



**McGill**

# **Clinical Training Manual** **Student Version**

**2018-2019**



School of Communication Sciences and Disorders  
Speech-Language Pathology Program, Faculty of Medicine  
<https://www.mcgill.ca/scsd/clinical/students>

# Table of Contents

## Student Responsibilities

Responsibilities towards the SCSD.....	4
Responsibilities towards the Site.....	6
Responsibilities towards the Practicum Team.....	8
Responsibilities towards Yourself.....	9
Responsibilities when you are Sick or Unable to Attend Practicum.....	12

## Description of Practica

1 <sup>st</sup> Year Practica – Fall and Winter Semesters.....	16
1 <sup>st</sup> Year – Spring Practicum.....	18
2 <sup>nd</sup> Year Practica.....	21
Audiology Minor.....	21
Speech-Language Pathology.....	22
Fall and Winter Practica.....	22
Final Internship.....	24

## Grading and Conflict Resolution

Student Rights/Support.....	27
Policy on Incomplete Practica.....	27
Difficulties on Practicum or with Supervision.....	27
Protocol for Marginal Performance in Clinical Practicum.....	27
Receiving a “PASS with Reservations” / Receiving a “FAIL”.....	29

## Paperwork

General Instructions.....	31
What to Submit?.....	31
How?.....	32
Additional Responsibilities.....	32
Grading.....	32
Paperwork Checklists.....	32
Specific Instructions.....	33
Immunization and Mask Fit Card.....	33
Criminal Record Check.....	33
OOAQ Card.....	33
Confidentiality Agreement.....	33
Student Weekly Summary.....	33
Placement History Form.....	34
Hours Form.....	35
Collaboration Contract in a Peer Coaching Setting.....	36
Practicum Contract.....	36
Weekly Feedback Form from Clinical Educator.....	36
Midterm Evaluation.....	37
Final Evaluation.....	37
Clinical Educator and Site Evaluation Form.....	38
Time Replacement Agreement Form.....	38
Lab and Course Hours Forms.....	38
Request Form.....	39
Total Hours Form.....	39

# Student Responsibilities

## Responsibilities towards the SCSD

### **Provide Proof that you are Eligible to be sent on Site**

Sites require up-to-date immunizations, a recent criminal record check, and student membership to a regulatory body. Requirements may vary depending on the site. In order to facilitate practicum assignment, the SCSD requires that you provide proof of the following before going on practicum (see complete details in the *Paperwork* section of this document):

- Immunization and Mask Fit Card provided by McGill Student Health Services;
- *Ordre des orthophonistes et audiologistes du Québec* (OOAQ) Student Member Card;
- Completed Police Criminal Record Check.

### **Complete Paperwork**

You must keep weekly records/notes summarizing the types of patients seen, activities performed, and the time allocated to these activities. You must also keep a cumulative record of your clinical hours for each practicum and for the entire program. You are required to provide all practicum-associated paperwork in a timely manner to the Clinical Education team. Timely and correct paperwork submission is one of the requirements for obtaining a passing grade in your practicum and internship courses. You may fail on late or incomplete paperwork. See additional details in the *Paperwork* section of this document.

### **Sign out Tests and Materials**

The SCSD has a large variety of up-to-date tests and materials at your disposal to enhance your practical experience. You may borrow tests and materials from the Resource Room (#857) or the Test Room (#856) for a maximum of 2 or 3 business days. It is your responsibility to keep tests and materials in good condition. Lost or damaged items will be replaced at your expense.

#### *Tests*

Tests are only available according to a pre-determined schedule. You will not be able to borrow tests outside of the set hours. A SCSD staff member will be in the Test Room (#856) to assist you. The schedule will be posted on the Test Room door at the beginning of each semester. When borrowing a test, ensure all items on the list are in the box before you sign it out. You must sign and date the checklist. The student who last signed out the test will be held responsible in case of damaged or missing items.

#### *Materials*

Materials are available at all times during school hours. The key to the Resource Room (#857) is located in the student lounge. When you borrow an item, you must sign it out in the red booklet available in the Resource Room. When borrowing materials, ensure all items are available in the box (or with the toy or game) before you sign it out. The student who last signed out the materials will be held responsible in case of damaged or missing items.

Materials are organized by areas/spheres of practice in speech and language (e.g. fluency, morpho-syntax, etc.). You must keep the Resource Room tidy and replace items on the correct shelf (each item has a shelf number on it).

### *Materials – Phonological Awareness*

The materials from the Phonological Awareness (PA) Project can only be borrowed for the PA Practicum. At any other time, you must obtain permission from the Coordinator of Clinical Education in charge of the PA materials.

### *Test Booklets*

Please use originals of booklets when working with a client, as required by the OOAQ. It is only acceptable to use photocopies with a client when the test booklet is backordered (e.g. EOWPVT-3). To obtain original test booklets, go to the front office and ask the Administrative and Student Affairs Coordinator for what you need. One or two original copies are left in the test boxes in case you forget to bring a booklet on site, but this should be considered a courtesy. If you use the booklets in the test boxes, you have to replace them before you bring the test back.

As original booklets are expensive (generally between \$4-10 each), please use photocopies when practicing test administration. Inform the Administrative and Student Affairs Coordinator in charge of materials immediately when there are only two copies left. More copies will be made available routinely. Please make a copy, at your own expense, if you plan on taking the last available one. Do not take the folder out of the filing cabinet.

### **Additional Considerations**

#### *Religious Holidays*

Before the start of a semester, please inform the Coordinators of Clinical Education when you intend to take part in activities related to religious holidays that do not fall on official McGill Holidays. This will be taken into consideration when organizing the practicum schedule and reasonable accommodations will be made when possible. See McGill's Policy on Holy Days (<http://www.mcgill.ca/importantdates/holy-days-0/policy-holy-days>) and the interfaith calendar (<http://www.mcgill.ca/importantdates/holy-days-0>).

#### *Family Considerations*

Before the start of a semester, please inform the Coordinators of Clinical Education of any scheduling commitments related to your family (e.g. time your child's daycare opens, etc.). This will be taken into consideration when organizing the practicum schedule and reasonable accommodations will be made when possible.

#### *Students with Disabilities*

All students with disabilities are encouraged to register with the Office for Student with Disabilities (OSD: <http://www.mcgill.ca/osd/>) and to inform the Coordinators of Clinical Education of the needed accommodations for their practical experiences. This will be taken into consideration when organizing the practicum schedule and reasonable accommodations will be made when possible, as stipulated by the OSD. No accommodations can be made for students who are not registered with the OSD.

## Responsibilities towards the Site

### What to do Before the Practicum Starts

Contact the supervisor upon receiving placement confirmation to:

- Introduce yourself and outline experience;
- Inquire about security check and immunization requirements other than the ones required by the SCSD; ensure you respect all requirements;
- Ask about logistics (e.g. start time, dress code, access to cafeteria, etc.);
- Inquire about preparation for the practicum (e.g. readings, tests to review, etc.).

You are expected to show your Clinical Educator (CE) outlines for courses which you are taking or have taken, and to share your *Placement History Forms* which describe previous practica. This enables the CE to determine expectations of what you should be able to do during your practicum.

### What to do on Site

Behave professionally when completing the practicum. The following are required:

- Dress appropriately: Wear professional and functional attire (do not wear jeans, sloppy clothes, or revealing clothing), cover tattoos and piercings, and wear appropriate shoes and foot coverings (i.e. in an elementary school, children will imitate you; therefore, wearing socks in shoes in the winter is necessary);
- Wear your identification badge to all clinical experiences;
- Be punctual: arrive at the site well in advance of the start time so that you are prepared to begin the day before clients arrive. You should also be punctual for all subsequent client appointments and meetings;
- Be prepared: you must be ready to conduct assessment and treatment sessions even if this requires preparatory work during the evening, on weekends or non-practicum days;
- Do not eat, smoke or drink in front of patients;
- Turn off your cell phone and wear a watch;
- Respect the privacy of your supervisor's desk and office;
- Never contradict a supervisor in front of a patient or other team members;

Follow the rules and ethics of the OOAQ (<http://legisquebec.gouv.qc.ca/en/ShowDoc/cr/C-26,%20r.%20184>) and Speech-Language and Audiology Canada (SAC) (<http://www.sac-oac.ca/professional-resources/resource-library/code-ethics>) or other provincial colleges when applicable.

Supervisors are legally responsible for your actions and may be required to testify regarding services provided in a court of law. Therefore, you must adhere to your CE's requests and decisions.

### Respect Confidentiality

During your practical experiences (labs, clinical placements, etc.) you may have access to personal and confidential information related to clients, family members, employees and persons

affiliated with your practical experiences. You must only access and disclose personal and confidential information as it relates to your duties on your practical experiences. You must not disclose or access any personal or confidential information unnecessarily.

You are required to sign a *Confidentiality Agreement* with the School of Communication Sciences and Disorders at the start of each academic year. You may also be required to sign an additional confidentiality agreement on your practicum sites. It is your responsibility to be aware of the specific confidentiality requirements of all of your practicum sites.

### **What to do at the End of Practicum**

Thank your CE and anyone involved in your placement. It is acceptable to give your CE a thank you card or a small gift to show your appreciation. Remember that supervisors offer their services on a voluntary basis.

## **Responsibilities towards the Practicum Team**

Effective intraprofessional and interprofessional teamwork is essential to the profession of Speech-Language Pathology and to the well-being of patients. To prepare you for the workplace, many of your practical experiences are conducted in pairs or teams. In order for these experiences to go smoothly and fairly, each student in the team must follow a set of established guidelines.

Students are expected to:

- Participate equally in practica experiences;
- Communicate respectfully (both verbally and in writing);
- Respect personal and professional differences among team members;
- Support positive team dynamics;
- Collaborate effectively with other team members;
- Build consensus with their team;
- Respect deadlines and schedule;
- Be available for group work and planning;
- Consider working style and other obligations of team members;
- Communicate with the Coordinators of Clinical Education or the Clinical Education Associate immediately when issues arise (well before due dates of assignments or evaluations);
- Be open to both positive and constructive feedback from your teammates. Feedback is essential to growth and professional development.

Consistent significant difficulty working in teams may result in FAILURE of the practicum or assignment.

### **Peer Coaching**

In a peer coached practicum, teamwork is at the forefront of the placement. In addition to the responsibilities listed above, you and your teammate have a common goal as you are both responsible for the success of a session (assessment or treatment). To facilitate effective communication, you and your teammate are required to fill out a *Collaboration Contract in a Peer Coaching Setting* prior to the start of your placement.

## Responsibilities towards Yourself

### Make a Good Impression

Always think of a placement as a potential future employer even if you do not intend to work at that specific establishment or with that particular population. Skills you learn at each placement will be transferable to other sites/populations. The S-LP community is small and each placement provides you with networking opportunities.

Here are some tips on how to make a good impression:

- Stand and sit up straight and lean in slightly. Slouching gives the impression you are not interested;
- Look and dress professionally. Looking sloppy can give the impression you will also be sloppy in your work;
- Try to appear confident. Looking overly anxious can give the impression you do not know your material and sets a stressful tone to the practicum;
- Do not take anything for granted. Always ask yourself what you are bringing to your CE, not what your CE should bring you;
- Never check your personal email or text messages at work;
- Obtain approval from your CE in advance if, exceptionally, you have to leave early (e.g. for a specialized medical appointment). Leaving early to catch a ride for the weekend or to beat traffic are not acceptable reasons;
- Leave home ahead of time to ensure you get to your placement before the start time.

### Observe Actively

When not participating in a session, you must always observe actively. Always have paper and a pen ready to take notes. Display your interest with your body language (e.g. lean in; look at all participants, etc.). Do not check your phone or your computer, doodle on your page or look like you are falling asleep.

You can take notes on the patients' non-verbal or verbal behaviour. You can also observe and take notes on the S-LP's behaviour, techniques and materials used, communication style, etc. Ask your CE relevant questions based on your observations. Provide specific examples from your notes. Do not passively observe or wait for your CE to tell you to take notes.

### Take Initiative

Taking initiative will help guide your learning. CEs appreciate when students take ownership of their learning. Also, meetings and phone calls come up unexpectedly without the CE being able to plan something for you beforehand; use that time to your advantage. Following are some examples of how to take initiative in different placements.

#### *Spring Practicum*

- Assessment:
  - Ask to do one section of a new test (this can be done as early as your first day);
  - Ask to do a full test, especially if you have done it previously;

- Note observations (e.g. the child pronounced a /s/ as a /t/);
- Note samples of utterances produced;
- Ask to be responsible for providing results of one section of the assessment to parents;
- Intervention:
  - Ask to take part in the activities;
  - Ask to be responsible for one of the goals;
  - Take notes on performance, behavior, utterances;
- Documentation:
  - Practice doing the SOAP note; the first few times, you might want to do an unofficial one, and do the real ones in the chart when you know your CE's way of doing them;
  - Read the chart of an upcoming case;
  - Ask to practice writing reports;
- Materials and Other Resources:
  - Prepare needed materials for next intervention;
  - Tidy up the materials previously used;
  - Look at materials you have not yet used;
  - Go online and check out information about a case or syndrome you have never heard of, medication taken by the patient, apps that could be useful and adequate for a patient – If you would like to use your CE's computer, ask for permission beforehand.

### *Fall and Winter Practica*

In addition to the examples mentioned above, you should:

- Assessment:
  - Ask to be responsible for selecting the assessment tools;
  - Ask to do a full test that you have never done before;
  - Ask to be responsible for providing results of multiple sections of the assessment to parents;
- Intervention:
  - Attempt to set intervention goals;
  - Attempt to set the session goals, including possible sub-steps and super-steps;
  - Prepare activities for the session;
  - Think of how the data will be collected (e.g. patient response, acceptable responses, cueing provided, etc.);
  - Ask to be responsible for a whole session;
  - Ask to be responsible for the treatment of one patient.
- Documentation:
  - Write the SOAP note;
  - Practice writing reports;
- Materials and Other Resources:
  - Bring in new and interesting materials (e.g. materials seen in class, from SCSD's resources or found on the Internet, etc.).

### *Final Internship*

In addition to all of the examples mentioned above, you should:

- Ask for your own patients;
- Ask to be responsible for providing results to parents;
- Offer to do a presentation/in-service about a relevant topic;
- Ask to prepare the caseload schedule of the day or the week.

### **Keep All your Records**

You must keep originals of all course syllabi, Hours Forms, Final Evaluation Forms, and complete Placement History Forms for your permanent record. You may be asked to produce these in the future to regulatory bodies, future employers, etc.

### **Obtain Private Medical Insurance (when applicable)**

Students doing a practicum outside of Canada should protect themselves by taking private medical insurance. Fees charged for health care services in other countries (especially the United States) may greatly exceed the amounts reimbursed by the Provincial Health Plan.

## Responsibilities when you are Sick or Unable to Attend Practicum

Practical activities are essential to your learning and are mandatory. However, if you are contagious or very ill, you should not attend practicum. If you are sick, and unable to attend practicum, you must:

1. Contact your Clinical Educator (CE) as early as possible before the start of your practicum day (preferably the day before);
2. Send an e-mail to the [paperwork1.scsd@mcgill.ca](mailto:paperwork1.scsd@mcgill.ca) (1st Year students) or [paperwork2.scsd@mcgill.ca](mailto:paperwork2.scsd@mcgill.ca) (2<sup>nd</sup> Year students) account to inform the Coordinator of Clinical Education (CCE) or the Clinical Education Associate (CEA) before the start of your practicum day;
3. Contact your practicum teammates (if applicable) as soon as possible to inform them and to make appropriate arrangements, e.g. provide plans for coverage of your planned sections.

### Making-Up for Sick Days

#### *1<sup>st</sup> Year Fall and Winter Practica*

Activities to make up for time missed due to illness must be discussed with the CCE or CEA who will decide on the appropriate course of action.

#### *Fall and Winter Practica*

All time missed due to illness must be made up. Ideally, extra days will be added to the practicum to account for days missed. If extra days cannot be added, replacement activities must be completed.

In collaboration with your CE, you must complete the *Time Replacement Agreement Form* with a plan on how lost time will be recovered. Time can be made up by adding extra days or completing replacement activities (e.g. independent study, article reviews, special projects, etc.). The plan must be approved by the CCE or CEA and submitted to the [paperwork1.scsd@mcgill.ca](mailto:paperwork1.scsd@mcgill.ca) (1st Year students) or [paperwork2.scsd@mcgill.ca](mailto:paperwork2.scsd@mcgill.ca) (2<sup>nd</sup> Year students) account.

As the Fall and Winter practica schedules are flexible, you only need to fill out the Agreement Form if you make up for a missed day by attending practicum outside of the semesters' dates or if you make up for a day with activities (e.g. You attend 11 days of practicum and make up for the 12<sup>th</sup> day by doing a special project such as a review of available apps for a specific population, etc.)

No more than 2 days may be missed and made up. If you miss more than 2 days, you will need to provide a medical note. The CCEs or the CEA will consider your situation and availability of supervision and decide if you will be removed from your practicum or if you will continue at a later date. When removed from practicum, you will be required to redo the complete practicum at the next available practicum period. If you miss more than two days and no medical note is provided, you will fail the practicum course.

### *Spring Placement and Final Internship*

All time missed due to illness must be made up. Ideally, extra days will be added to the practicum to account for days missed. If extra days cannot be added, replacement activities must be completed.

In collaboration with your CE, you must complete the *Time Replacement Agreement Form* with a plan on how lost time will be recovered. Time can be made up by adding extra days or completing replacement activities (e.g. independent study, article reviews, special projects, etc.). The plan must be approved by the CCE or CEA and submitted to the [paperwork1.scsd@mcgill.ca](mailto:paperwork1.scsd@mcgill.ca) (1st Year students) or [paperwork2.scsd@mcgill.ca](mailto:paperwork2.scsd@mcgill.ca) (2<sup>nd</sup> Year students) account.

No more than 10% may be missed and made up. A medical note is required after missing two consecutive days. If you miss more than 10%, you will also need to provide a medical note. The CCEs or CEA will consider your situation and availability of supervision and decide if you will be removed from your practicum or if you will continue at a later date. When removed from practicum, you will be required to redo the complete practicum at the next available practicum period. If you miss more than 10% or two consecutive days and no medical note is provided, you will fail the practicum course. For the Final Internship, a failure in the course will also result in being asked to withdraw from the program.

You will be able to redo only 1 practicum throughout the entire program unless you provide different medical notes for different reasons at different times.

Please note that this policy is specific to the clinical practica and is separate from the general Graduate and Postdoctoral Studies Leave of Absence Policy. See: <http://www.mcgill.ca/gps/students/progress/leave-vacation>.

### **Making-Up for Other Time Missed**

If your CE is absent (sick or unable to attend work), if possible, they will contact you immediately. If your CE feels you can proceed with what was planned for that day, you may be asked to go on site independently. Alternate supervision arrangements may also be made by your CE for that day (e.g. you could be supervised by an S-LP colleague). If you cannot proceed independently and alternate supervision arrangements cannot be made, a *Time Replacement Agreement Form* must be completed.

If you must miss practicum for another valid reason other than illness, you must also complete a *Time Replacement Agreement Form*. All reasons other than illness must be approved, ahead of time, by your CE and the Coordinator of Clinical Education.

For the 20 day Spring Placement and the 60 day Final Internship, all holidays (Victoria Day, Canada Day, St Jean Baptiste, etc.) must be made up. Ideally, extra days will be added to the practicum to account for days missed. If the decision to add extra days to replace holidays is made at the start of the placement and documented in the practicum contract, a time replacement form does

not need to be completed. If extra days cannot be added, replacement activities must be completed and a *Time Replacement Agreement Form* must be filled out.

# Description of Practica

## **1<sup>st</sup> Year Practica – Fall and Winter Semesters**

In the 1<sup>st</sup> Year of the program, you will participate in a variety of clinical activities where you will be exposed to diverse populations. Starting early in the first semester, these clinical activities are an opportunity for you to obtain practical experience and apply what is being learned in class. You will be exposed to typically-developing populations and introduced to communicatively-impaired clients. You will learn about the S-LP scope of practice, carry out prevention activities, and be introduced to assessment and intervention.

Competencies, taken from the Proposed Practice Competencies for S-LPs in Canada, that should be demonstrated in all S-LP Practica include:

- Respect client and client diversity;
- Communicate in a respectful manner;
- Listen actively;
- Comply with regulatory and organizational requirements;
- Comply with professional Code of Ethics;
- Regularly review new knowledge and determine applicability to practice;
- Integrate new learning into practice;
- Maintain a professional demeanour.

Practical activities, in the Fall and Winter semesters of 1<sup>st</sup> Year, generally take place on Tuesdays and Fridays. Students are required to be available for those two days every week as practicum schedules are often modified at the last minute. The practical activities may change from year to year depending on course content, availability of placements or other reasons. Any changes will be discussed in your Practicum and Seminar courses (SCSD 681, SCSD 682).

### **1. Child Assessment**

In pairs, you will spend approximately 2 to 3 hours on two separate visits with a typically-developing pre-school child. A 3<sup>rd</sup> visit might be added if necessary. You will be responsible for finding your own client. Designed as a “Super Lab”, the information gathered at this placement will be used and analyzed in multiple courses. Activities include: completing a case history with caregivers (parents or legal guardians) and practicing administering speech and language assessments.

Specific objectives of this placement are to:

- Gain an understanding of typical speech and language development in children;
- Practice interacting with a child and parents (or legal guardians);
- Obtain your first experience administering speech and language tests;
- Practice obtaining a speech and language sample.

### **2. Adult Assessment**

In pairs, you will spend approximately 2 hours on two separate visits with a non-communicatively impaired elderly person. You will be responsible for finding your own client. Designed as a “Super Lab”, the information gathered at this placement will be used and

analyzed in multiple courses. Activities include: interacting and obtaining a speech and language sample and administering informal and formal assessments.

Specific objectives of this placement are to:

- Gain an understanding of typical speech and language skills of an elderly person;
- Apply theoretical knowledge in clinical practice;
- Develop an understanding of the transferable knowledge between the different courses and areas of practice;
- Practice interacting with an unknown elderly person;
- Practice using informal assessment tasks with an adult;
- Obtain experience administering speech and language tests with an adult;
- Practice analysing assessment results.

### **3. Phonological Awareness Practicum**

You will spend ten days in teams (2, 3 or 4 students) in an elementary school where you will develop your abilities to provide services in the area of Phonological Awareness (PA). Activities include: screening reading pre-requisites (2 days), applying an 8-week PA intervention program in classrooms, writing an organizational file and a complete patient file/chart, and performing intervention with individual and small groups of children who are struggling with the classroom interventions.

The PA Practicum is combined with the assessment of a child presenting with a phonological disorder, as being in an elementary school facilitates access to children with communication impairments. This assessment may likely require you to go to a school for extra days. Designed as a “Super Lab”, the information gathered with this assessment will be used and analyzed in multiple courses.

Specific objectives of this placement are to:

- Gain an understanding of the development of reading pre-requisites in children;
- Practice screening kindergarteners to assess the risk of future reading difficulties;
- Practice providing treatment to children individually, in small groups and in classrooms;
- Practice self-evaluation and providing feedback to your teammates;
- Practice administering informal tasks and formal speech and language tests;
- Practice scoring test results (including deriving standard scores);
- Practice interpreting the data;
- Practice completing organizational and patient documentation including writing an assessment and a progress report.

## 1<sup>st</sup> Year – Spring Practicum

After you have completed the coursework of the 1<sup>st</sup> Year, you will spend 20 days in a clinical setting. This is the first practicum where you, individually or in pairs, will accompany your S-LP Clinical Educators (CEs) in their day-to-day work. You will be assigned to 1 or 2 CEs (occasionally up to 3 CEs). You may be assigned a paediatric, an adult, or a mixed population.

You will receive primarily direct supervision (i.e. your CE attends the session). However, depending on your previous experience, the setting, and the demands of the site, you may also receive some indirect supervision (i.e. you meet with your CE to prepare the tasks you will be doing on your own and you meet afterwards to debrief). For example, indirect supervision may be more frequent in a school board considering your other 1<sup>st</sup> Year experiences.

The Spring Practicum typically starts at the end of April or beginning of May. However, it is sometimes done later in the summer due to supervision availability. This placement is usually done 5 days per week for 4 weeks or 4 days per week for 5 weeks. However, other arrangements are sometimes made due to experiences available.

The experience will vary greatly depending on the mandate of the site (e.g. prevention, assessment or intervention) and the population served by the CE. There are no specific requirements in terms of hours spent with clients or type of activities performed. You will accompany your CE in their usual routine. The number of clinical hours will also vary greatly (e.g. in Spring 2018, clinical hours varied from 76 to 146 hours).

The objectives of this placement are to:

- Gain an understanding of the scope of practice of S-LPs;
- Practice completing patient documentation;
  - Charting (including data collection and SOAP notes);
  - Writing lesson/session plans;
  - Ideally, writing assessment (maximum of 3) and progress reports;
- Be able to locate and understand the appropriate information in a patient's chart/file;
- Participate in prevention, assessment or treatment activities;
- Begin to develop clinical reasoning skills;
- Practice self-evaluation.

Specific objectives of this placement will vary depending on the mandate of the site and the population served by the CE. For example, if you are assigned to a centre dedicated uniquely to assessing language impairments, you will not do intervention during this placement.

### *Paediatric Population*

If you do one of the following types of activity (e.g. assessment, morpho-syntax intervention, prevention) 3 times or more, by the end of your placement, you should be able to:

- Prepare for a full intervention session
  - Select goals (with support)

- Select activities (with support)
- Select materials (independently)
- Lead an intervention session
  - Manage behaviour (with support)
  - Lead activities (independently)
  - Take notes on session (independently or with some support)
- Lead an assessment session
  - Select tasks (with support)
  - Administer formal tests (independently)
  - Perform informal tasks (with support)
- Report assessment results
  - Explain what was done in the assessment (independently or with some support)
  - Explain the results in one area of development (with some support)
- Write an assessment report
  - Write background information (with some support)
  - Report test results (independently)
  - Write the analysis and conclusion (with support)
  - Write recommendations (with support)
- Write a progress report
  - Document services rendered (with minimal support)
  - Report progress (with support)
  - Write summary and recommendations (with support)

### *Adult or Specialized Population*

As most courses regarding adult or specialized populations are offered in the 2<sup>nd</sup> Year of the program, a Spring Practicum with these populations requires more support from your CE and more preparation on your part. The level of independence expected by the end of this placement will be less than for students assigned a paediatric population.

If you do one of the following types of activity (e.g. assessment, language intervention, prevention) 3 times or more, by the end of your placement, you should be able to:

- Co-prepare, with CE, for a full intervention session
  - Discuss with CE pre-selected goals
  - Select activities and materials (with some support)
- Co-lead, with CE, an intervention session
  - Lead activities (with some support)
  - Take notes and collect data (with support)
- Co-lead, with CE, an assessment session
  - Select tasks (with support)
  - Administer formal tests (with some support)
  - Perform informal tasks (with a lot of support)
- Report assessment results
  - Explain what was done in the assessment (with some support)
  - Explain the results in one area assessed (with support)

- Write an assessment report
  - Write background information (with some support)
  - Report test results (with some support)
  - Write the analysis and conclusion (with a lot of support)
  - Write recommendations (with a lot of support)
- Write a progress report
  - Document services rendered (with minimal support)
  - Report progress (with a lot of support)
  - Write summary and recommendations (with a lot of support)

## 2<sup>nd</sup> Year Practica

In the 2<sup>nd</sup> Year of the program, you will complete the practical activities related to your audiology minor and three S-LP clinical placements to further develop your clinical and professional skills. Throughout these S-LP practica, you will move towards independent practice. By the end of the program you should attain a skill level of entry to practice.

### Audiology Minor

While the practical activities related to your major in Speech-Language Pathology are spread out across the two years of the program, all of the coursework and practical activities related to your minor in Audiology will be completed in your second year of the program.

The objectives of the audiology activities and placements are to:

- Gain an overall understanding of the field of Audiology;
- Be exposed to audiology activities included in the scope of practice of Speech-Language Pathologists (the scope of practice may vary from one province to another);
- Apply what you learn in your labs with clients;
- Obtain the necessary clinical hours as required by the National Association, Speech-Language & Audiology Canada (SAC).

#### **1. Audiology Day**

You will spend one day with an audiologist at one of McGill's teaching or affiliated hospitals and centres. Alone or in pairs, you will observe, and participate when possible, the audiologist performing assessments, counselling, and providing follow-up recommendations, etc.

Specific objectives of this placement are to:

- Gain an understanding of what being an audiologist entails;
- Obtain real life exposure to clients seen in audiology.

#### **2. Hearing Screenings**

As part of your audiology lab, you will spend approximately two days performing hearing screenings. These screenings should take place in an elementary school as well as on campus.

Specific objectives of these activities are to:

- Practice audiology tasks that are within our scope of practice;
- Gain experience with education and prevention activities to promote healthy hearing practices;
- Collaborate with your classmates to provide effective services;
- Adapt to a changing environment (e.g. last minute schedule modification) and to a fast-paced schedule;
- Recruit as many participants as possible.

## Speech-Language Pathology

### **1. Fall and Winter Practica**

Fall and Winter Practica most often begin the first week of school and will take place on Wednesday and/or Thursday for a total of 12 days. You are required to be available to start practicum immediately at the beginning of the semester and must be available for both days every week during the semester as practicum schedules are often modified at the last minute. You will be assigned to a paediatric, adult or mixed population. Assignments are decided based on previous placements, hours and site requirements, as well as placement availability.

The objectives of these placements are to:

- Actively participate in planning, executing, and evaluating, prevention, assessment or treatment activities;
- Continue to develop clinical reasoning skills and apply evidence-based practice;
- Continue to develop self-evaluation skills;
- Further develop documentation skills;
  - Charting (including data collection and SOAP notes);
  - Writing lesson/session plans;
  - Writing reports;
- Begin to identify barriers to access to services;
- Begin to advocate for clients;
- Begin to set caseload priorities.

Specific objectives of these placements will vary depending on the mandate of the site and the population served by the CE. For example, if you are assigned to a Centre dedicated uniquely to assessing language impairments, you will not do intervention during that placement.

#### *Adult or Paediatric Population*

If you do one of the following types of activity (e.g. assessment, morpho-syntax intervention, prevention) 3 times or more, by the end of your placement, you should be able to:

- Prepare for full intervention sessions
  - Select goals (with minimal support)
  - Select activities (with minimal support)
  - Select materials (independently)
- Lead intervention sessions
  - Manage behaviour (with some support)
  - Lead activities (independently)
  - Take notes on session (independently or with some support)
- Lead an assessment session
  - Select tasks (with minimal support)
  - Administer formal tests (independently)
  - Perform informal tasks (with support)
- Report assessment results

- Explain to clients and other professionals what was done in the assessment (independently)
- Explain the results of the assessment to clients and other professionals (with support)
- Write an assessment report
  - Write background information (with minimal support)
  - Report test results (independently)
  - Write the analysis and conclusion (with support)
  - Write recommendations (with support)
- Write a progress report
  - Document services rendered (independently)
  - Report progress (with some support)
  - Write summary and recommendations (with support)

### *Specialized Population*

As most courses regarding specialized populations (voice, dysphagia etc.) are offered in the 2<sup>nd</sup> Year of the program, a specialized placement will require more support and preparation on your part. The level of independence expected by the end of this placement will be less than for students assigned to other placements. If you do one of the following types of activity (e.g. assessment, dysphagia intervention, prevention) 3 times or more, by the end of your placement, you should be able to:

- Prepare for full intervention sessions
  - Select goals (with support)
  - Select activities (with support)
  - Select materials (with minimal support)
- Lead intervention sessions
  - Manage behaviour (with some support)
  - Lead activities (with some support)
  - Take notes on session (independently or with some support)
- Lead an assessment session
  - Select tasks (with some support)
  - Administer formal tests (independently)
  - Perform informal tasks (with support)
- Report assessment results
  - Explain to clients and other professionals what was done in the assessment (with some support)
  - Explain the results of the assessment to clients and other professionals (with some support)
- Write an assessment report
  - Write background information (with minimal support)
  - Report test results (independently or with some support)
  - Write the analysis and conclusion (with support)
  - Write recommendations (with support)
- Write a progress report

- Document services rendered (independently or with support)
- Report progress (with some support)
- Write summary and recommendations (with support)

## **2. Final Internship**

After you have completed the coursework for the program, you will spend approximately 60 days (3 months) full-time in a clinical setting. This is your final practicum where you will work towards independent practice and caseload management. You will be assigned to a paediatric, adult or mixed population. Assignments are decided in consultation with your Coordinator of Clinical Education or the Associate considering previous placements, schedule and site requirements, placement availability, as well as your interests. In September of your Second Year you will have a meeting with your Clinical Coordinator to discuss Final Internship possibilities. You must submit a signed Final Internship Request contract to be approved by the date outlined in Practicum and Seminar III.

You will receive a combination of direct supervision (i.e. your CE attends the session) and indirect supervision (i.e. you meet with your CE to prepare the tasks you will be doing on your own and you meet afterwards to debrief). In general, the amount of indirect supervision will increase throughout your placement as you gain independence.

The Final Internship typically starts at the end of April or beginning of May. However, it is sometimes done later in the summer due to practicum experiences available. This placement is usually done 5 days per week for 12 weeks, but other schedules may be arranged due to experiences available.

The experience will vary greatly depending on the mandate of the site (e.g. prevention, assessment or intervention) and the population served by the CE; however, you will gain the experience necessary for clinical practice.

The objectives of this placement are to:

- Independently plan, execute, and evaluate different types of activities (e.g. prevention, assessment, treatment, etc.);
- Refine clinical reasoning skills and apply evidence-based practice;
- Refine self-evaluation skills;
- Refine documentation skills;
  - Charting (including data collection and SOAP notes);
  - Writing lesson/session plans;
  - Writing reports;
- Identify barriers to access to services as well as advocate for clients;
- Set caseload priorities;
- Share knowledge with clients and other professionals related to communication and/or swallowing.

If you do one of the following types of activity throughout your Internship (e.g. assessment, morpho-syntax intervention, prevention), by the end of your placement, you should be able to:

- Prepare for full intervention sessions (independently)
  - Select goals
  - Select activities
  - Select materials
- Lead intervention sessions (independently)
  - Manage behaviour
  - Lead activities; modify activities based on client performance on-line
  - Take notes on session
- Lead assessment sessions (independently or with minimal support)
  - Select tasks (independently)
  - Administer formal tests (independently)
  - Perform informal tasks (with minimal support)
- Report assessment results
  - Explain to clients and other professionals what was done in the assessment (independently)
  - Explain the results of the assessment to clients and other professionals (independently or with minimal support)
- Write assessment reports (independently or with minimal support)
  - Write background information (independently)
  - Report test results (independently)
  - Write the analysis and conclusion (with minimal support)
  - Write recommendations (with minimal support)
- Write progress reports
  - Document services rendered (independently)
  - Report progress (independently)
  - Write summary and recommendations (with minimal support)

### *Specialized Population*

A specialized placement will require more support and preparation on your part. The level of independence expected by the end of this placement can be less than for students assigned to other placements.

# **Grading & Conflict Resolution**

## Grading and Conflict Resolution

### Student Rights/Support

The mission of Graduate and Postdoctoral Studies (<https://www.mcgill.ca/gps/>) is “to promote university-wide academic excellence for graduate and postdoctoral education at McGill.” To find out more about graduate students’ rights and responsibilities, refer to the following website: <https://www.mcgill.ca/students/srr/> or contact the *Office of the Dean of Students*: [www.mcgill.ca/deanofstudents/](http://www.mcgill.ca/deanofstudents/).

The WELL Office at the Faculty of Medicine is “dedicated to supporting learners throughout their training by creating, promoting and sustaining a culture of wellness and resilience within the learning environment.” The WELL Office “provides a safe and confidential venue to seek out resources (including counselling services and workshops) that protect and enhance your health and well-being.” For more information, refer to their website: <http://www.mcgill.ca/thewelloffice/well-office-homepage>.

### Policy on Incomplete Practica

Students are expected to complete practica at the assigned times. In the event of a medical, family, or personal emergency where they are unable to complete practicum, students should contact their Coordinator of Clinical Education or Clinical Education Associate immediately. An extension may be granted at the discretion of the Coordinators of Clinical Education and the Program Director. The reason for the extension request, availability of supervision, skills acquired by the student, and amount of practicum completed will be taken into account when considering granting an extension.

In the event Clinical Educators have a medical, family, or personal emergency where they are unable to continue supervising a practicum, supervisors or their site representatives should contact the Coordinator of Clinical Education or the Associate immediately. Where possible, an attempt should be made by the Clinical Educator or representative to assist in finding an alternate supervisor.

### Difficulties on Practicum or with Supervision

In the event that difficulties arise with a supervisor, students must notify the Coordinators of Clinical Education or the Clinical Education Associate. They will provide students with suggestions to address these difficulties. When appropriate, the Coordinators of Clinical Education or the Associate may discuss these difficulties with the Clinical Educator and/or perform a site visit when possible, to assess the situation and provide potential solutions. Students may be withdrawn from a supervisory situation by the Coordinator of Clinical Education or the Associate if there is sufficient reason to do so.

### Protocol for Marginal Performance in Clinical Practicum

In the event that student clinical performance is unsatisfactory, the following protocol outlines the process to be followed. It is designed to support students and their learning needs, to support Clinical Educators in their role as supervisors, to document difficulties, to facilitate

communication, and to ensure fairness to both the student and the Clinical Educator. General guidelines are as follows:

If, at any time, a Clinical Educator has a concern regarding a student's clinical performance, the Clinical Educator must contact the Coordinator of Clinical Education or the Clinical Education Associate immediately. The Coordinator of Clinical Education or the Associate will discuss student performance with the Clinical Educator to help identify the root of the difficulty and to develop specific learning objectives and create a plan. In all cases in which the Clinical Educator indicates that a student's performance is of serious concern, the Coordinator of Clinical Education or the Associate will elicit a statement from the student regarding the practicum situation and provide the student with a formal Learning Plan. This plan will outline the specific objectives and will include a plan for follow up as well as guidelines on the information that needs to be shared with current or future CEs. If necessary, and where possible, the Coordinator of Clinical Education or another designated member of the McGill Faculty will observe student performance at least once during the practicum. Observations will be documented. The Coordinator of Clinical Education or the Associate may decide to hold a joint meeting between the Clinical Educator and the student to discuss the problem and attempt to find a solution.

After consulting with the Clinical Educator and the student, if the Coordinator of Clinical Education or the Associate determine that the student does not meet the expectations of the Learning Plan, and there is a risk of failure, the student will be placed on probation. Students may also be placed on probation for a variety of reasons including but not limited to:

- Areas of performance included in the Learning Plan are progressing, but not within the specified timeline;
- Other areas of performance not included in the Learning Plan become problematic.

In these cases, a probationary letter will be given to the student to sign. This letter will contain a clear statement of the problem, timeline for resolution, as well as a statement informing them that they are on probation and at risk of failure.

Students may immediately be placed on probation (skipping the formal Learning Plan step) for a variety of reasons including but not limited to:

- Unsafe clinical practice;
- Unsatisfactory professional conduct;
- Clinical/professional skills that are not competent for the level of training;
- Breach in patient/client confidentiality;
- Disregard of any item, rule or requirement outlined in the Faculty of Medicine's *Code of Conduct*.

At the end of the practicum, after having received the final Student Evaluation from the Clinical Educator, the Coordinator of Clinical Education will assign a grade of PASS or FAIL. Students will receive a FAIL if they do not meet clinical or professional standards or if they do not meet the conditions outlined in the probation letter.

In the circumstance where a student withdraws from a placement, without legitimate cause, after being placed on probation or being informed they are at risk of failure, the student would normally receive a failing grade.

In the case where the Clinical Educator/site withdraws from the placement for reasons of unsatisfactory clinical or professional conduct, the Coordinator of Clinical Education or the Associate will investigate the issue. In the case where it was established that the clinical or professional misconduct was severe, the student would normally receive a failing grade whether or not they were on probation.

### **Receiving a “PASS with Reservations”**

A student who receives a “PASS with reservations” for a Practicum and Seminar Course or a Fall, Winter or Spring Practicum, will be placed on a formal Learning Plan. If a student does not meet the expectations as described in the Learning Plan, or receives an additional “PASS with reservations” at a later time, the student will receive a fail for that course or practicum and will be placed on probation. In this situation, the student would be given the opportunity to undertake a supplemental exam, assignment, or practicum. If the student was not to meet the expectations outlined in the probation letter, or was to fail another course, the student would be asked to withdraw from the M.Sc. Applied program.

### **Receiving a “FAIL”**

A student who receives a direct “FAIL” on a Fall, Winter or Spring practicum will be placed on probation (if not already on probation) and will be asked to redo the placement. If the student fails this new placement, the student will be asked to withdraw from the M.Sc. Applied program.

As the final Internship bears a weighting of significantly more credit hours, in the case of failure, a student will be asked to withdraw from the program after only one failure.

In keeping with GPSO regulations, if a student is asked to withdraw, the student may appeal the decision to the Associate Dean (Graduate Studies).

# Paperwork

## General Instructions

### What to Submit?

At the beginning of the program

1. Immunization and Mask Fit Card (both sides)
2. Two identification documents (one with picture) for the Criminal Record Check

At the beginning of each academic year

1. OOAQ Card
2. Confidentiality Agreement

Fall and Winter Semesters of 1<sup>st</sup> Year as well as audiology placements

1. Student Weekly Summaries
2. Placement History Form
3. Hours Form

Spring Placement and all S-LP Placements in 2<sup>nd</sup> Year

1. Placement History Forms from previous placements
2. Collaboration Contract in a Peer Coaching Setting (when applicable)
3. Practicum Contract
4. Student Weekly Summaries
5. Weekly Feedback Forms from Clinical Educator
6. Midterm Evaluation
7. Final Evaluation
8. New Placement History Form
9. Hours Form
10. Clinical Educator and Site Evaluation

When you are sick or miss practicum:

1. Time Replacement Agreement Form

At the end of every semester

1. Lab and course Hours Forms

At the end of the Final Internship

1. Request Form
2. Total Hours Form

All forms are available on the SCSD website:

<https://www.mcgill.ca/scsd/clinical/students>.

## How?

All documents must be submitted:

- To the [paperwork1.scsd@mcgill.ca](mailto:paperwork1.scsd@mcgill.ca) (1st Year students), [paperwork2.scsd@mcgill.ca](mailto:paperwork2.scsd@mcgill.ca) (2<sup>nd</sup> Year students) or [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) (hours forms & annual pre-practicum documents) account;
- From the student's [name@mail.mcgill.ca](mailto:name@mail.mcgill.ca) account;
- By 11:59 on the Sunday following the completion of the activity (same week);
- In .pdf format (no .jpeg format or photos) unless otherwise specified;
- Right side up and legible;
- Signed, dated, and complete.

All documents requiring a signature from CE:

- Must be CCed to the CE, with a visible CC, at the same time that they are submitted to [paperwork1.scsd@mcgill.ca](mailto:paperwork1.scsd@mcgill.ca) (1st Year students), [paperwork2.scsd@mcgill.ca](mailto:paperwork2.scsd@mcgill.ca) (2<sup>nd</sup> Year students) or [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) (hours form only);
- When going to be sent late (CEs' decision), an email must be sent to the [paperwork1.scsd@mcgill.ca](mailto:paperwork1.scsd@mcgill.ca) (1st Year students) or [paperwork2.scsd@mcgill.ca](mailto:paperwork2.scsd@mcgill.ca) (2<sup>nd</sup> Year students) account explaining the reason before the due date with CE in CC.

It is your responsibility to check that the documents you are submitting are complete and in the correct format. The Clinical Education team may, at times, alert you as a courtesy that a document has been submitted incorrectly or not been received; however, it is not their mandate to do so and points will be removed.

## Additional Responsibilities

You must:

1. Bring all Forms to your CE;
  - Verify if CE want electronic or paper copies;
  - Inform CE which forms need to be completed when;
2. Keep both original and scanned copies of all forms for the duration of the program;
3. Track the total of your clinical hours;
4. Keep originals of all course syllabi, *Hours Forms*, *Final Evaluation Forms*, and complete *Placement History Forms* for your permanent record.

## Grading

You start with a Grade of 100 on Paperwork, and lose 5 points every time a document is submitted late or incorrectly. If your grade reaches 65 or lower, you will receive a FAIL on Practicum Paperwork which will result in a failure in the Practicum and Seminar course.

## Paperwork Checklists

The checklists are a tool to help you track your paperwork submissions. They are meant for your personal records and should not be submitted. The checklists are samples only and may need to be modified depending on your placement schedule. Checklists are available on the SCS D website:

<https://www.mcgill.ca/scsd/clinical/students>.

## Specific Instructions

### Immunization and Mask Fit Card

At the beginning of the program, you are required to meet with a nurse at Student Health Services to do a mask fitting and ensure you meet all immunization requirements. The Administrative and Student Affairs Coordinator will organize the meetings with the nurse. At the end of your visit, if you meet all requirements, Student Health Services will give you a double-sided card stating everything is completed. You must provide the Clinical Education Team ([practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca)) with a scanned copy of both sides of the card. You will NOT BE SENT ON PRACTICUM BEFORE THIS IS COMPLETED. You should also keep this card throughout the entire program and have it with you at all times on practicum sites as you may be asked to produce it. Failure to produce it could compromise your practicum.

### Criminal Record Check

At the beginning of the program, you will need to undergo a Criminal Record Check (CRC) as well as a Vulnerable Sector Screening (VSS) (in Montreal, they are combined under one check). During your first week, the Administrative and Student Affairs Coordinator will request a meeting with you to complete a CRC and VSS request form. You will be requested to send the Administrative and Student Affairs Coordinator ([practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca)) two identification documents including one with a picture before your meeting. The CRC and VSS results will be sent to the school. The Administrative and Student Affairs Coordinator will inform you when you can pick up your CRC document. You have to ensure to keep your original documents throughout the entire program and have them with you at all times on practicum sites as you may be asked to produce them. Failure to produce them will compromise your practicum. You may be asked to renew your checks several times during the program.

### OOAQ Card

You must become a student member of the *Ordre des orthophonistes et audiologistes du Québec* (OOAQ) to be permitted on practicum. Before the beginning of each Fall Semester, you are required to register through the OOAQ (<http://www.ooaq.qc.ca>). You must provide the Clinical Education Team ([practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca)) with a scanned copy of your OOAQ student card. You should also have your card with you at all times on practicum sites.

### Confidentiality Agreement

The *Confidentiality Agreement* is a contract between you and the School of Communication Sciences and Disorders (SCSD) that establishes a set of rules to be followed in order to ensure the respect of personal and confidential information related to clients, family members, employees and persons affiliated with your practical experiences. You are required to sign a *Confidentiality Agreement* with the SCSD at the start of each academic year and send it to [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca). See additional details in the *Responsibilities towards the Site* section of this document.

### Student Weekly Summary

The summary is a communication tool between you and your Coordinator of Clinical Education (CCE). It allows the CCE to see what you are doing on practicum and how you self-assess. It also allows you to ask general S-LP questions to the CCE. It should be between one and two pages.

### *General Information*

Write your full name, the site's name and the practicum week including the number of the week and the dates (e.g. week 4 out of 6, October 24 & 25, 2018).

### *Activities Performed*

Summarize the activities you did during the week. Provide enough details for the Clinical Education team to get a snap shot of what you are doing (e.g. participated in a workshop on Primary Progressive Aphasia; co-intervened in 8 language therapy sessions; independently assessed 2 children using the CELF-5 and the EVT-2).

### *Strengths*

Describe your strengths throughout the week. This is a self-assessment; it should be your own reflection, not just a copy of your CE's weekly feedback.

### *Limitations*

Describe your own limitations throughout the week. This is a self-assessment; it should be a reflection about your performance, not a description of what was problematic that week (e.g. "I found it difficult to adapt myself to the changing schedule"; NOT "the schedule kept changing and it was disruptive").

### *Action Plan*

Describe what you plan to do to work on your limitations (e.g. research the Internet about a specific syndrome; ask my CE to do a role play to practice giving test results).

Samples of the Student Weekly Summary are available on our website:

<https://www.mcgill.ca/scsd/clinical/students>.

## **Placement History Form**

The *Placement History Form* is an instrument to track your progress throughout the program and a communication tool between your CEs from placement to placement. It enables your CEs to get a picture of what you did in previous placements and will help them prepare your practicum experience in order to capitalize on your strengths and further develop areas of identified weaknesses.

The information written on the *Placement History Forms* (PHF) should not be more than one page; except for the audiology one that can be up to two pages. At the top of the form, write your full name. In the box 'Practicum Information', write the type of placement (e.g. Child Assessment, Final Internship). The specific instructions for the PHF vary depending on your practicum.

### Child Assessment, Adult Assessment & Audiology Placements

In the Fall Semester of your 1<sup>st</sup> Year, as well as for the 2<sup>nd</sup> Year Audiology Placements, you must complete the PHF at the end of each practicum. You will write the information relating to the Child Assessment and Adult Assessment Practicum as well as the Audiology Placements (Audiology Day, Hearing Screenings) by yourself.

### *PHF – Child Assessment & Adult Assessment*

Write the information about your Child Assessment or your Adult Assessment Practicum on an S-LP PHF Form. A self-evaluation is required in order to complete the sections: Strengths and Skills to Work on. The Super Lab instructors will sign the form once you are done. Before submitting the final paper version to be signed, the completed form must be sent to the Super Lab instructors for approval. See sample on our website: <https://www.mcgill.ca/scsd/clinical/students>.

### *PHF – Audiology*

Write the information regarding all 3 Audiology placements on a single form using the Audiology PHF Form. This is the only PHF that should be on two pages. The audiology lab instructor will sign the approved form once you are done with all 3 placements. Before submitting the final paper version to be signed, the completed form must be sent to the audiology lab instructor for approval. See sample on our website: <https://www.mcgill.ca/scsd/clinical/students>.

### Phonological Awareness, Spring Placement, Fall and Winter Practicum, Final Internship

Before the start of any of the above placements, you must send your CE, with the [paperwork1.scsd@mcgill.ca](mailto:paperwork1.scsd@mcgill.ca) (1st Year students) or [paperwork2.scsd@mcgill.ca](mailto:paperwork2.scsd@mcgill.ca) (2<sup>nd</sup> Year students) account in CC, all of your previous *Placements History Forms*.

At the end of your placement, generally on the last day, you will fill out a new PHF form WITH THE HELP OF YOUR CE. You are required to fill out the top sections (student name, practicum information, number of days, name of site, clientele, and activities) before you meet with your CE. Your CE should help you fill out your strengths and skills/attitudes to work on. Ultimately, THE CONTENT OF THE PHF IS AT YOUR CE'S DISCRETION. Your CE must sign the form. See sample on our website: <https://www.mcgill.ca/scsd/clinical/students>.

### **Hours Form**

In order to graduate and be eligible for the Speech-Language and Audiology Canada (SAC) Clinical Certification, you must meet the S-LP clinical hours' requirements. It is your responsibility to keep track of the clinical hours obtained during each practicum, and throughout the program, on the *Clinical Hours Form*. You must keep track of hours on a daily basis. Hours are to be rounded to the nearest quarter of an hour (e.g. 0.25, 0.5 or 0.75). Ensure that you count your hours diligently in order to meet the requirements of SAC and the different provincial bodies. See the official document from SAC, available on our website (<https://www.mcgill.ca/scsd/clinical/students>) for instructions on to how to count your hours: Description of Clinical Hours Requirements.

At the end of each practicum, your CE will sign the form. Before submitting a completed form for signature, write your complete legal name, the bracket of dates (e.g., Apr. 22 to May 17, 2019) for the duration of your placement, and the practicum site at the top of the form.

Exceptionally, for the Child Assessment and Adult Assessment Practica in first year, the Super Lab instructors will sign your hours forms. For these assessments, your Super Lab instructors must approve the hours before the forms are submitted for signature. For all other practica, your CE (audiologist or S-LP) will sign the form. For the Phonological Awareness Practicum, the Coordinator

of Clinical Education must approve the hours before the form is submitted to your CE for signature. There is no need for prior approval for your other placements.

When you submit your signed hours form to [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca), you must CC your CE, except for the following practica: Child and Adult Assessment, Audiology Day, Hearing Screenings in a school and Hearing Screenings on Campus.

### **Collaboration Contract in a Peer Coaching Setting**

This contract is a tool for you and your teammate to establish a set of rules to be followed during your practicum in order to ensure a successful placement and prevent conflict. This contract must be completed between you and your teammate, reviewed and signed by the Coordinator of Clinical Education or the Clinical Education Associate, and then by your CE. See additional details in the *Responsibilities towards the Practicum Team* section of this document.

### **Practicum Contract**

The Contract's purpose is to set expectations and clear goals at the start of the practicum. It allows the CE and the student to collaboratively develop expectations for the placement.

Before your first day on placement, you are required to:

- Read the entire contract;
- Think about what you would like to prioritize in your learning objectives;
- Complete the box on the first page with general information (e.g. name, Clinical Educator, etc.);
- Complete your preferences in Section A (Student's Learning Style, Supervision & Feedback);
- Check the preferred format of documents (e.g. electronic or paper copies) with your CE;
- Bring your copy of the contract, preferred CE's format, on your first day.

### **Weekly Feedback Form from Clinical Educator**

The weekly feedback form is a communication tool between you, your CE and the Clinical Education team. Its purpose is to identify where you are in your learning, your progress or lack thereof. It also provides the Clinical Education team an update on your performance.

#### *General Information*

Write your full name, the site's name and the practicum week including the number of the week and the dates (e.g. week 4 out of 6, October 24 & 25, 2018).

#### *Strengths*

Your CE will describe your strengths throughout the week.

#### *Areas to Improve*

Your CE will describe the observed areas where you need improvement that came up throughout the week. This section is very important for your learning. Encourage your CE to complete this section weekly.

### *Action Plan*

You and your CE will develop an action plan to address your areas to improve.

### *Other*

Contents of this section are optional and at the discretion of your CE.

### **Midterm Evaluation**

The purpose of the Midterm Evaluation is to evaluate your performance at the mid-point of your placement. The date and goals were previously determined in your *Practicum Contract*. The midterm is an opportunity to reflect on the first half of your placement and to determine the focus of the second half. This may result in modifying the goals set in the Contract or continuing to develop previously established goals. The Midterm summarizes your general performance and is an opportunity to address points that may not have come up previously in specific feedback sessions. It also allows you to provide insight on your experience to your CE. Use the *Student Evaluation Form* for both your Midterm and your Final Evaluation. Ensure you keep the original copy, with both you and your CE's signatures, to use for the Final Evaluation.

Before your scheduled Midterm, you are required to:

- Complete the box on the first page with general information (e.g. name, dates of practicum, etc.);
- Complete all Midterm Self-evaluation sections (Competency I to IV); as this is done before your meeting, your CE's comments should not be copied verbatim;
- Complete the section 'Feedback from Student to CE';
- Check your CE's preferred format of the document (e.g. electronic or paper copy);
- Bring your copy of the Evaluation Form, preferred CE's format, on your Midterm evaluation day.

Once your Midterm is completed and signed, send it to [paperwork1.scsd@mcgill.ca](mailto:paperwork1.scsd@mcgill.ca) (1st Year students) or [paperwork2.scsd@mcgill.ca](mailto:paperwork2.scsd@mcgill.ca) (2<sup>nd</sup> Year students) with your CE in CC by 11:59 on the Sunday following the completion of the Midterm (same week).

### **Final Evaluation**

The purpose of the Final Evaluation is to evaluate your overall performance at the end of your practicum. It is a summative evaluation at the end of which your CE will recommend that you receive a 'Pass', 'Pass with Reservations', or 'Cannot Recommend a Pass'. The CE recommending a 'Pass with Reservations' will outline concerns and areas to improve. If you receive a 'Pass with Reservations' you will be placed on a formal learning plan. This plan will allow the Clinical Education Team to monitor your progression while providing you with the opportunity to address the concerns in upcoming clinical experiences. It is at the discretion of the Coordinators of Clinical Education to determine and submit your final grade. The Final Evaluation also allows you to provide insight on your experience to your CE and provide recommendations for future placements.

Before your scheduled Final Evaluation, you are required to:

- Use the *Student Evaluation Form* used for your Midterm;

- Complete all Final Self-evaluation sections (Competency I to IV); as this is done before your meeting, your CE's comments should not be copied verbatim;
- Complete the section 'Feedback from Student to CE';
- Check your CE's preferred format of the document (e.g. electronic or paper copy);
- Bring your copy of the Evaluation Form, preferred CE's format, on your Final Evaluation day.

Once your Final Evaluation is completed and signed, send it to [paperwork1.scsd@mcgill.ca](mailto:paperwork1.scsd@mcgill.ca) (1st Year students) or [paperwork2.scsd@mcgill.ca](mailto:paperwork2.scsd@mcgill.ca) (2<sup>nd</sup> Year students) with your CE in CC by 11:59 on the Sunday following the completion of the Evaluation (same week).

### **Clinical Educator and Site Evaluation Form**

The CE and Site Evaluation Form is a tool intended for the Clinical Education team to receive feedback about sites and clinical educators. It helps better support clinicians by determining their continuing education needs related to student supervision. It is important that your feedback is specific, professional, and constructive. In the case you are supervised by more than one CE, you have to complete one form per CE and write the number of supervision days offered by each of your CEs (the total number of days combined needs to be equivalent to the planned number of days of your practicum (e.g. Fall Practicum = 12 days; Final Internship = 60 days)). In a peer coached practicum, both students need to complete a CE and Site Evaluation Form.

The information you provide may eventually be transmitted to CEs in a confidential manner (i.e. no raw data or any identifying information will be disclosed). The purpose in information sharing is to look at trends within and across CEs and to provide feedback to clinicians about their own performance. The ratings will be averaged and the comments summarized with all specific details removed. In order to maintain confidentiality, it will never be done for CEs that have supervised less than three different practica.

### **Time Replacement Agreement Form**

This agreement is a tool to determine how sick days or any other time missed for a valid reason will be replaced. This includes when you are unable to attend practicum because your CE is sick or absent. This also includes days missed due to Holidays such as Victoria Day, Canada Day, St Jean Baptiste etc. The Agreement Form is to be completed by the CE and the student(s) detailing how the practicum days missed due to illness, holidays, or another valid reason will be made up. As the Fall and Winter practica schedules are flexible, you only need to fill out the Agreement Form if you make up a day by attending practicum outside of the semesters' dates or if you make up for a day with activities (e.g. You attend 11 days of practicum and make up for the 12<sup>th</sup> day by doing a special project such as a review of available apps for a specific population etc.). See additional details in the *Responsibilities when you are Sick or Unable to Attend Practicum* section of this document.

### **Lab and Course Hours Forms**

At the end of every semester, it is your responsibility to scan your signed Hours Forms for all relevant labs and courses and to submit them to the Clinical Education team ([practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca)). Your course/lab instructor will distribute the *Hours Forms* with their signature. Please note that not all instructors have an accreditation number. You must ensure to add your name in the top left corner and to sign the forms before scanning them.

## **Request Form**

The purpose of this form is to prepare, ahead of time, all the documents you need upon completion of the program to become members of Colleges and Associations and to begin working. Send your *Request Form* to the Clinical Education Team ([practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca)) at least two weeks before the end of your Final Internship. Obtaining signed official letters and *Total Hours Forms* can take up to several weeks and cannot be expedited. It is important to plan ahead.

### *General Information*

Write your complete and official name used in legal documents. Add the date of your final day of Internship. This date will be your official end date of the program; it is important to ensure that it is accurate. Specify if you are writing a thesis after completion of the M.Sc. A program with the anticipated date of completion.

### *Total Hours Forms*

Indicate the number of copies of the approved *Total Hours Form* requested and where to send them. Ensure you send the right format to the SCSD for final signature (e.g. SAC has its own form) once you have received final approval from the Clinical Education Team. Do not send photocopies; all forms must be signed original copies. Ensure to include the complete mailing address including the contact person. You are required to include 1 copy for the SCSD's records.

### *Official Letters*

Specify the number of copies of official letters indicating you have met the requirements for your degree requested. Ensure to include the complete mailing address including the contact person and all specific requirements (e.g. Director's signature required). It is your responsibility to find out the requirements of the Colleges and Associations you are applying to.

### *Preferred Email for Future Correspondence*

Please indicate the email address you would like us to contact in the future. This address will not be distributed and will only be used occasionally and prudently (e.g. to inform you of upcoming events at the School, to obtain information for our graduate statistics, etc.). Provide an alternate to your McGill account as it will most likely be cancelled in a few months due to lack of use.

## **Total Hours Form**

Students are required to transfer all the hours obtained during their practica and Labs throughout the program onto one final *Total Hours Form* (Excel document). You will need to submit your Excel document for verification to the Administrative and Student Affairs Coordinator ([practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca)) on multiple occasions during the program. It is your responsibility to ensure that you meet the minimum requirements for SAC and the provincial bodies. While the SCSD provides you with enough opportunities to meet these requirements, you must be diligent in counting your hours and ensure that you take advantage of optional activities where you may also obtain hours.

At the top of the form, write your full official name, the bracket of years for the duration of the program (e.g. 2017-2019) in the date box, and 'Total Hours Form' in the Practicum Site box.

Your total hours must be approved by the Coordinator of Clinical Education or the Clinical Education Associate before you mail them in. Once verified and approved by you and the Coordinators of Clinical Educators, sign and send original copies by mail. You are responsible for sending the appropriate number of copies and sending the right forms (e.g., SAC and ACSLPA have their own forms).

ACSLPA, CASLPM, and SASLPA have recently changed the way they calculate the total hours – which is different from the way they are calculated for SAC and McGill. You will have to adapt your total hours form for these Colleges. For all 3, only your client specific hours count and the hours for SLP and Audiology are counted separately. For the columns 'Simulated Practice' and 'Case Conferences with Clinical Supervisors', write: 'the hours were combined' and fill out one of the two columns with your hours from the column 'Clinical/Prof. Activities' from your McGill form. Do the same thing for 'Aural Rehabilitation & Prevention' and 'Audiology Assessment'. Write that the hours were combined and copy your client specific hours from the Audiology row from your McGill form. Before you send in the final version for signature, the Administrative and Student Affairs Coordinator will have to approve of these forms.

Due to the frequent changes and adjustments in hour policies within the different Colleges, it is recommended to consult with the Administrative and Student Affairs Coordinator before completing your forms.

