



## SLP 1500Y – INTERNSHIP 2024 - 2025

### Course Instructor:

Jennifer Wadds, MHSc, Reg. CASLPO  
(416) 978 6332  
[jennifer.wadds@utoronto.ca](mailto:jennifer.wadds@utoronto.ca)  
By appointment.

### Time & Place:

Eight (8) week placement (38 - 40 days equivalent) at a clinical teaching facility(s) under the supervision of a Clinical Educator(s) (CE), as assigned by the course instructor (CI). Can be comprised of a single full-time or several part time placements in either March/April and/or July/August.

### Pre-requisites:

SLP1500Y – Internship occurs in either Unit 3 and/or Unit 5 in the curriculum and must be subsequent to the successful completion of Units 1 and 2 containing the following coursework:

#### Unit 1

SLP 1502Y – Anatomy and Embryology  
SLP 1505Y – Child Language I  
SLP 1514Y – Applied Audiology  
\*SLP 1520H – Principles of Clinical Practice:  
SLP 1522Y – Speech Physiology and Acoustics

#### Unit 2

SLP 1503Y – Articulation and Related Disorders  
SLP 1506H – Child Language II  
SLP 1529H – Fluency

\*In addition to passing this course, students must demonstrate the required skills on the final *Clinical Skills Application Assignment, SLP 1520* prior to proceeding to Unit 3.

### Students will also complete the following online learning modules prior to the start of placement:

Links to these course modules can be found in the Quercus course shell for SLP1500Y.

- a. Hand Hygiene Module
- b. Workplace Hazardous Materials Information System (WHMIS) Module
- c. Workplace Violence and Harassment Module
- d. Confidentiality and Privacy Module
- e. Occupational Health and Safety Awareness Training
- f. AODA Training

## Course Objectives:

The purpose of this course is to introduce a student to the clinical practice of speech-language pathology with children and their families. By the end of this practicum, through experience gained in the activities related to the required Minimum Expectations and general placement activities, a student must be able to:

- a) demonstrate theoretical knowledge in relation to the understanding of normal, delayed and disordered communication processes and their management.
- b) with on-going supervision, plan and implement assessment and treatment sessions.
- c) display an understanding of objectives, outcomes, ethics, and commitment in client care.
- d) show attitudes of self-awareness, curiosity, innovation, sensitivity, and respect for diversity necessary to the professional in this discipline.
- e) evidence an understanding of the multiple roles of a speech-language pathologist in clinical practice, including working in teams.
- f) develop ongoing effective communication with CE(s); and
- g) apply all of the above to one or more communication disorder areas.

## Required Reading:

- 1) *Clinical Education Guide and Handbook (CEG/H) for the Department of Speech-Language Pathology, University of Toronto.*
- 2) *SLP 1500Y – Internship - Recommended Course Schedule (See Appendix A2.3 of the CEG).*
- 3) **General Guidelines Concerning Clinical Activities and Counting Clinical Hours** (See Appendix D1.1 in the CEG)
- 4) *Teaching Clinic Ground Rules (see Appendix D of the Clinical Education Guide).*

## Important Dates

- Pre-Placement Preparation Planning/Orientation Lecture – January 20, 2025
- Pre-Placement Preparation Planning/Orientation Lecture – February 3, 2025
- Two Teaching Clinics: Two (2) of the following date options based on individual placement schedule. Dates will be individually assigned and indicated on the placement confirmations.
  - Friday, March 28, 2025
  - Thursday, April 12, 2025, OR//
  - July 25, 2025
  - August 15, 2025
- Minimum Expectations Peer Review – completed no later than 1-week post-placement

## Add / Drop Dates

**Add Date:** No later than March 10, 2025, for Spring Placements / July 3, 2025, for Summer Placements

**Drop Date:** No later than March 31, 2025, for Spring Placement Assignment /No later than August 1, 2025 (May affect ability to continue with the remainder of the program in a timely way). Given the start/end dates vary by student, students who wish to add/drop this course will be required to submit a formal request using the form below. Requests will be reviewed on a case-by-case basis.

<https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2019/06/AddDropCourses.pdf>

### Requisite Course Document Deadlines

All paperwork will be submitted online. Students will review the submission instructions on Quercus and InPlace and advise their clinical educator where necessary.

FORM	TO BE COMPLETED BY			TO BE GIVEN TO			DEADLINE
	STUDENT	CLINICAL EDUCATOR	UT	STUDENT	CLINICAL EDUCATOR	UT	
Internship Practicum Contract	✓ & Sign	✓ & Sign		Copy	Copy	Quercus Course	Completed Week one (1) in day one (1) or day two (2). Electronic copy due within two (2) business days of completion.
<b>Minimum Expectations</b>							
Teaching Clinics			Attendance Record				
Student Clinical and Professional Development Goals	✓ & Sign	✓ & Sign		Copy	N/A	Quercus Course	Completed by end of placement and submitted within one (1) week post placement
All Other Minimum Expectations	✓	✓		Copy		Quercus Course	One (1) week post placement
Peer review of Minimum Expectations	✓	N/A		Copy	N/A	As assigned	Within one (1) week of assignment on Quercus.
<b>ASSESSMENT</b>							
Midterm Evaluation and Summary Comments	✓ Views	✓		Copy	Copy	Submitted on InPlace	Completed by the end of week four (4) and submitted within two (2) business days.
Final Evaluation and Summary Comments	✓ Views	✓		Copy	Copy	Submitted on InPlace	Completed Week Eight (8) and submitted within 2 business days.
<b>OTHER</b>							
Summary of Clinical Hours for S-LP	✓	✓ Verify		Copy	N/A	Submitted on InPlace	Submitted within two (2) business days of completion of placement.

Evaluation of Clinical Faculty Teaching	✓	N/A		N/A	N/A	Submitted to InPlace	Completed by one (1) week post placement.
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Performance Assessment:

*This is a credit/non-credit course. To achieve a passing grade, all of the following conditions must be met:*

Assessment	Expectation
<b>1) Minimum Expectations</b> (Complete / Incomplete)	Student submits evidence that clearly demonstrates that all Minimum Expectations described in this course outline have been met. Evidence submitted is to be selected and compiled <i>by the student</i> and must specifically indicate how the student has met each expectation. If a student's submission does not clearly show that Minimum Expectations have been met, the student will be asked to revise and re-submit the evidence. Failure to demonstrate that each and every one of the Minimum Expectations have been met will result in an INCOMPLETE for the course.
<b>2) Canadian Assessment of Clinical Competence</b>	<p>A student must perform satisfactorily* (minimum of three(3) or novice) in each of seven roles, sub-competencies and related comments by the <u>end of placement</u>. These roles are: 1. Role of the Expert – Knowledge Expert and Clinical Expert, 2. Communicator, 3. Collaborator, 4. Advocate, 5. Scholar, 6. Manager, 7. Professional. If the assessor is unsure of the rating, associated milestones may be used to determine the student's level of performance.</p> <p>Failure to show satisfactory performance in ANY one or more of these seven roles or the sub competencies will result in an INCOMPLETE for the course, even if the overall average rating is 3 or higher.</p> <p>The CE is asked to provide summary comments about the student's areas of strength and areas for continued development for each role in order to support ratings given</p>

\*For SLP1500 (Unit 3/5), satisfactory performance (minimum B- level) means that the student has achieved a minimum level of three (3) or NOVICE for all sub-competencies. It is understood that the CE will only assess student performance on those items for which there was opportunity to observe the student in clinical practice. The CI will grade the course according to the grading scheme of the School of Graduate Studies and the University of Toronto Department of Speech-Language Pathology grading rubric for clinical placements, such that an average score of "3" for any given category on the quantitative assessment corresponds to a letter grade of "B-".

## General Guidelines Concerning Clinical Activities:

- Under usual circumstances, a student will participate in all types of clinical activities as outlined and defined in the General Guidelines for Clinical Activities in Practicum Courses, which can be found in the Clinical Education Handbook in the Clinical Education Guide on the SLP website.
- The focus of this initial internship is the development of a solid clinical base of knowledge through ample preparation, follow-up, self-assessment, and discussion time. Therefore, a student will spend approximately **half** of the internship time in activities such as review of client files; planning and analysis activities; oral and written reporting and record keeping; material development; supervision conferencing.
- A student in this course will spend the other half of the internship time participating in activities with or for clients, either in observation, shared (aided) or supervised (aided) direct client activities
- A recommended weekly schedule for these activities is available for reference in the *Clinical Education Guide*.
- The CE will gradually introduce a student to a variety of clients and clinical activities in the following sequence: **observation, shared (aided) clinical practice, and supervised (unaided) clinical practice**.
  - The CE or designate will aim to observe at least **50%** of sessions classified as supervised(unaided) clinical practice. Normally, observation will be 100% at the beginning of supervised (unaided practice) and will be gradually decreased as the student's skills develop.
- Students are required to complete assessment and session plans for all sessions, which are reviewed by the CE(s) in advance of sessions.
- The CE will meet daily with the student to give feedback and review all progress notes and reports. In addition, the CE(s) can consider the use of regular journaling as a requirement for students to document their observations and progress.
- By the end of this initial internship, each student will earn **60-90 clinical hours** in order to advance towards meeting the 350-hour minimum clinical requirement Minimum Expectations:

At a minimum, a student must successfully complete the following activities in supervised clinical practice during the internship. Please contact the CI ASAP if it appears it will not be possible to meet one of these expectations at your site.

Expectation	Specifics
<b>3) Three (3) Guided Observations (minimum)</b>	<ul style="list-style-type: none"> <li>• One (1) of a child who is developing typically</li> <li>• Two (2) of children with communication needs</li> </ul> <p>For each observation, the student will complete the observation form and use it as a basis for discussion with and feedback from the CE. These observations should be scheduled by the student and the CE during the development of the internship contract. <b>NOTE: this does not need to be a SLP session and can be an observation in the classroom, in play or other environment. For typically developing guided observation, if this is not available, please contact CI for alternatives.</b></p> <p><b>SLP1509 Integration: For inter-professional observations please include an addendum noting the roles of team members in the session. See SLP1509 for full assignment and submission details.</b></p>
<b>4) Three – Four (3-4) Common Tests/Tools</b>	<ul style="list-style-type: none"> <li>• Determine the common tests/tools for the site and learn how to administer and interpret them. <i>Note this can include commercially available tests/tools OR toys/therapy materials, site-developed forms</i></li> </ul>

	<p><i>or other measures felt to be valuable for assessment and/or intervention.</i></p> <p><b>SLP 1509 integration: For 1 test/tool provide a 1 paragraph brief summary of research evidence supporting its use or lack thereof. See SLP1509 for submission details.</b></p>
<p><b>5) Three (3) Communication Assessments appropriate to the setting/caseload</b></p>	<p>All assessments are to include:</p> <ul style="list-style-type: none"> <li>• developing an assessment plan</li> <li>• taking a case history</li> <li>• testing (informal and/or formal)</li> <li>• interpretation of findings</li> <li>• writing of reports and recommendations</li> </ul> <p>At least one (1) assessment of a child for whom English is not the first language. If this is not possible, the student may instead add an addendum to the report indicating what would have been done differently or how interpretation may have changed if English is not the first language</p> <p>NOTE: assessments used and report format should be consistent with what is appropriate for the setting/client needs. For example, if an assessment might only typically involve articulation assessment, students are NOT expected to also do a full language, fluency evaluation on the client. They can be either formal or informal in nature.</p>
<p><b>6) Three (3) session plans</b></p>	<p>Students are expected to develop lesson or session plans for <b>all</b> client sessions. Three (3) of these must be submitted which illustrate:</p> <ul style="list-style-type: none"> <li>○ clear identification of goal(s)</li> <li>○ strategies to be used to target goals (e.g., activity plan, cueing strategies, discussion and education materials, etc.)</li> <li>○ tracking method if needed</li> </ul> <p>NOTE: if the service delivery model does not include direct therapy, session plans can be developed for consultation, counselling, or other types of sessions as appropriate to the site.</p>
<p><b>7) Two (2) daily log notes or progress reports</b></p>	<p>Submit sample of documentation for two (2) client contacts.</p> <ul style="list-style-type: none"> <li>• Utilizing the format appropriate to the internship facility</li> <li>• These can be either daily progress notes such as SOAP notes or summary progress reports from multiple session/treatment block</li> </ul>
<p><b>8) Communication Enhancing Techniques</b></p>	<p>Successfully model/utilize communication strategies which enhance communication. For example: communication boards, visual schedules, use of voice amplification, communication facilitation strategies, use of verbal or tactile cues, etc.</p> <p>Evidence can include video of the strategy with a verbal commentary on the technique and its uses/benefits/limitations, brief description of the technique with a written reflection, or other creative approach. This should be no more than 1-2 paragraphs.</p>
<p><b>8) Teaching Clinics</b></p>	<p>Participate in 2 Teaching Clinics for the full day scheduled at approximately week 3 and week 6 of the course:</p>

	<ul style="list-style-type: none"> <li>• Morning sessions: Students present a clinical video and 2 learning questions to peers in a small group to promote development of clinical reasoning skills.</li> <li>• Participate in afternoon workshops as arranged by the CI (for example, on the topic of Behaviour Management)</li> </ul>
<b>9) Student Clinical and Professional Development Goals</b>	To be completed by the student following the final assessment, discussed with the CE; Student and CE to sign.

The student is required to **submit evidence for achievement of these Minimum Expectations** at the end of this course along with other documentation.

### **Hearing Disorders Assignment:**

A reminder that students must also completed the Hearing Disorders assignment for this Unit 3/5. This is a pass/fail assignment required for SLP 1532H Clinical Laboratory in Hearing Disorders, which the student is required to complete:

Identify up to 3 SLP-specific clinical practices in this setting that address hearing loss (e.g., case history taking, hearing screening, individual education plans, referral procedures, etc.) and one resource or service available (e.g., audiology, ENT, Cert. AVT, classroom amplification, etc.). Describe how these practices were incorporated into your clinical practice (or, if not observable, then formulate recommendations suitable for this setting). (max. 2 pages, double spaced – pass/fail).

The student will submit the assignment at the end of placement. Refer to the SLP 1532H course outline for more details.

Students who complete their minimum expectations for the SLP1532H course will submit to Quercus within 2 days of completion.

### **Assessment of Student Performance**

Midterm and Final Assessment tool – a link will be provided to the CEs for the online assessment tool at the start of placement.

### **Mid-term Formative Performance Assessment:**

Mid-way through the placement, the student will be given a formative assessment by the CE using the Canadian Assessment of Clinical Competence tool i. This assessment, though formalized, is not factored into the final grade (pass/fail). The CE will review and discuss the results of these assessments with the student. The student will submit them electronically to the university within two business days of completion.

***The CE must inform the CI if the student is in jeopardy of failing at this point in the placement.*** Written notification of this will then be given to the student (See “If Challenges Arise” below).

### **Final Summative Performance Assessment:**

Each student will be given a summative assessment at the end of placement by the CE using the Canadian Assessment of Clinical Competence tool. The CE will review and discuss the results of these assessments with the student. The student will submit this form electronically to the university within two business days of completion. The original is to be placed in a sealed envelope with CE signature across the seal for submission to U of T.

*Please note; the CI will determine a final grade for each student, based on the numerical ratings of each sub-competency and the supporting comment. The student must meet expectations (i.e., a rating of NOVICE (3) or higher) in each area assessed to pass course.*

Following the final placement assessment conference, the **Student Clinical and Professional Development Goals** form will be completed by the student, with input from the CE, and will be signed by the student and the CE.

An inherent part of clinical skills is appropriate record-keeping. Accordingly, a student must complete all record-keeping tasks, as outlined in the table above Requisite Course Document Deadlines, by the due date indicated on the recommended course schedule. Five percentage points *will be lost for each day late*.

## **If Challenges Arise**

### **Step One: Early Identification**

Students and CEs are strongly encouraged to bring any concerns regarding a practicum experience to the attention of the CI as soon as they arise. CEs are prompted on the mid-term assessment to contact the CI if there is indication that the student is at risk for failing the placement. Contact with the CI prior to the mid-term is encouraged if there is any question regarding a student who is struggling in the placement. The CI will help to problem-solve and to facilitate discussion and resolution of such concerns. Students and/or CEs may discuss their experience in confidence with the CI. Once a plan has been decided, the individual may implement the plan independently, or with the support of the CI who will contact the second party only with consent of the first party.

### **Step Two: Developing a Written Plan**

On occasion, a student may experience difficulty in meeting the learning and performance expectations for a practicum course. In such cases, the CE must notify the CI as soon as concerns arise, even if a mid-term assessment has not yet occurred.

If a student is not demonstrating acceptable performance in either professional behaviour and/or clinical skills, based on the assessment of the CI, written notice must be given to the student and a specific written plan for developing these skills must be negotiated cooperatively by the CI, the CE, and the student.

This plan will include:

1. clear identification of problems in learning and teaching.
2. specification of learning objectives to be achieved and behaviour changes expected.
3. any necessary actions, procedures, or modifications required to the clinical practicum, and
4. a time schedule and procedures for evaluating the outcome of the plan.

The CI will document the plan and provide a copy to the student and the CE.

Note: In extreme circumstances, a placement may be discontinued with the knowledge and approval of the Chair of the Department of Speech-Language Pathology.

### **Step Three: On-going Support and final grading.**

The CI will also assist the student and the CE in implementing the plan and in evaluating its success on an on-going basis.

### **If a student achieves below B- in a Clinical Course**

If the student does not meet the learning objectives outlined in such a plan, a grade of failure (FZ) will be assigned for the practicum course by the CI. This grade is the equivalent of a failure in an



academic course and is subject to the regulations and appeal procedures described in the SGS (School of Graduate Studies) Calendar and the Student Handbook under section 2.1.3.

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