



McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
Spring 2025

Introductory Clinical Practicum
SCSD 646
Number of Credits: 4 Credits
Clinical Practicum: 24 days duration

Instructors	
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COURSE OVERVIEW:

This course provides students with exposure to the practice of Speech-Language Pathology through a 24-day practicum. The students will be able to develop their clinical skills with support from their Clinical Educator(s) and their Coordinator of Clinical Education.

LEARNING OBJECTIVES:

UNIT ONE: Basic Requirements – *All Practicum Sites*

The speech-language pathology student demonstrates basic knowledge of:

1.4 Counselling and Applied Psychology

1.4.iii Cultural and linguistic factors that may affect clinical relationships, assessment, and treatment outcomes; including but not limited to race, ethnicity, and gender identity.

1.4.vii The role of communication in interpersonal relations.

1.4.viii Interviewing and counselling methods for clients, their caregivers, and their significant others, in the context of family-centered care.

1.7 Instrumentation (*on site: dependent on type of placement and way of gathering client documentation; debrief meetings: for everyone*)

1.7.ii Virtual delivery of services.

1.7.iii Digital health-related platforms (e.g., online communication platforms, eHealth platforms) used in clinical practice.

1.7.iv Database management and information privacy and security technology.

UNIT THREE: Clinical Expert - Cross-Cutting Assessment and Intervention Standards – *Site Dependent*

The speech-language pathology student demonstrates the ability to:

3.1 Identify individuals requiring speech-language pathology services:

3.1.i Collect and review information from relevant sources (e.g., referrals, reports, consultation) to determine an individual's need for a speech-language pathology assessment.
3.1.ii Engage in screening programs (e.g., infant, school-aged, feeding and swallowing) to identify individuals requiring speech-language pathology services.

3.2 Plan, conduct, and adjust an assessment:
3.2.i Collect and analyze pertinent information prior to the assessment, including intake information and previous reports.
3.2.ii Use principles of assessment to develop assessment plans (e.g., tools, strategies, resources, environment) that reflect background information about the client (including personal and environmental factors), known or suspected primary and concomitant disorders (e.g., medical, emotional), knowledge of normal and disordered communication or swallowing as well as risk factors for communication or swallowing disorders; modify this plan when appropriate.
3.2.iv Conduct a clinical interview with the client and other pertinent individuals that is relevant to the diagnosis, presenting complaints, and management of the communication or swallowing disorder.
3.2.v Administer valid, accurate, and reliable assessment measures and/or procedures (quantitative and/or qualitative), as appropriate to the client and circumstances, and accurately listen to, observe, and document all responses and observations.

3.3 Analyze and interpret assessment results:
3.3.i Analyze formal, informal, quantitative, and qualitative assessment results, including accurate scoring and interpretation of standardized tests.
3.3.ii Formulate a diagnostic statement about the client's communication or swallowing skills, including the impact on daily activities and educational, vocational, and psychosocial needs; include functional prognosis, as appropriate.

3.4 Develop and share recommendations based on assessment results:
3.4.i Develop evidence-informed recommendations, including potential referrals to other professionals, based on the assessment findings and available resources.
3.4.ii Discuss the assessment results, recommendations, and implications with the client and other relevant individuals, as permitted by the client.

3.5 Develop and implement a realistic, evidence-informed, and measurable intervention plan:
3.5.ii Develop specific, measurable, realistic, time-limited targets to reach the aims.
3.5.v Develop and implement appropriate clinical activities and environmental supports for meeting treatment targets and facilitating generalization and maintenance of skills and strategies, including use of appropriate modalities, materials, and technologies, use of feedback and modelling, and provision of education, support, training, and counselling to the client, family and/or significant others.

UNIT FIVE: Communication – All Practicum Sites

The speech-language pathology student demonstrates the ability to:

5.1 Communicate respectfully and effectively using appropriate modalities (spoken, written, gestural):

5.1.i Use language appropriate to the client and context, taking into account all aspects of diversity (e.g., age, culture, gender identification, linguistic abilities, education level, cognitive abilities, emotional state).
5.1.iii Adapt communication in response to verbal and nonverbal cues from communication partners.
5.1.iv Communicate in a socially appropriate and respectful manner that is comfortable for the client and demonstrates empathy and openness.

5.2 Complete documentation thoroughly and accurately, in a timely manner:
5.2.i Accurately document informed consent, services provided, and outcomes.
5.2.ii Ensure reports clearly integrate results, client input, analysis, recommendations, goals, and outcomes, in a manner understandable to the target audience(s).
5.2.iii Complete and disseminate documentation in a timely manner.
5.2.iv Comply with regulatory and legislative requirements related to documentation.

UNIT SIX: Collaboration – All Practicum Sites

The speech-language pathology student demonstrates the ability to:

6.1 Establish and maintain effective team collaborations to optimize client outcomes:
6.1.i Interact effectively and positively with all team members.
6.1.ii Communicate one's professional roles, responsibilities, and scope of practice in collaborative interactions.
6.1.iii Recognize and respect the roles and perspectives of other professionals.

6.2 Collaborate with the client during all stages of care:
6.2.ii Demonstrate respect for the client's rights, dignity, uniqueness, and equal opportunity.
6.2.iii Recognize and adapt to all aspects of client diversity (e.g., age, culture, gender identification, linguistic abilities, education level, cognitive abilities, emotional state).

UNIT EIGHT: Scholarship – All Practicum Sites

The speech-language pathology student demonstrates the ability to:

8.1 Maintain currency of professional knowledge and performance in order to provide optimal care:
8.1.i Identify one's own professional strengths and areas for development.
8.1.ii Determine one's own goals for competency development.
8.1.iii Develop a plan and implement strategies, including selecting appropriate resources (e.g., literature, mentorship, continuing professional education), for continued development in all competency roles.

UNIT NINE: Management – All Practicum Sites

The speech-language pathology student demonstrates the ability to:

9.1 Manage the clinical setting:
9.1.iii Apply appropriate precautions, risk management, and infection control measures, as required.

UNIT TEN: Professionalism – All Practicum Sites

The speech-language pathology student demonstrates the ability to:

10.1 Maintain professional demeanor in all clinical interactions and settings:

10.1.i Obtain informed consent, protect client privacy, and maintain confidentiality (e.g., follow consent procedures to share information with other parties).
10.1.iii Maintain personal and professional boundaries in relationships with clients, colleagues, and other professionals.
10.1.v Demonstrate professionalism in all communications, including those involving electronic platforms.
10.1.vi Demonstrate responsible, reliable behaviour, and accountability for actions and decisions.
10.2 Practice ethically:
10.2.i Adhere to professional code of ethics, as defined within one's jurisdiction.
10.2.v Identify and mitigate own biases, as they relate to the care of a client.
10.3 Adhere to professional standards and regulatory requirements:
10.3.ii Stay informed of and comply with professional standards and regulatory and legislative requirements within one's jurisdiction.

COURSE CONTENT:

Introductory Clinical Practicum consists of:

- i) 24-day Practicum:
 - 18 days at clinical site: Students will be assigned a placement with a paediatric, adult or mixed population;
 - 6 days of independent work (or 'preparation days': for work related to the practicum) including 5 or 6 weekly debrief meetings with other students and a member of the Clinical Education Team.
- ii) Paperwork:
 - Students will complete weekly practicum-related paperwork.

INSTRUCTIONAL METHOD:

Practica are clinical learning experiences. Students are assigned to a setting and caseload, under the supervision of a Clinical Educator (CE). The experience varies greatly depending on the mandate of the site (e.g., prevention, assessment or intervention) and the population served.

Expectations for Student Performance

- Attend all practicum days. If a student must miss a day, contact their Clinical Educator and Coordinator of Clinical Education as early as possible. Make up for any missed days with a replacement day or activity;
- Check emails daily during the week for practicum related information;
- Adhere to professional standards, ethical guidelines, and requirements of practicum sites;
- Behave professionally and respectfully at all times while on practicum;
- Recognize and accept that clinical settings are unique learning environments, distinct from academic environments, that require flexibility;
- Fill their time productively with practicum-related tasks/learning activities when their CE is occupied;
- Be ready to deliver clinical services even if this requires preparatory work during the evening, on weekends or non-practicum days;
- Obtain, and clarify when necessary, expectations and feedback from their CE to support their learning and their delivery of high quality clinical care;
- Hold excellent client care as their top priority;
- Respect the SCSD Policy on the Use of Generative AI in Clinical Practica.

REQUIRED COURSE MATERIALS:

- Clinical Training Manual (CTM);
- Canadian Assessment of Clinical Competence (ACC) and related documents;
- Y1 Pre-Practica Modules available on *myCourses* in MScA Hub;
- Tests and Readings proposed by Clinical Educators.

REQUIREMENTS:

- Students will be required to complete 24 days of practicum, 18 of which will be spent in a clinical practicum setting;
- Students will be required to complete weekly clinical paperwork which will be handed in regularly to the course instructors.

EVALUATION:

This course will be graded on a **Pass/Fail** basis (P=Pass, F=Fail).

Grading Criteria

- Students will be assessed by their Clinical Educator 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. Receiving a score of “unsatisfactory” on any of the essential competencies on the ACC will result in a failure of the practicum.
- All practicum paperwork must be submitted properly and on time throughout the placement, according to the instructions on *myCourses*.
- The final decision regarding a pass on practicum lies with the Coordinator of Clinical Education. It is based on the student demonstrating the required level of clinical competence AND completing all required practicum paperwork.

McGILL POLICY STATEMENTS:

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Academic Integrity

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#)).

ADDITIONAL STATEMENTS:

Respect for Diversity

It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of school and both on and out of practicum sites, and that the diversity that students bring to this course and practicum be viewed as a resource, strength, and benefit. We will have many opportunities to explore some challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy; we will sometimes make mistakes in our speaking and our listening; we will sometimes need patience or courage or imagination or any number of qualities in combination to engage our classmates and colleagues, and our own ideas and experiences. We will always need respect for others.

Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness and learning environment of the course for you personally or for other students or student groups. In addition, if any of our course meetings/practicum days conflict with your religious events, please let us know so that we can try to make arrangements for you.

Inclusive Learning Environment

As the instructors of this course, we endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with us and/or [Student Accessibility & Achievement](#).

Health and Wellness Resources at McGill

Many students may face mental health challenges that can impact not only their academic and clinical success but also their ability to thrive in our campus community. Please reach out for support when you need it; many [Wellness resources](#) are available on-campus, off-campus and online.

Intellectual Property – Also true for CE-generated documents and materials

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