



Policy addressing unsatisfactory performance in clinical externships (effective 07/11/2023)

The School of Audiology and Speech Sciences is committed to supporting students during clinical externships and to ensuring that graduates meet or exceed minimum standards of clinical training outcomes as outlined in the *Final Evaluation of Clinical Skills in Speech-Language Pathology and Audiology*, and the UBC Calendar.

TERMINOLOGY

Remediation is a structured period of clinical training during an externship with specific learning objectives that target areas where the student has not been meeting the minimum expectations of clinical performance. Unsuccessful remediation would result in a failed externship.

Probation is a formal process led by a Probation Committee that is triggered by a failed externship or by an immediate termination of a clinical externship. During the probation period, the student must improve their placement performance or face dismissal from the program.

A **Learning Plan** is a practical tool meant to support a student to meet performance goals during Remediation or Probation. It is a customized document that states concrete learning objectives and expectations of performance in order to help the student achieve improvements in targeted clinical and professional skills during an externship.

1. Unsatisfactory performance in clinical externship

Minimum expectations of performance during clinical externships are clearly stated in the *Midterm and Final Evaluations of Clinical Skills for Speech-language Pathology and Audiology*. Evaluation of professional and clinical skills are also subject to application of clinical educator feedback and the requirements stated in the [Professional Standards for Learners and Faculty Members in the Faculties of Medicine and Dentistry at the University of British Columbia](#)

POLICY INTERVENTIONS

A student may enter Remediation in the following situations.

- During an externship in progress, when the potential of failing is identified by the ACCE in consultation with the Clinical Educator
- After a completed externship, when serious issues in performance come to light during a final evaluation and require improvement for the next externship
- After receiving a minimum grade of 68% on externship

A Learning Plan is activated in the following situations.



- During an externship in progress, when the potential of failing is identified
- During a Probation externship
- During a Remediation
- After receiving a minimum grade of 68% on externship

A student will enter Probation under the following circumstances.

- After the first failed externship at any point in the program
- After an Immediate Termination of a Clinical Externship (see conditions below)

A Clinical Externship may be immediately terminated under one of the following circumstances.

- Termination of a placement can result from a breach of professionalism and standards for conduct as outlined in the [Professional Standards For Learners And Faculty Members In The Faculties Of Medicine And Dentistry At The University Of British Columbia](#).
- Although the School makes every effort to provide accommodations to students who are registered with the Center for Accessibility (CFA), there may be instances in which a student may be deemed by the Faculty of Medicine to be unsuitable for the externship for reasons outside the scope of CFA accommodations.

PROCEDURES

Details of each policy intervention are listed below and are subject to minor differences due to unforeseen circumstances.

A. REMEDIATION PROCEDURE

There are two common situations that will trigger Remediation for students.

1. Unsatisfactory performance in clinical externship is identified with a **potential for failing** an externship.
 - a) The Clinical Coordinator (ACCE) has a primary role in leading a remediation.
 - b) The ACCE will alert the student about the potential need for remediation.
 - c) The ACCE then meets privately with the student and the Clinical Educator(s) (CE) both separately and together, to gather information and inform the development of a Learning Plan for the externship.
 - d) With this information, the ACCE then develops a Learning Plan that lists concrete skills and performance targets, specific learning strategies for achieving those targets, student accountabilities, and required final scores for specific skills.
 - e) The timing of the remediation is contingent on the availability of learning opportunities that match the learning plan.
 - f) The student will need to meet expectations for all skills in the *Final Evaluation of Clinical Skills*, but the Learning Plan will provide detailed support to the student and the CE for the areas that triggered the remediation.



- g) To pass the externship, the student must achieve the performance targets specified in the Learning Plan, in addition to meeting expectations in the *Final Evaluation of Clinical Skills*.

2. Unsatisfactory performance in clinical externship revealed at Final Evaluation only

- a) The ACCE will examine the Final Evaluation results where there is documented evidence of unsatisfactory performance.
- b) The ACCE will consult the CE to evaluate the potential for failing subsequent externships.
- c) The ACCE will meet privately with the student and the CE separately to gather information to inform the decision whether or not to add remediation for the next externship.
- d) If remediation is warranted, the ACCE will develop a Learning Plan that lists concrete skills and performance targets, specific learning strategies, student accountabilities, and required final scores on skills for the next externship.
- e) The student will need to meet expectations for all skills in the *Final Evaluation of Clinical Skills* but the Learning Plan provides detailed support to the CE and student for the areas of need.
- f) To pass the externship, the student must achieve the performance targets specified in the Learning Plan, in addition to meeting expectations in the *Final Evaluation of Clinical Skills*.

B. PROBATION PROCEDURE

This probation process differs from remediation in that it occurs after a failed or terminated externship. Moreover, a formal Probation Committee is responsible for determining the terms of probation.

- a) The ACCE will alert the Director of the need to initiate the probation protocol and strike a formal Probation Committee that will include the School Director, the Graduate Advisor, the ACCE and an additional Faculty Member (Faculty Advisor or another faculty member).
- b) The School Director will alert the student to their probationary status and communicate the steps for entry into probation. This will include convening the student's first meeting with the Probation Committee where terms of the probation will be discussed.
- c) The student will have the option to invite a person for support to the first probation meeting.
- d) The ACCE will chair meetings and coordinate the agenda and documentation for meeting proceedings.
- e) The Probation Committee will develop the terms of the probation. The School Director will communicate these terms to the student in writing after the first probation meeting.



- f) Subsequent documentation will be completed as needed throughout the probation period (e.g., confirmation of probation externship, probation study plans, results of evaluations, etc.)
- g) All documentation will be added to the student's confidential file.
- h) At the end of the probation period, the Probation Committee will convene to discuss outcomes and recommend the next steps for the student.
- i) If the probation is passed, the Director will communicate this to the student in writing.
- j) If the probation is failed, the Probation Committee will recommend dismissal from the program. Appeals of dismissal are detailed in the *Senate Appeals on Academic Standing* in the UBC Calendar.