



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>

Table of Contents

Student Responsibilities and Rights

| | |
|---|----|
| Responsibilities towards the SCSD..... | 4 |
| Responsibilities towards the Site..... | 6 |
| Responsibilities towards the Practicum Team..... | 9 |
| Responsibilities towards Yourself..... | 10 |
| Responsibilities When You Are Sick or Unable to Attend Practicum..... | 14 |
| Student Rights/Support..... | 16 |

Description of Practica

| | |
|------------------------------------|----|
| General Information..... | 18 |
| 1 st Year Practica..... | 19 |
| 2 nd Year Practica..... | 22 |
| Grading..... | 25 |
| Virtual Care Opportunities..... | 26 |
| Health and Safety..... | 27 |

Paperwork

| | |
|-----------------------------------|----|
| General Information..... | 29 |
| Submitting Paperwork..... | 29 |
| Additional Responsibilities..... | 29 |
| Confidentiality of Paperwork..... | 30 |

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:

- Immunization proof (verified by Wellness Hub);
- Respiratory 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.

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 on practicum tasks 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'.

You will receive information through an online training module on *myCourses* and in emails from the SCSD admin team to help you access these tests and materials.

Additional Considerations

Religious Holidays

Prior to the start of each academic year, you will be surveyed by the Clinical Education team. At that time, please inform the Coordinators of Clinical Education of any obligations you have related to religious holidays, for the entire year (September – August), 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.

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, 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. Most of these will be communicated to you in a Confirmation Letter from the SCSD ahead of your practicum. Your practicum site and/or CE may communicate additional requirements to be met before or once you go on site. It is your responsibility to respond to all communications and instructions received from your site or CE ahead of, and during, 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:

- Thank them for the opportunity they are providing;
- Introduce yourself and outline your experience;
- Send all your previous *Placement History Forms*;
- 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 must cc the practicum.scsd@mcgill.ca email account when you contact your CE and send your PHFs.

Students are responsible for getting to and from all practicum sites. This can require traveling on public transit and/or with a private vehicle. Students are responsible for organizing and funding transportation related to practica. The SCSD will share potential sources of funding to cover practicum-related costs with all students.

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 security, religious or other reasons. 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;
- Follow your sites rules and guidelines about use of generative artificial intelligence (AI);
- Follow [McGill's Social Media Guidelines](#) as well as those of your practicum site.

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 \(sac-oac.ca\)](#)) 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 the program. 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 learned 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.

2nd 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, *Canadian Assessment of Clinical Competence* 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 activities¹ 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.

¹ **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, 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 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

1st 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.

2nd Year Fall and 2nd 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 on *myCourses* or to the 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 10th day by doing a special project such as a review of available apps for a specific population).

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). The plan must be approved by the CCE and submitted to the 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 a 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.

Student Rights/Support

²The 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 \(gouv.qc.ca\)](https://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/.

The [Student Wellness Hub](#) provides a range of services to support the well-being of McGill Students with a focus on awareness, prevention, and early intervention. Students can take advantage of workshops and access to a [Local Wellness Advisor dedicated to students in Medicine and Health Sciences](#).

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.

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

Description of Practica

General Information

Students will participate in a variety of clinical practica over the course of the program. These practica are opportunities to apply the theoretical and practical information learned in courses. Practica are a critical component of students' training to become speech-language pathologists.

The [National Speech-Language Pathology Competency Profile](#) provides information about the minimum abilities required of a speech-language pathologist entering practice in the regulated provinces of Canada. The competency profile consists of the seven roles required of a speech-language pathologist, further described by a set of essential competencies and sub-competencies:

- Role 1: Expert;
- Role 2: Communicator;
- Role 3: Collaborator;
- Role 4: Advocate;
- Role 5: Scholar;
- Role 6: Manager; and
- Role 7: Professional.

Through a combination of coursework and clinical practica, students will gradually build their competence across all seven roles. In order to graduate, students must demonstrate a minimal competency level across all roles which is sufficient for safe and effective practice.

Students' performance on clinical practica will be assessed using the *Canadian Assessment of Clinical Competence* (ACC). The Canadian Assessment of Clinical Competence (ACC) is a competency-based assessment tool, developed by the Canadian Academic Coordinators of Clinical Education (CACCE) from all twelve audiology and speech-language pathology university programs across the country. Students and Clinical Educators (CEs) will all receive training in the use of this tool.

Over the course of the program, the expectations for students will gradually increase. Each clinical practicum is an opportunity for students to develop transverse competencies in a new setting, with a new population.

Specific objectives of each placement 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 practica, as they are required to meet hour requirements for licensing bodies (e.g., CASLPO or CHCPBC) 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.

1st Year Practica

In the 1st Year of the program (Y1), 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 learned 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.

Fall Semester

Practical activities, in the Fall of the first year, will begin the first or second 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: Child Practicum: 4 days

In this first module, students will learn about S-LP screenings for children. Specific objectives of module 1 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.

2. Module 2: Adult Practicum: 4 days

This entire module will be done remotely through telepractice. The students will be responsible for finding their own client (it may be someone they know well). Specific objectives of module 2 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.

For modules 1 and 2, students will be assessed on a few specifically targeted essential competencies from the *Canadian Assessment of Clinical Competence* (ACC: assessment tool used to assess student performance on practica). Students are expected to be performing at the level of Early Novice for those competencies targeted in each practicum.

3. Module 3: Preparation for the Winter Practica: 2 days

Students will participate in in-class activities to prepare for the winter semester. One day will be dedicated to learning about the child practicum and another day will cover the adult practicum.

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.

Students will be assessed on a few specifically targeted essential competencies from the *Canadian Assessment of Clinical Competence*. By the end of each practicum, students are expected to be performing at the level of Novice for those competencies targeted. Failure to meet Novice level expectations would be a cause for concern and could result in failure of the practicum.

Spring Practicum

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. Students spend an extra day per week (total of 6 days) preparing for 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; they are expected to complete additional preparation outside of practicum days.

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.

Students will be assessed using the *Canadian Assessment of Clinical Competence* (ACC). By the end of the Spring Practicum, students are expected to be performing at or above the level of Advanced Novice for most essential competencies. Some students may achieve lower ratings for some competencies that pose particular challenges for them and/or in areas for which there were not many opportunities for practice. Any rating of “unacceptable” or Early Novice, or widespread ratings at Novice or lower, would be a cause for concern and could result in failure of the practicum.

2nd Year Practica

In the 2nd Year of the program (Y2), students complete the practical activities related to the audiology component of the program and three S-LP clinical practica 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 competence level of entry to practice.

Audiology Component of the Program

While the practical activities related to Speech-Language Pathology are spread out across the two years of the program, the coursework and practical activities related to the Audiology component 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 practica 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 learned in the labs with clients;
- Obtain the necessary clinical hours as required by the Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology (CACUP-ASLP).

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 practica availability.

Students will be assessed using the *Canadian Assessment of Clinical Competence* (ACC). By the end of each practicum (fall and winter) students are expected to be performing at or above the level of Intermediate or Advanced Intermediate for most essential competencies. Some students may achieve lower ratings for some competencies that pose particular challenges for them and/or in areas for which there were not many opportunities for practice. Any rating at Novice or below, or widespread ratings at Advanced Novice, would be a cause for concern and could result in failure of the practicum.

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 practicum 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 practicum 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.

On the *Canadian Assessment of Clinical Competence* (ACC), students are expected to be performing at the level of Entry to Practice for **all essential competencies** by the end of the Final Internship. Any rating below Entry to Practice would be a cause for concern and could result in failure of the practicum.

At the Entry to Practice level, students can handle most familiar tasks independently, only sometimes requiring general guidance, though if a task is very complex or unfamiliar they can still require specific guidance. It is important to consider the specifics of the clinical setting and caseload when considering whether or not a student has reached Entry to Practice level competence. A student working in dysphagia in a final placement may not be as independent as a student in a developmental language placement, however, given the complexity and familiarity of the tasks, they may both be demonstrating Entry to Practice level competence.

It is important to remember that Entry to Practice level competence does not mean that a student can perform the job the same way that their CE can. Rather, by the end of the practicum, the student should resemble a new grad starting their first job in the setting. It is expected that the student will still be learning, still be working on efficiency, and still need mentorship (particularly when working on complex cases) the same way that a new grad does.

Grading

Detailed information about assessment policies specific to clinical practica can be found in the **SCSD Assessments and Examinations Policy – Clinical Education Addendum** (available on [Resources for SCSD Students webpage](#)).

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

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*. Additional rules and regulations are determined at the level of institutions and sites.

Students on practica in Quebec are to follow the guidelines set out by the Ministry and by their clinical placement site. Students on practica in other provinces or countries 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.

Paperwork

Paperwork

General Information

Practicum-related documentation has multiple goals:

1. To support clear communication between students, CEs, and the SCSD about expectations and student progress;
2. To enhance student learning;
3. To document that students have met program requirements around clinical competence and clinical hours.

Over the course of each practicum, students will have to complete many documents. For example:

- Practicum Contract
- Collaboration Contract in a Peer Coaching Setting (when applicable)
- Weekly Summaries
- Canadian Assessment of Clinical Competence (ACC) – midterm and final
- Placement History Form
- Time Replacement Agreement Form (when applicable)
- Clinical Hours Form
- CE/Site Evaluation Form

All forms are available on the SCSD website: <https://www.mcgill.ca/scsd/clinical/students>. Information and training to help students complete this paperwork will be delivered through *myCourses*.

Submitting Paperwork

Students are responsible for submitting practicum paperwork to the SCSD. Over the course of the program, students will receive instructions, via email and/or posted on *myCourses*, about when and how to submit practicum-related paperwork. It is their responsibility to carefully review and follow paperwork instructions.

Additional Responsibilities

Students must:

1. Bring all Forms to their 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 their clinical hours;
4. Keep originals of all course syllabi, *Hours Forms*, *Assessment of Clinical Competence Forms* and complete *Placement History Forms* for your permanent record.

Confidentiality of Paperwork

All of the practicum paperwork is confidential. Only the Clinical Education team monitoring a student's practicum paperwork, or their Advisory Committee can access their practicum documentation. The only instance where the confidentiality of practicum 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 the documentation, the SCSD would have to oblige and share the requested documentation.

