



**McGill**

Faculty of  
Medicine and  
Health Sciences

# Clinical Training Manual Student Version

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

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# 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 proof (verified by Wellness Hub);
- Mask fit proof;
- *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 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 all of your courses that include a practicum component. You may fail on late or incomplete paperwork. See additional details in the *Paperwork* section of this document.

### Make Time for your Practicum

Practicum is like class. There is some preparation work to do (e.g., read test manuals, practice tests, read articles and class notes) and some assignments/work related to practicum that need to be done or handed in (e.g., preparation of sessions, patient documentation). Be prepared to spend approximately two hours per day of practicum outside of your practicum hours.

### Access Tests and Materials

The SCSD has a large variety of up-to-date tests and materials to enhance your practical and academic learning experience. It is your responsibility to keep tests and materials in good condition. Our test and material inventories as well as our guide on 'How to Access the On-Line Test Library' are available in our Outlook calendar named SCSD Digital Library.

The first time you want to access our Outlook SCSD Digital Library calendar, a member of the administrative team has to provide you with editing rights through [test.scsd@mcgill.ca](mailto:test.scsd@mcgill.ca). You will receive the invitation by email from SCSD Digital Library <test.scsd@mcgill.ca>. When you open the email, if you are using the Outlook app, you have to click at the absolute top of the email on 'Open this Calendar'. This will add the calendar to your list of calendars in Outlook. If you are using the browser app, you have to click 'Accept' at the bottom of the email. Once you accepted, you will have the option to 'View Calendar'. If you are unable to access the calendar after accepting the invitation, please notify the administrative team at [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca). Please give it a few hours for all information to be properly synced. If you are unable to see bookings in the calendar after 24 hours, please notify the administrative team at [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca).

### *Borrowing Physical Tests & iPads*

1. Check our online inventory to see if we own a copy of the test you're looking for. The latest and most up-to-date version of the inventory is accessible on our Outlook calendar in an event that appears every Sunday.
2. Email the [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) account. In your email, please indicate the following:
  - a. The test/iPad(s) you want to borrow;
  - b. The day you want to pick it up;
  - c. The length of time you would like to have it.
3. A member of the CET will reply to you confirming:
  - a. Whether we have that test/iPad available for you;
  - b. What day you can pick it up (The earlier you make a request, the more likely it will be that you can have the test you want, when you want it. This will depend on how many copies we have, whether it has already been borrowed, and when staff will be present on site to take the test out of our library for you);
  - c. How long you can have it for (During the few weeks before placement when many students want to borrow tests to familiarize themselves with them, you will be restricted to only a few days with each test. During placement, if you want to use them to test actual clients, you can borrow a test for a longer period of time).
4. Pick up the test:
  - a. You will find it in a bin with the label "pick up" bin, under a table behind the front desk in the main entrance of the SCSD;
  - b. Take the laminated sign-out sheet from the test box/kit, check that all the materials (including a response form) on the sheet are in the test box (if something is missing, email the [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) account), sign the laminated sheet and leave it in the basket on the table.
5. Return the test:
  - a. Take the laminated sign-out sheet out of the basket, verify that you are bringing back every item from the checklist, erase your name & date, and put it back in the test box/kit;
  - b. Put the test in the "drop off" bin, under the table behind the front desk in the main entrance of the SCSD.

### *On-line Tests*

To borrow tests from the SCSD's on-line library, you will need to follow the procedure described in the document 'How to Access the On-Line Test Library'. As passwords need to be changed frequently, the latest and most up-to-date version of the procedure will always be accessible on our Outlook calendar in an event that appears every Sunday.

### *Test Booklets*

When using a formal test, you will need a test booklet to enter and compute your client's responses. While some test booklets are available in digital forms, many tests, even digital ones, still require you to use paper-based 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). As original booklets are expensive (generally between \$6-20 each), please use photocopies when practicing test administration.

To obtain original test booklets or photocopies of test booklets, please send an email to [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) detailing your needs. The title of your email should be: *Document Request* to facilitate the process. The SCSD will put the test booklets needed in your mailbox within 2 business days of receiving your request.

### *Borrowing Treatment Materials*

There are many treatment materials available to you in the Resource Room (room 857). For the lending of these materials, we are using a system monitored by the students themselves. A key to this room is available to all students, hanging on the bulletin board in the student lounge. You may borrow treatment materials at any time. There are a physical inventory of materials and a borrowing log sitting on the table in the middle of the Resource Room. Please sign out any materials you borrow in the log and return them as soon as you are finished with them. If you want to borrow something and you see it is signed out by another student, feel free to contact them and ask them to return it to give you a chance to borrow it. To facilitate the transportation of materials, suitcases, bags and poster carriers are available in the Resource Room. Please show respect for the materials and for each other. The latest and most up-to-date version of the inventory is accessible on our Outlook calendar in an event that appears every Sunday.

### **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. We acknowledge that some holidays are determined close to the actual date and are hard to plan. In this case, please speak to the clinical education team as soon as it is 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 in Need of Accommodations or Additional Learner Support*

All students who require accommodations or additional learner support are encouraged to register with Student Accessibility and Achievement (SAA: [Student Accessibility & Achievement - McGill University](#)) and to inform the Coordinators of Clinical Education of the needed

accommodations/support for their practical experiences. This will be taken into consideration when organizing the practicum schedule and reasonable accommodations and supports will be made/offered, when possible, as stipulated by SAA. No accommodations can be made for students who are not registered with SAA.

## **Responsibilities towards the Site**

### **Accountability, Safe Learning and Practicum Expectations**

Learners are expected to meet high standards and prioritize client safety and outcomes at all times. Students are accountable to practicing in an equitable and inclusive manner, which includes reflecting on their own biases and how they manifest during their practice. Students, as any other people, can perpetuate harmful practices that can impact their clients and colleagues no matter their intentions.

Despite educational institutions striving towards more inclusive enrolment and practices, we acknowledge that the field of speech-language pathology is far from inclusive and continues to be dominated by white, cisgender, heterosexual, able-bodied, and neurotypical women. As both the field of Speech-Language Pathology and our clients diversify, we must all actively work towards creating inclusive and safe training environments that centre the voices and needs of diverse students. We must take an anti-racist, anti-ableist, anti-colonial and gender & sexuality inclusive approach to teaching. This starts by reflecting on and learning about our own unconscious biases and how they may impact other people, irrespective of the intentions.

As future professionals in diverse settings, it is crucial for students to learn to recognize and address systemic barriers that impact equitable care. This includes understanding the social determinants of health and education, acknowledging biases, and actively working towards eliminating disparities. Students should advocate for inclusive practices, challenge discriminatory attitudes or behaviors, and ensure that all clients receive fair and respectful care. By valuing diversity, fostering cultural humility, and actively engaging in learning opportunities related to equity, students can contribute to creating a more just and inclusive environment.

### **Show Proof that you are Eligible to be 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 (e.g., some sites will require you to fill out a new form for a criminal record check on top of the one you already have from the SPVM). Sites may ask you to show proof of immunization or of a criminal record check before your practicum starts.

Please keep in mind that different practicum sites have different immunization requirements. Therefore, in addition to what the Faculty is requesting you do in terms of immunization (3 doses of COVID-19 vaccine, tetanus, diphtheria and pertussis, polio, measles, mumps, rubella and varicella), you may be asked for additional tests and vaccine. Many sites also require the following, which we recommend that you also do in the summer before you start the first year of the program, or when possible, so that you are ready to go to any site:

- Hepatitis B;
- 2-step TB test;
- Seasonal influenza vaccine;
- All recommended COVID boosters;



### **What to do Before the Practicum Starts**

You are expected to carefully review site information in regard to dress code as well as site-specific immunization and criminal background requirements to ensure that you meet the requirements. Occasionally, sites will have additional health, hygiene & safety protocols, which may, or may not, be listed on your confirmation letter. It is recommended to inquire about this when you contact your Clinical Educator (CE) as you may be required to take some additional training before or once you go on site. It is your responsibility to review proper mask fitting procedures (if applicable) before you start your practicum.

Contact your CE to introduce yourself as soon as you get your confirmation letter. Mention that you know it's early if that is the case. If contacting your CE more than 2-3 weeks ahead of the start date, do not ask for specifics as your CE probably has not planned for your arrival yet. Follow up two weeks before your start date with specifics. When contacting your CE:

- Introduce yourself and outline your experience;
- Send all your previous *Placement History Forms*;
- Inquire about any additional health, hygiene and safety protocols;
- Inquire about CE preferences in regard to appropriate attire considering their caseload (e.g., CEs who work with young children on the floor may recommend you to avoid wearing skirts, CEs working with a specific religious community may require that you wear skirts and that your arms be covered, etc.);
- Ask about logistics (e.g., start time, access to cafeteria, etc.);
- Inquire about preparation for the practicum (e.g., readings, tests to review, etc.);
- Inquire about CEs' wish to view your course outlines.
- In addition to the inquiries, it is equally important to also express any pertinent information to your CE that you feel comfortable disclosing (e.g., special religious accommodations, health, or learning needs).

You are expected to share with your CE your *Placement History Forms* (with the [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) email account in CC) which describe previous practica four weeks before your placement starts or as soon as you receive your confirmation letter. This enables the CE to determine expectations of what you should be able to do during your practicum and to prepare your arrival.

### **What to Do on Site**

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

- Wear professional and functional attire. Dress codes vary by placement: The SCSD offers placements in diverse settings which have their own clothing policy, for religious reasons or otherwise. It is imperative that you consult your confirmation letter regarding site-specific dress codes which may include: not wearing jeans, covering tattoos, removing facial piercings, etc. If you have questions, please bring them up with your CEs prior to onsite visits;
- 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 leave things to the last minute. Things will pile up and the end of a practicum is already time consuming and demanding without having to catch up on late documentation;
- 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.

During your placement, you may be asked to participate in non-clinical activities that are part of your CE'S job (e.g., research projects where all sessions are filmed, cleaning of toys).

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) ([Code of Ethics - SAC \(sac-oac.ca\)](http://www.sac-oac.ca)) or other provincial colleges when applicable.

Supervisors are legally responsible for your actions and may be required to testify regarding services provided by you 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 (including Clinical Educators) and people 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**

Wrap-up your practicum professionally. It is important that you end on a good note and that you finish everything you have started even if that means spending time outside of practicum hours to wrap things up.

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 most 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 clients. 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 fairly 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 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:

- Appear engaged during sessions. Body language, such as slouching or leaning away, can be perceived as disinterest by clients or other professionals;
- Look and dress professionally;
- Try to appear confident. A lack of confidence can hinder clients' feeling that they can rely on you and are well taken care of;
- Be respectful in your communication with your CE. CE-student relationships are bi-directional and collaborative. Your CEs are also learning from you as they practice and supervise;
- 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;
- Wrap-up your practicum professionally by finishing all activities/projects/documentation that you and your CE have discussed and agreed to.

### 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). Do not check your phone or your computer, doodle on your page or appear uninterested.

You can take notes on the patient's 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:

- Arrange a test booklet copy and enter the client's responses while your CE administers the test and compare entries afterwards;
- Ask to do one section of a test which you observed your CE administer on an earlier occasion;
- Ask to administer a full test you have used before, or have learnt about and practiced in class;
- 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 or behaviour;
- 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.

### *2<sup>nd</sup> Year 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 whole sessions;
  - 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 or clients;
- 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.

### **Be Careful if Engaging in Volunteer or Paid Work Outside of Your Practica**

According to Quebec law, only registered 'regular' members of the OOAQ can use the title Speech-Language Pathologist (S-LP)/Orthophoniste and perform the reserved activities<sup>1</sup> associated with this title. Student members can only perform the reserved activities while on practicum and under the supervision of an accredited S-LP, regular member of the OOAQ.

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<sup>1</sup> **RESERVED ACTIVITIES UNDER THE QUEBEC LEGISLATION:**

**C-26 PROFESSIONAL CODE** (<http://legisquebec.gouv.qc.ca/en/ShowDoc/cs/C-26>)

**37.1.** Every member of one of the following professional orders may engage in the following professional activities, which are reserved to such members within the scope of the activities they may engage in under section 37:

(2) the Ordre professionnel des orthophonistes et audiologistes du Québec:

(c) make a functional assessment of a person where required under an Act;

(d) assess language, speech and voice disorders in order to determine an orthophonic treatment and intervention plan;

(e) assess a handicapped student or a student with a social maladjustment with a view to formulating an individualized education plan in accordance with the Education Act; and

(f) assess a child not yet admissible to preschool education who shows signs of developmental delay, in order to determine the adjustment and rehabilitation services required;

In summary, only regular members of the OOAQ are considered Speech-Language Pathologists in Quebec and can assess language, speech and voice disorders with the intent of coming up with goals for the client. While, legally, anybody can apply a treatment plan and perform intervention activities, only an S-LP can decide on the goals following an assessment and readjust the plan as the client evolves.

Outside of mandatory practicum associated to a specific course within the MScA program, reserved activities cannot be performed at all even if an accredited S-LP, member of the OOAQ, offers to 'supervise' the volunteer or paid employee.

The School of Communication Sciences and Disorders has no objection to students engaging in volunteer or paid work with clients potentially presenting with communication, learning, or swallowing disorders while they are registered as trainees in degree programs in the School of Communication Sciences and Disorders. However, students are legally prohibited from performing reserved activities associated with the title Speech-Language Pathologist when they are not on practicum. Students must also be cognizant of the fact that, while engaging in volunteer or paid work, their title is not 'S-LP student' but may be 'volunteer' or 'employee'. Students cannot promise better results than another person from the general population would get. Students who would engage in reserved activities outside of practicum may forfeit their ability to obtain a license to work as a Speech-Language Pathologist later on, should any complaints be filed against them.

For further information, please refer to the OOAQ (<http://legisquebec.gouv.qc.ca/en/ShowDoc/cr/C-26,%20r.%20184>) and SAC's Code of Ethics ([Code of Ethics - SAC \(sac-oac.ca\)](http://sac-oac.ca)).

## 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, ill, have symptoms of COVID-19, or have been asked by public health to isolate/quarantine, 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 [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) account to inform the Coordinator of Clinical Education (CCE) 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 sections).

### **Making-Up for Sick Days**

#### *1<sup>st</sup> Year Fall & Winter Semesters – Practical Activities*

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

#### *2<sup>nd</sup> Year Fall and 2<sup>nd</sup> Year 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 review, special projects, etc.). The plan must be approved by the CCE and submitted to the [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) account.

As the schedules for Fall and Winter practica 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 9 days of practicum and make up for the 10<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, the CCEs will consider your situation, the reason for your absence, and availability of supervision to decide if you are to 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.

#### *Spring Practicum 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 review, special projects, etc.). The plan must be approved by the CCE and submitted to the [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) account.

No more than 10% may be missed and made up. If you miss more than 10%, the CCEs will consider your situation and reason for your absence, as well as the availability of supervision, to decide if you are to 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.

You will be able to redo only 1 practicum throughout the entire program unless you are removed from your practica for different reasons at different times.

Please note that this policy is specific to the clinical practica and is separate from the SCSD'S absence policy ([scsd\\_msca\\_absence\\_policy\\_approved\\_oct19\\_2020.pdf \(mcgill.ca\)](#)) and the general Graduate and Postdoctoral Studies Leave of Absence Policy (<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 that 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 your CE does not wish for you to 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 summer placements, 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

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

Competencies, taken from the *National Speech-Language Pathology Competency Profile* (May 29, 2018) for S-LPs in Canada developed by the Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR), that should be demonstrated in all S-LP Practica include:

- Communicate respectfully;
- Establish and maintain effective collaborations;
- Maintain professional demeanour in all clinical interactions and settings;
- Practice ethically;
- Adhere to professional standards and regulatory requirements;
- Use evidence and clinical reasoning;
- Maintain client documentation;
- Share professional knowledge with others.

### Fall Semester

Practical activities, in the Fall of the first year, will begin the first week of school and will take place on Mondays or Tuesdays for a total of 10 days. The practical activities in the fall of the first year are divided into 3 modules.

#### **1. Module 1: Toys, games, and books: 3.5 days**

Students will attend a presentation from the librarian on how to research the McGill libraries as well as a lab on toys, games, and books for children. In teams of 2 or 3, students will visit 4 establishments to find appropriate toys, games and books for a predetermined age group: a physical toy store, a physical library, an online toy store, and the SCSD resource room. All teams of students will present a summary of their finds to their classmates and discuss the advantages and disadvantages of each establishment. The teams with the same target age group will discuss and recommend to their peers the top items in toys, books and games for each of the age groups and explain how these items could be used in the work of an S-LP.

Specific objectives of module 1 are to:

- Gain an understanding of toys, games and books that are appropriate to use with children of different age groups;
- Gain an understanding of how a toy, game or book can be used in the work of a paediatric S-LP.

## **2. Module 2: Child Practicum: 3 days**

Students will attend two in-person labs where they will learn about S-LP screening tests and practice their administration and scoring. In pairs, students will watch the recordings of screenings completed with pre-school children and spend time analyzing the results of these screenings. These screenings will have been done by SCSD Faculty members ahead of time. Specific activities should include: analyzing a case history questionnaire, observing clinician-child screening sessions, practicing administering speech, language, and general development tests on their peers, practicing filling out test booklets and computing the results; as well as practising writing parts of an assessment report.

Specific objectives of module 2 are to:

- Gain an understanding of typical speech and language development in children;
- Practice administering screening tools;
- Obtain experience filling out test booklets;
- Develop the understanding of what the screening results mean;
- Practice writing a few sections of an assessment report.

## **3. Module 3: Adult Practicum: 3.5 days**

This entire module will be done remotely through telepractice. First, students will participate in 3 online labs where they will learn about, and practice, telepractice and assessing adult clients. In pairs, students will then spend approximately 1 hour on two separate sessions with a non-communicatively impaired elderly person. The students will be responsible for finding their own client (it may be someone they know well). In addition, the students will watch recordings of assessments being performed by clinicians with both non-communicatively impaired people as well as clients presenting with communication difficulties. Specific activities should include: interacting with an adult using telepractice, obtaining a case history, administering informal and/or formal assessments, and comparing observations and results between typical vs. atypical communication skills in elderly people.

Specific objectives of module 3 are to:

- Gain an understanding of typical vs. atypical speech and language skills of elderly people;
- Practice interacting with a known or unknown elderly person;
- Obtain experience administering language tests to an adult;
- Obtain experience in using telepractice.

## **Winter Semester**

The Winter Practicum will likely begin the first week of school and will take place on Monday or Tuesday for a total of 10 days. The first-year Winter Practicum is composed of 2 blocks that students will do one after the other. Half the class will start with the paediatric practicum and go on to the adult practicum and the other half will do the reverse. Activities may differ slightly from one block to the other to best address the needs of the clients.

### **1. Adult Practicum: 5 days**

The adult practicum is organized in collaboration with the SCSD Adult teaching clinic. Students will be working in teams of 2 or 3 students. Each pair of students (or group of 3) will be responsible for both group and individual intervention sessions with adults with aphasia. The team leading the group sessions will alternate, but students will all lead short individual sessions every week. In the first block of the semester, students may do some assessment tasks to identify specific goals for their individual clients. The group interventions may target public speaking, writing or other communication skills depending on the needs of the clients.

### **2. Paediatric Practicum: 5 days**

The paediatric practicum is organized in collaboration with two elementary schools. Students will be working in teams of 2 or 3 students. Every week, each pair of students (or group of 3) will be responsible for both class and sub-group (or individual) intervention sessions with pre-school aged children. Students will administer half of a 10-week phonological awareness intervention program.

### **Spring Practicum**

Since the spring of 2023, the Spring Practicum is 24 days in length divided into two parts. Students spend 18 days in a clinical setting at the rate of 3 or 4 days per week for 5 or 6 weeks. Students spend an extra day per week (total of 6 days) preparing their practicum and debriefing in groups with a member of the Clinical Education team. Students may need more than 6 days of preparation in total.

Students are assigned to 1 or 2 CEs (occasionally up to 3 CEs). They may be assigned a paediatric, an adult, or a mixed population. 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 availability of supervisors.

When on site, students primarily receive direct supervision (i.e., the CE attends the session). However, depending on students' previous experience, the setting, and the demands of the site, students may also receive some indirect supervision (i.e., CEs meet with students to assist in the preparation of the tasks students will be doing on their own and then the CEs and the students meet afterwards to debrief).

The experience varies greatly depending on the mandate of the site (e.g., prevention, assessment or intervention) and the population served. The students should accompany their CE in their usual routine and should spend an average of two to four hours per day engaged in direct client care. As most of the winter practicum of first-year students is dedicated to intervention, if possible, students should perform a full assessment from start to finish (i.e., from gathering info about the client and planning the tools to use during the assessment to writing the assessment report and presenting the results to the client/family) during their spring practicum.

The number of clinical hours that students get on their spring practicum varies greatly (e.g., hours can vary from 75 to 150 hours). It is of utmost importance for students to be vigilant about documenting their clinical hours throughout their practicum, as they are required to meet hour requirements for licensing bodies (e.g., SASLPA or CASLPM) by the end of the program. The requirements vary between licensing bodies, but many require a significant amount of direct clinical contact hours, which include meetings with family members and caregivers, group intervention sessions, parent or educator training, etc.

The objectives of this placement are to:

- Gain an understanding of the scope of practice of an S-LP;
- 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;
- Continue to develop clinical reasoning skills;
- Practice self-evaluation.

Specific objectives of this placement vary depending on the mandate of the site and the population served. For example, in a centre dedicated uniquely to assessing language impairments, students will likely only receive experience in assessment.

### *Paediatric Population*

If students complete one of the following types of activity (e.g., assessment, morpho-syntax intervention, prevention) 3 times or more, by the end of their placement, they 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 the CE and more preparation from the students. The level of independence expected by the end of this placement is less than for students assigned a paediatric population.

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

- Co-prepare, with CE, for a full intervention session
  - Discuss preselected goals with CE
  - 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 (Y2), students complete the practical activities related to their audiology minor and three S-LP clinical placements to further develop their clinical and professional skills. Throughout their S-LP practica, students gradually move towards independent S-LP practice. By the end of the program, they attain a skill level of entry to practice.

### Audiology Minor

While the practical activities related to the Speech-Language Pathology major are spread out across the two years of the program, the coursework and practical activities related to the Audiology minor are completed in the summer of first year as well as in the 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 was learnt in the labs with clients;
- Obtain the necessary clinical hours as required by the Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR).

#### 1. Audiology Activities

Practical activities in audiology vary from year to year and may include hearing screenings in an elementary school, class prevention activities with teenagers, on campus hearing screenings, administering hearing questionnaires or watching audiology assessments and interventions and doing a related assignment and debrief.

Specific objectives of these activities are to:

- Practice audiology tasks that are within the S-LP scope of practice;
- Gain experience with education and prevention activities to promote healthy hearing practices;
- Collaborate with classmates to provide effective services;
- Adapt to a changing environment (e.g., last-minute schedule modification) and to a fast-paced schedule.

### Speech-Language Pathology

#### 1. Fall & Winter Practica

Fall and Winter Practica most often begin the first week of school and will take place on Wednesday or Thursday for a total of 10 days. Students 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.



Students are 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 different types of activities (e.g., prevention, assessment, treatment, etc.);
- 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 vary depending on the mandate of the site and the population served. For example, students assigned to a Centre dedicated uniquely to assessing language impairments, will likely not do intervention during that placement.

It is of utmost importance for students to be vigilant about documenting their clinical hours throughout their practicum, as they are required to meet hour requirements for licensing bodies (e.g., CASLPO or CSHBC and CAASPR) by the end of the program. The requirements vary between licensing bodies, but many require a significant amount of direct clinical contact hours, which include meetings with family members and caregivers, group intervention sessions, parent or educator training, etc.

#### *Adult or Paediatric Population*

If students complete one of the following types of activity (e.g., assessment, morpho-syntax intervention, prevention) 3 times or more, by the end of their placement, they 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 from the CE and more preparation by the student. The level of independence expected by the end of this placement is less than for students assigned to other placements. If students complete one of the following types of activity (e.g., assessment, dysphagia intervention, prevention) 3 times or more, by the end of their placement, they 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 students have completed the coursework for the program, they will spend 60 days (approx. 3 months) in a clinical setting. This is their final practicum where they work towards independent practice and caseload management. They are assigned to a paediatric, adult or mixed population. Assignments are decided in consultation with the Coordinator of Clinical Education considering previous placements, schedule and site requirements, placement availability, as well as student interests.

Students receive a combination of direct supervision (i.e., the CE attends the session) and indirect supervision (i.e., CEs meet with students to assist in the preparation of the tasks students will be doing on their own and then the CEs and the students meet afterwards to debrief). In general, the amount of indirect supervision will increase throughout the placement as students 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 (e.g., 4 days per week over 15 weeks). The experience varies greatly depending on the mandate of the site (e.g., prevention, assessment or intervention) and the population served.

It is of utmost importance for students to be vigilant about documenting their clinical hours throughout their practicum, as they are required to meet hour requirements for licensing bodies (e.g., CASLPO or CSHBC and CAASPR) by the end of the program. The requirements vary between licensing bodies, but many require a significant amount of direct clinical contact hours, which include meetings with family members and caregivers, group intervention sessions, parent or educator training, etc.

The objectives of this placement are for students to be able 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 students complete one of the following types of activity throughout their Internship (e.g., assessment, morpho-syntax intervention, prevention), by the end of the placement, they 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 requires more support from the CE and more preparation from the students. The level of independence expected by the end of this placement can be less than for students assigned to other placements.

## Virtual Care Opportunities

There are several virtual care/telepractice practicum opportunities. The number of virtual care opportunities varies from one semester to another.

### What Is Telepractice/Virtual Care?

Virtual Care is the application of telecommunications technology to the delivery of speech language pathology professional services at a distance by linking clinician and client for assessment, intervention, and/or consultation. Supervision and mentoring are other activities that may be conducted through the use of technology (ASHA).

### What Platforms Will Be Used?

Currently the platform used by our satellite clinics is ZOOM Education. Other sites may use other versions of ZOOM or different platforms altogether (e.g., WEBEX, Doxy.Me). Students will receive introductory instruction on virtual care in the *Practicum and Seminar I* course. Students may need to familiarize themselves with other platforms not necessarily covered in class.

### Virtual Care Formats

There are many different telepractice scenarios possible. The most common ones are:

- The Clinical Educator (CE) and the student(s) both work remotely and connect with the clients via telepractice;
- The CE and the student(s) work from the same location and connect with the clients via telepractice;
- The CE works on site and the student(s) works remotely. The CE will connect the student(s) with their clients via telepractice;
- The CE works remotely and the student(s) work(s) on site. The CE connects to the session via telepractice.

While working remotely, students will most likely work from their homes or student residences. There are some virtual care units available at the SCSD prioritized for students who do not have the right equipment or facilities to run virtual care sessions from their living quarters.

### What S-LP Tasks Can Be Done via Virtual Care?

Both assessment and intervention can be conducted via virtual care. Students will receive introductory instruction on both activities in the Fall semester of first year.

## Health and Safety

Due to the current COVID-19 pandemic, health and safety practices and regulations are constantly evolving. Health and Safety practices of clinical students on clinical sites in Quebec are determined by the *Ministère de la Santé et des Services sociaux du Québec*. These guidelines are changing as the pandemic evolves. Updates are posted on the Ministry's website at: [Directives concernant le maintien des stages en santé - Directives COVID-19 du ministère de la Santé et des Services sociaux \(gouv.qc.ca\)](https://www.mss.gouv.qc.ca/actualites/actualites-2020/2020-05-14-directives-concernant-le-maintien-des-stages-en-sante).

These recommendations are currently only available in French. For any questions or clarifications regarding these recommendations, please contact one of the SCSD's Coordinators of Clinical Education.

Students on placement in Quebec are to follow the guidelines set out by the Ministry and by their clinical placement site. Students on placements in other provinces are to follow the guidelines set out by the jurisdiction where the clinical site is located and the guidelines set out by the clinical site.

It is the Clinical Educator's responsibility to be aware of and to ensure that students follow the health and safety guidelines of their jurisdiction and clinical site. For any questions related to clinical teaching and health and safety in the COVID-19 pandemic, do not hesitate to contact one of the Coordinators of Clinical Education.

# **Grading & Conflict Resolution**

## Grading and Conflict Resolution

### Student Rights/Support

<sup>2</sup>The Quebec provincial law protecting interns in the workplace aims at improving placement conditions by granting rights to interns and allowing them the benefit of recourse and reparation measures that are adapted to their specific situation.

#### Intern Rights

- Interns have a right to short term absences for events that happen during their placement (e.g., illness, family or parental obligations, tests related to pregnancy); procedures related to this right need to be put in place.
- Obligation of the employer and, as applicable, the education establishment or the professional college/Order to adopt reasonable measures to protect interns.
- It is prohibited for an employer and, as applicable, an education establishment or a professional college/Order and their agents to carry out reprisals or impose sanctions because an intern is exercising a right.

For more information on this law, or for the original text in French, please go to the website of the *Ministère du Travail* of the government of Quebec (site in French only): [Loi visant à assurer la protection des stagiaires en milieu de travail - Ministère du Travail \(gouv.qc.ca\)](http://www.gouv.qc.ca/lois/la-protection-des-stagiaires-en-milieu-de-travail).

The mission of Graduate and Postdoctoral Studies (<https://www.mcgill.ca/gps/about>) 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 and Health Sciences 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 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.

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<sup>2</sup> Translated freely from the text taken here : [Loi visant à assurer la protection des stagiaires en milieu de travail - Ministère du Travail \(gouv.qc.ca\)](http://www.gouv.qc.ca/lois/la-protection-des-stagiaires-en-milieu-de-travail).



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 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**

The SCSD collaborates with many excellent Clinical Educators. However, in the event that difficulties would arise with a supervisor, students must notify the Coordinators of Clinical Education. They will provide students with suggestions to address these difficulties. When appropriate, the Coordinators of Clinical Education 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 if there is sufficient reason to do so.

### **Protocol for Marginal Performance in Clinical Practicum**

Our experience has shown that SCSD students generally perform very well on practicum. However, 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 immediately. The Coordinator of Clinical Education 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 will contact the student regarding the concern, and will collaborate with the student to create a Supportive Learning Plan. When possible, the plan will be written in collaboration with the student's advisory committee (Faculty Advisor, School's Director, Coordinator of Clinical Education, and student). This plan will outline the specific objectives and will include a plan for a 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 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 determines that the student does not meet the expectations of the Supportive 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 Supportive Learning Plan are progressing, but not within the specified timeline;
- Other areas of performance not included in the Supportive 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 Supportive Learning Plan step) for a variety of reasons including but not limited to:

- Unsafe clinical practice;
- Unsatisfactory professional conduct;
- Clinical/professional skills that are well below the expected level of competency for the level of training;
- Breach in patient/client confidentiality;
- Disregard of any item, rule or requirement outlined in the Faculty of Medicine and Health Sciences' *Code of Conduct*.

If a student is already on probation, breach in any of the above would result in the student being asked to leave the program.

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 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" on Practicum**

A student who receives a "PASS with reservations" for a Fall, Winter or Spring Practicum, will be placed on a Supportive Learning Plan. If a student does not meet the expectations as described in the Supportive Learning Plan, or receives an additional "PASS with reservations" at a later time, the student will receive a failing grade for that practicum and will be placed on probation. In this situation, the student would be given the opportunity to redo a practicum. If the student was not to meet the expectations outlined in the probation letter, or was to fail the make-up practicum, another practicum, or 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 the 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).

*For information on marginal performance in course work, please consult the SCSD Student Handbook: <https://mcgill.ca/scsd/handbook/resources>.*

# Paperwork

## General Instructions

### Confidentiality of Paperwork

All of your paperwork is confidential. Only the Clinical Education team monitoring your practicum paperwork or your Advisory Committee can access your practicum documentation. The only instance where the confidentiality of your paperwork might be broken is in case of a legal issue (e.g., the OOAQ is auditing a Clinical Educator for possible malpractice). If it was court-mandated or if the OOAQ asked to see some of your documentation, the SCSD would have to oblige and share the requested documentation.

### What to Submit?

At the beginning of the program

1. Immunization proof (verified by the Wellness Hub)
2. OOAQ Card
3. Two identification documents (one with picture) for the Criminal Record Check
4. Proof of Mask Fit test

At the beginning of each academic year

1. Code of Conduct of the Faculty of Medicine and Health Sciences
2. Confidentiality Agreement

1<sup>st</sup> year Fall and winter Practical Activities and Audiology Practica (requirements may change from one year to the next. Follow the instructions from your course outlines)

1. Student Weekly Summary
2. Hours Form

Spring Practicum and all S-LP Practica 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
11. Tracking sheet

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 (due 2 weeks before the end of your Final Internship)
2. Total Hours Form

All forms are available on the SCSD website:

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

### How?

All pre-practicum documents (OOAQ Card, PHFs etc.) must be sent to the [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) account from the student's [name@mail.mcgill.ca](mailto:name@mail.mcgill.ca) account.

All documents during the practicum (Contract, Weekly Feedback/Summaries, Mid and Final Evaluation, PHF, CE and Site Evaluations) should be uploaded in corresponding assignments on [myCourses](#) in course corresponding to the practicum, by the due date indicated.

All Hours Forms (Practicum Hours, Total Hours Forms, Course Hours) should be sent to the [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) account.

On any given week, if you will not be submitting weekly paperwork (e.g., because your practicum was cancelled, because your CE is late in sending your feedback, etc.), you must email the [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) account, or write a note on [myCourses](#), before the due date, to let the Clinical Education Team know not to expect paperwork or specific documents from you.

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.

### Additional Responsibilities

You must:

1. Bring all Forms to your CE;
  - Verify if CE wants 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

Paperwork will be graded as part of your *Practicum and Seminar, Introductory Clinical practicum* (SCSD 646) and *Advanced Clinical Practicum* (SCSD 679) courses. You will be provided with a grading rubric by the CCE teaching the course that semester.

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

## Specific Instructions

### Immunization Proof

The Clinical Education Team will contact students, before the program starts, to inform them about the procedure for immunization. You will not be sent on practicum before this is completed. Once you receive your proof of vaccination by email, you will need to keep it throughout the entire program and have it with you at all times on practicum sites, as you may be asked to produce it. Some sites may ask for detailed information about your immunization; the Student Wellness Hub can provide this kind of information. Failure to produce proof of immunization could compromise your practicum.

Practicum sites may ask you to perform additional tests and immunizations, on top of what you have to show proof of to the Wellness Hub at the beginning of the program. In such a case, you will need to be able to provide your practicum site with proof. To prevent delays with your practica, you are recommended to get the seasonal influenza vaccine as well as be up to date with your COVID boosters as they become available. Many sites also ask of the students that they be immunized for Hepatitis B and that they do a two-step TB test.

### 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 the first year of the program, you are required to register through the OOAQ ([Devenir stagiaire | OOAQ](#)). You must provide the Clinical Education Team ([practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca)) with a scanned copy of your signed OOAQ student card. You should be able to find your student membership card on the 'Portail OOAQ' in the section 'Historique des inscriptions'. You should have your OOAQ card with you at all times on practicum sites.

### 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, you will meet with a member of the administrative team to complete the CRC and VSS form. At that time, you must show two photo identifications (Driver's licence, Health Insurance Card or Passport). The CRC and VSS results will be sent to the school. The administrative team member 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. Some practicum sites will ask you to fill out an additional criminal record check using their own form.

### Mask Fit Test

Many practicum sites require students to have done a Mask Fit Test before the start of the practicum (one time during the program is usually fine). The Mask Fit Test has historically been done at McGill as a pre-practicum requirement, but it was put on hold because of the difficult



of findings masks during the pandemic. The SCSD is working with the Faculty of Medicine and Health Sciences to find a solution to this. In the meantime, you may be asked by your practicum site to show up ahead of the start of your practicum to do a mask fit test at their establishment. The SCSD will let you know when things change.

### **Code of Conduct of the Faculty of Medicine and Health Sciences**

McGill's Faculty of Medicine and Health Sciences has a code of conduct that all students and Faculty need to abide by. At the beginning of each academic year, the SCSD will ask you to fill out a form attesting to the fact that you have read the code of conduct and that you agree to abide by it.

### **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, clinical educators, employees, and people 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.scسد@mcgill.ca](mailto:practicum.scسد@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 7 out of 10, October 25, 2023) as well as the total number of days of practicum done so far.

#### *Activities Performed*

Summarize the activities you did during the week. Provide enough details for the Clinical Education team to get a snapshot 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-3).

#### *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”). You should have at least two noted limitations every week. Your limitations should be detailed enough for the CCE to understand the situation that you are describing.

### *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). Be specific and provide concrete solutions that can be easily implemented.

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

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

### **Hours Form**

In order to graduate and be eligible for licensing, students must meet the Canadian Alliance of Audiologist and Speech-Language Pathology Regulators (CAASPR) clinical hour 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). For more information, see Table 2 in the document from CAASPR titled *Minimum Curriculum Requirements for Entry to Practice for Speech-Language Pathologists and Audiologists in Regulated Jurisdiction of Canada*, available on our website: <https://www.mcgill.ca/scsd/clinical/students>.

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., May 6 to June 13, 2024) for the duration of your placement, and the practicum site in full at the top of the form. If you performed tasks related to audiology during the course of your practicum, you may ask your CE to sign two different forms, one for S-LP hours and one for audiology hours.

Exceptionally, for modules 2 and 3 in the fall of first year, the Lab Instructor will sign your hours forms. For these activities, your Lab Instructor 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.

Once you have received a completed and signed hours form, insert your own signature on the form and submit it to [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca).

### **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 weaknesses.

The information written on the *Placement History Forms* (PHF) should not be more than one page. At the top of the form, write your full name and the type of placement you are completing (e.g., Winter Practicum 1<sup>st</sup> Year, Final Internship).

### Spring Practicum, 2<sup>nd</sup> Year Fall and Winter Practica, Final Internship

Before the start of any of the above placements, you must send your CE, with the [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) account in CC, all of your previous *Placement History Forms*.

At the end of all your practica, 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 type, 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 samples on our website: <https://www.mcgill.ca/scsd/clinical/students> .

### **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 is not where you discuss what you want to learn and do on practicum; this contract is solely about your partnership.

This contract must be completed between you and your teammate, reviewed and signed by the Coordinator of Clinical Education, and then by your CE. Unless told otherwise in your Practicum & Seminar courses, (for example, in the winter of first year, you will probably not be requested to have your CE sign this form), you need to send your collaboration contract to your CCE BEFORE you send it to your CE. The CCE will make sure that you have included everything that needs to be included on your form (e.g., split tasks fairly, support one another, do not discuss issues in front of clients, etc.) before you submit it to 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;
- Complete the box on the first page with general information (e.g., name, CE, etc.);
- Think about what means a safe and learning environment for you and complete the student box on page 2;
- Complete the boxes related to your preferred learning style (Section 2, part A, page 3). Make sure to also write about what helps you in your learning or if you have any additional needs;
- Think about the type of feedback that you prefer and how you feel about receiving feedback during sessions with clients;

- Think about what you would like to prioritize in terms of learning objectives for the upcoming practicum (page 4). The Clinical Education Team would like you to come up with at least 1 or 2 personal goals for each of your practica. To come up with personal goals:
  - Look at your EPAs from previous or current semesters. Is there anything that was more difficult for you or something that you would like to work on again?
  - Think about what you have learned so far on practicum and in your classes and what remains more difficult for you or what you have not practiced or fully mastered yet.
  - Look at the description of the appropriate practicum in the Clinical Training Manual as well as your Clinical Activities Tracking Sheet. Is there anything you have not done yet or something that tends to be more difficult for you?
  - Look at the Novice to Expert tool. Are there goals for which you have not yet reached the expected level of performance?
- Check the preferred format of documents with your CE (e.g., electronic or paper copies);
- Bring your copy of the contract, preferred CE's format, on your first day.

On your first day of practicum, you and your CE will discuss the different sections of the contract and finish completing it together. You are responsible for merging your and your CE's pre-filled contracts and for submitting the final and signed contract on [myCourses](#) at the end of your first day of practicum.

### **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 7 out of 10, October 25, 2023).

#### *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. The action plan should be very specific and propose concrete ways to improve on the limitations.

## *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 specific 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'. Your feedback should be about actionable items that your CE can do in the second half of the practicum. This is not the place to ask for a modification to the model of services provided (e.g., individual sessions vs. group sessions; assessment vs. intervention) or your CE's caseload (e.g., more varied types of clients or less severe patients). Your CE has a mandate and cannot change their model of services or their caseloads to adapt to your wishes;
- 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, upload it to [myCourses](#) by the deadline, typically the Sunday at 11:59pm of the 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 Supportive 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'. Your feedback should be about actionable items that your CE could do differently when they supervise in the future. This is not the place to recommend a modification to the model of services provided (e.g., individual sessions vs. group sessions; assessment vs. intervention) or your CE's caseload (e.g., more varied types of clients or less severe patients). Your CE has a mandate and cannot change their model of services or their caseloads to adapt to their interns' wishes;
- 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 Midterm is completed and signed, upload it to [myCourses](#) by the deadline, typically the Sunday at 11:59pm of the 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 = 10 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.

When CEs get low ratings on multiple occasions or where there is reason to believe that McGill's code of conduct or the provincial S-LP code of deontology (e.g., OOAQ, CASLPO) was not respected by a CE, the SCSD may report the CE to the syndic of the OOAQ or to the appropriate licensing body. The SCSD can also terminate its association with a CE or practicum site and has done so a few times in the past.

### **Clinical Activities Tracking Sheet**

This tracking sheet is intended to help you and the Clinical Education team have an overview and keep track of what you have experienced so far in your practica. This document is to be completed by the students at the end of each of the following practicum: Spring practicum of

1<sup>st</sup> year, fall and winter practica of 2<sup>nd</sup> year, final internship. The tracking sheet is to be submitted on [myCourses](#) by the same deadline as all of your other final documents for a given practicum.

### **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. For the summer placements, this also includes days missed due to holidays such as Victoria Day, Canada Day or St Jean Baptiste, unless they were already accounted for in the *Practicum Contract*. 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 9 days of practicum and make up for the 10<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 a member of licensing bodies 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. Applied program with the anticipated date of completion.

### *Total Hours Forms*

Indicate the different types of *Total Hours Form* that you need filled out and where you want the SCSD to send them. Ensure that you include the email as well as the contact person for all of your sites. You are required to include 1 copy of the McGill form for the SCSD's records. After you are done with your internship, ensure that you send the right forms (e.g., SASLPA has its own form) to the [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca) account for final signature after you have received

final approval from the Clinical Education Team. Make sure that your forms are signed and complete. The Clinical Education Team will sign your forms and send them back to you by email.

### *Official Letters*

Specify where you want the SCSD to send official letters indicating you have met the requirements for your degree requested. Ensure to include the email address, the contact person at the site, 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 Clinical Education Team ([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 CAASPR 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 Main Totals tab, write your full official name and the bracket of years for the duration of the program (e.g., 2022-2024) in the Years in the Program box.

Your total hours must be approved by the Clinical Education team. Once verified and approved by the Clinical Education team, transfer your hours on the official hour forms that you need, sign and send them to [practicum.scsd@mcgill.ca](mailto:practicum.scsd@mcgill.ca). You are responsible for sending the right forms (e.g., SASLPA has its own form).

Some colleges (e.g., SASLPA) have a different way of calculating hours compared to CAASPR and McGill. It is your responsibility to verify the hour policy of the College you intend to register with and determine how to transfer your hours into their forms appropriately. You may contact the Student Affairs Officer for support.



