Clinical practice hours are only one component of course completion and graduation. The student gains critical professional experience in addition to their clinical experience throughout their time in placements.