

COURSE OUTLINE

SLP 1508Y - ADVANCED CLINICAL LABORATORY IN SPEECH-LANGUAGE PATHOLOGY 2025-2026

Course Instructor:

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Time and Place:

Full-time; eight (8) consecutive weeks (39 – 40 days equivalent) at clinical teaching facilities under the supervision of a clinical educator (CE), as assigned by the course instructor (CI).

Pre-Requisites:

This course occurs in Unit 7 in the curriculum and requires the successful completion of all prior academic (i.e., Unit 6) and clinical education courses (i.e., SLP 1500Y, SLP 1507H).

Unit 6 Academic Courses	Clinical Courses
▪ SLP 1533Y – Aphasia ▪ SLP 1534Y – Motor Speech Disorders ▪ SLP 1538H – Neurocognitive Communication Disorders ▪ SLP 1525H – Structurally Related Disorders ▪ SLP 1536H – Swallowing Disorders	Unit 3 ▪ SLP 1500Y – Internship Unit 5 ▪ SLP 1507 – Clinical Laboratory in Speech-Language Pathology

Course Objectives:

The purpose of this course is to continue to expand clinical experiences leading to the further development of professional knowledge, skills, behaviours and attitudes in speech-language pathology with **a clinical caseload differing from that of the prior placement** (i.e., different age group and/or etiology). By the end of this course, a student must be able to achieve the following objectives in the specified competency roles (see Required Reading 5 below) at the **supervised clinical practice level** in an efficient and effective manner:

1. Role of Expert:

1.1. Knowledge Expert

- Demonstrate theoretical knowledge in relation to the understanding of normal, delayed and/or disordered communication processes and their management.
- Differentiate among a variety of communication and/or swallowing disorders.
- Demonstrate the development of complex, ongoing clinical reasoning skills and problem-solving strategies.

1.2. Clinical Expert – Assessment and Clinical Expert - Intervention

- Interpret assessment information in making appropriate management decisions.
- Design, implement and evaluate appropriate assessment and management.



2. Role of Communicator

- Report findings, objectives and progress in written and oral formats to clients, family members, significant others and/or other professionals.

3. Role of Collaborator

- Demonstrate understanding of the scope of practice of speech-language pathology in relation to other professions
- Participate as an effective member of the interprofessional team.
- Collaborate with clients/families/other professionals in making appropriate assessment and management decisions.

4. Role of Scholar

- Demonstrate the continued development of self-assessment skills.
- Demonstrate reflective practice in all areas of professional and clinical behaviour and
- Gain exposure to the concepts of best practice, evidence-informed practice and outcome evaluation using a variety of resources.

5. Role of Professional

- Show attitudes of self-awareness, curiosity, innovation, sensitivity and respect for diversity necessary to the professional.
- Display an understanding of ethics and commitment in client care.

Required Reading:

1. [Clinical Education Guide and Handbook](#) (CEG/H) for the Department of Speech-Language Pathology, University of Toronto.
2. **SLP 1508Y – 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 E1.1](#) of the CEG).
5. The Canadian Alliance of Audiology and Speech-Language Pathology Regulators (2018, June 14). National Speech-Language Pathology Competency Profile. Retrieved from <https://www.sac-oac.ca/wp-content/uploads/2023/03/National-Speech-Language-Pathology-Competency-Profile.pdf>

Important Dates:

- Pre-Placement Planning/ Orientation Lecture 1: Monday, November 10, 2025 – 1:00 – 2:00 p.m.; In-Person
- Pre-Placement Planning/ Orientation Lecture 2: Monday, November 24, 2025 - 1 :00 – 2:00 p.m.; In-Person
- Placement Dates: Monday, January 5 - Friday, February 27, 2026
- Teaching Clinics:
 - Friday, January 23, 2026: 9:00 – 5:00 p.m.
 - Friday, February 6, 2026: 9:00 – 5:00 p.m.
 - Friday, February 20, 2026: 9:00 – 5:00 p.m.
- **SLP 1509: Integrating Client, Practitioner and Research Knowledge in Practice:** Interprofessional Education (IPE) Curriculum Foundational Learning Activities:
 - IPE Component in a Clinical Placement: Structured or Flexible Model – see Minimum Expectations below
 - Case-Based: Palliative Care: Tuesday, February 10, 2026 – 4:00 – 6:30 p.m.; Delivery TBD
 - Appreciating Roles and Collaboration to Improve Care in Head and Neck Cancer (ARCTIC) –

Wednesday, February 4, 2026 – 4:00 – 6:30 p.m.; Delivery TBD

- Paperwork Deadlines: Within two (2) business days or as specified
- Minimum Expectations Completion: One (1) week post- placement
- Post-Placement Documentation - Minimum Expectations Peer Review Class: Wednesday, March 11, 2026, 1:00-2:00 p.m.; In-Person

Add and Drop Dates

Student Academic Services at the School of Graduate Studies establishes deadlines for enrollment changes for graduate courses.

Add Date: Tuesday, January 13, 2026, and is the last day to enroll in this course. *Note:* Late enrollment may delay the student's progression through the program.

Drop Date: Monday, February 2, 2026, and is the last day to drop the course in order to avoid academic penalties. Dropping a course may affect a student's ability to continue with the remainder of the speech-language pathology program in a timely way.

Requisite Course Document Deadlines:

All paperwork will be submitted on-line. 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	To be completed in Week 1 with an electronic copy due within 2 business days of completion.
MINIMUM EXPECTATIONS							
Learning Conferences	✓ & Sign	✓ & Sign		Copy	Copy	Quercus Course	To be completed in Week 2 and 6, respective, with electronic copies due within 2 business days of completion.
Teaching Clinics, IPE Palliative Care and ARCTIC Learning Activities			Attendance Record				N/A
All Other Minimum Expectations	✓	✓		Copy		Quercus Course	Electronic copy due 1-week post-placement.
Minimum	✓	✓				In-person	Peer Review



Expectations Peer Review							Meeting, as scheduled
ASSESSMENT							
Midterm Assessment and Summary Comments	Complete self- assessment prior to review of CE assessment	✓ Review student self- assessment with review of CE assessment and then submit		Copy	Copy	Submitted to InPlace	MUST be completed by end of Week 4 and no later than middle of Week 5. Due within 2 business days of completion.
Final Assessment and Summary Comments	Complete self- assessment prior to review of CE assessment.	✓ Review student self- assessment with review of CE assessment and then submit		Copy	Copy	Submitted to InPlace	MUST be completed at the end of Week 8. Due within 2 business days of completion.
OTHER							
Summary of Clinical Hours for S-LP	✓	✓ Verify		Copy	N/A	Submitted on InPlace	Submitted within 2 business days of completion of placement.
Evaluation of Clinical Faculty Teaching	✓	N/A		N/A	N/A	Submitted to InPlace	Completed by 1- week post placement.



Performance Assessment:

This is a **CREDIT – NO CREDIT** course. To achieve a passing grade, **all** of the following conditions must be met.

Assessment	Expectation
1. Minimum Expectations (Complete/Incomplete)	Student submits evidence by the deadline above that clearly demonstrates that all Minimum Expectations described in this course outline have been met. Evidence submitted is to be selected and compiled by the student 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 a grade of NO CREDIT for the course.
2. Assessment - Canadian Assessment of Clinical Competence (ACC) a) Quantitative:	A student must perform satisfactorily* achieving all the essential and sub-competencies at the INTERMEDIATE level in each of the seven roles by the <u>end of the placement</u>. These roles are: 1. Role of Expert – Knowledge Expert and Clinical Expert, 2. Communicator, 3. Collaborator, 4. Advocate, 5. Scholar, 6. Manager and 7. Professional. Associated milestones may also be used to determine the student's level of performance. Failure to show satisfactory performance in ANY one or more of the seven roles and associated essential competencies or sub-competencies will result in a grade of NO CREDIT for the course.
b) Qualitative:	The CE provides signed summary comments about the student's areas of strength and areas for continued development for each role to support the ratings given. The CI will consider the alignment of these qualitative comments with the ratings and in determining the final grade for the course.
*For SLP 1508 (Unit 7), satisfactory performance means that the student has achieved a minimum level of INTERMEDIATE for all essential competencies and 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 as a CREDIT or NO CREDIT and the and the University of Toronto Department of Speech-Language Pathology grading rubric for clinical placements.	

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 ([Appendix D1.1](#) of the Clinical Education Guide).
- A student in this course will spend 20-25 hours per week participating in activities with or for clients, either in observation (General Guideline Part B) or supervised client activities (*General Guidelines* Part A which includes A1 Direct - Patient/Client Service and Case Discussion with CE, A2 Simulated and A3 Indirect - Clinical//Professional Activities) with the remaining time spent in activities outlined in sections Part B1 Clinical Readiness Activities and Part B2 Professional/Administrative Activities.
- A Recommended Course Schedule ([Appendix A2.3](#)) for these activities each week is available for reference in the CEG.



- A CE will introduce clients in the following sequence: **observation, shared clinical practice and supervised clinical practice**. The student should proceed fairly, quickly through this sequence. For the majority of this experience, a student will function at the **supervised clinical practice level** with the CE monitoring the student's performance by:
 - **reviewing required** written assessment and treatment plans and progress notes;
 - providing both specific confirming and developmental feedback to the student **each day**, utilizing a *Feedback Log* (Appendix C1.1 CEG), if desired, and
 - observing a student's clinical practice activities **at least 50%** of the time with observation normally being 100% initially and gradually decreasing, at the discretion of the CE who is ultimately responsible for the client's welfare.

In this course, each student will earn **90 - 150 clinical hours** ([Appendix D1.1 CEG General Guidelines Concerning Clinical Activities and Counting Clinical Hours – Part A](#)), in order to advance toward meeting the 350-hour minimum clinical requirement for M.H.Sc. program completion. A minimum of 90 hours is required.

Minimum Expectations:

At a minimum, a student must successfully complete the following activities at the **supervised clinical practice level** during the internship. **NOTE:** It is the **student's responsibility**, not the CEs, to ensure there is a plan in place to achieve these minimum expectations and to complete evidence of same.

Expectation	Specifics
1. Two (2) Learning Conferences	▪ The student will complete the Learning Conference form in advance of meeting with the CE at the end of Weeks 2 and 6, respectively. ▪ Discuss and determine own strengths, areas for development and an action plan with the CE in a formal half-hour (max.) meeting.
2. Two (2) Guided Observations (minimum)	▪ For each observation, the student will take notes and use them 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 Practicum Contract.
3. Three – Four (3-4) Common Tests/Tools	▪ Determine the common tests/tools for the site and learn how to administer and interpret them.
4. Three (3) Full Assessments	Must include: ▪ Developing an assessment plan, ▪ Taking a case history, ▪ Testing (informal/formal), ▪ Interpreting findings and ▪ Writing of reports and recommendations.



5. Management Approach for Three (3) Clients (minimum)	- At least one (1) of which should be with a client for whom English is not the first language; if possible. - If this is not possible, the student will develop and submit an amendment to a management approach with a client on her/his existing caseload, assuming English is not the first language and highlighting changes required. - Develop and implement a management approach based on assessment and information gathering, as required, that must include: - Mutual goal-setting, - Therapeutic procedures, - Counselling, - Outcome evaluation, - Discharge planning and - Demonstration of application of theoretical knowledge.
6. Four (4) Written Reports	Any type of report utilizing the format appropriate to the internship facility
7. One (1) Case Presentation	May be at rounds, case conferences or department meetings
8. Teaching Clinics	Participate in the requisite Teaching Clinics for the full day on the Friday of Weeks 3, 5 and 7: - Morning sessions: Present a case scenario to peers in a small group (with supporting videotapes and other materials) to promote development of clinical reasoning skills and - Participate in afternoon workshops as arranged by the CI.
9. SLP 1509: IPE Foundational Learning Activity: IPE Component in a Clinical Placement – Flexible Model or Structured Model (latter formally arranged at site)	- If the Flexible Model is completed, written reflections are required for each of the three activities, as per the guidelines in CEG Appendix E2: Flexible Model Activity 1: Shadowing and/or Interviewing Team members Flexible Model Activity 2: Analyzing Interprofessional Interactions of Team Members Flexible Activity 3: Collaborating with Team Members - If the Structured Model is completed, the certificate of completion is required to be submitted.
10. SLP 1509: IPE Foundational Learning Activity: Case- Based - Palliative Care	A case-based discussion regarding a discharge scenario. Students develop a management plan for the patient/client and family and discuss the team process.
11. SLP 1509: IPE Foundational Learning Activity: Appreciating Roles and Collaboration to Improve Care in Head and Neck Cancer (ARCTIC)	Small group sessions focus on defining roles in the care of a head and neck oncology patient. Then the teams develop the patient's care plan. Finally, as a large group, students review the patient's narrative of his journey.
12. Student Clinical and Professional Development Goals	Following the final placement assessment conference, the Student Clinical Goals Form will be completed by the student, with input from the CE and will be signed by the student and the CE.

The student is required to submit evidence for the achievement of these minimum expectations at the end of this course, along with other documentation, as per the deadlines in the table above.



9. SLP 1509: IPE Curriculum Foundational Learning Activity:

IPE Component in a Clinical Placement – Flexible Model: These learning activities should be scheduled by the student and the CE during the development of the Internship Practicum Contract. A description of the activities is available to students on Quercus.

Those students involved in the **Structured Model** (i.e., a formal IPE placement) will meet these expectations through their participation in that experience and will receive a certificate of completion. They need not complete the Flexible Model requirements.

The student is required to **submit evidence for achievement of these minimum expectations**, as per the activity guidelines, at the end of this course, along with other documentation, within one-week of the final day of the placement.

Hearing Disorders Assignment

This is a pass/fail assignment required for **SLP 1532H - Clinical Laboratory in Hearing Disorders**, which the student is required to complete, as follows.

Identify a client on your SLP caseload with hearing loss and describe how your approach to either assessment or treatment was impacted as a result of the hearing loss (include mention of enhancing communication strategies). If this is not possible, develop an amendment to an assessment plan or management approach for a client on your existing caseload, assuming the client has an acquired moderate to severe binaural sensory-neural hearing loss and wears at least one hearing aid (Max. two (2) pages, double spaced – Pass/Fail).

The student will submit the assignment at the end of the SLP 1508Y placement. Refer to the SLP 1532H course outline for more details.

Students who complete their minimum expectations for the SLP1532H course will submit the evidence to Quercus within **two (2) business days** of completion.

Assessment of Student Performance

Midterm and Final Assessment: A link will be provided to the CE for the on-line assessment tool at the start of placement.

Midterm Formative Performance Assessment

Mid-way through the placement, the student will be given a formative assessment by the CE using the new *Canadian Assessment of Clinical Competence (ACC)* (2024) created by the Canadian Academic Coordinators of Clinical Education, as well as signed summary comments. This assessment, though formalized, is not factored into the final grade (Credit/No Credit). The CE will review and discuss the results of this assessment with the student. The CE will submit the assessment electronically on InPlace to the university within two (2) business days of completion.

The CE must inform the CI if there is any indication at this midterm point that the student may not meet performance expectation levels by the end of 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 the placement by the CE, using the new *Canadian Assessment of Clinical Competence (ACC)* (2024) created by the Canada Academic Coordinators

of Clinical Education, as well as signed summary comments. The CE will review and discuss the results of the assessment with the student. The CE will submit this assessment electronically on InPlace to the university within two (2) business days of completion.

NOTE: The **CI** will determine a final grade for each student, based on the ratings of each essential competency and the supporting comments. The student must meet expectations (i.e., a rating of **INTERMEDIATE**) for each essential competency in each role assessed to pass the course.

Following the final 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 **Requisite Course Document Deadlines table above**, by the due date indicated. Late submissions of documentation may be considered in the overall rating of the **Role of Professional**. **No grade will be submitted until all coursework is completed.**

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**. Contact with the CI prior to the midterm is encouraged when there are any questions regarding a student who is challenged or struggling in the placement. The CI will help to problem-solve and to facilitate discussion and management of such concerns. Students and/or CEs may discuss their experience *in confidence* with the CI. Once strategies have 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.

CEs are prompted on the **midterm assessment** to contact the CI if there is **any** indication that the student may not meet performance expectation levels by the end of the placement.

On occasion, a student may experience challenges 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 midterm assessment has not yet occurred.**

Step Two: Developing a Written Plan

If a student is not demonstrating adequate performance, 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, CE and student.

This plan will include:

1. Clear identification of challenges in learning and teaching;
2. Specification of learning objectives to be achieved and behaviour changes expected;
3. Any necessary actions, procedure 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 a No Credit In A Clinical Course

If the student does not meet the learning objectives outlined in such a plan, NO CREDIT will be assigned for the practicum course by the CI. This is the equivalent of a failure in an academic course and is subject to the regulations and appeal procedures described in the SGS Calendar and the [Student Handbook under section 2.2.3.](#)