

COURSE OUTLINE

SLP 1500Y – INTERNSHIP

2025 - 2026

Course Instructor:

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Time & Place:

Eight (8) week placement (38 - 40 days equivalent) at a clinical teaching facility(s) under the supervision of a clinical educator(s) (CE), as assigned by the course instructor (CI). May be comprised of a single full-time or part-time placements in March and April.

Pre-Requisites:

SLP1500Y – Internship occurs in Unit 3 in the curriculum and is subsequent to the successful completion of Units 1 and 2 containing the following coursework:

Unit 1 Academic Courses	Unit 2 Academic Courses
• SLP 1502Y – Anatomy and Embryology • SLP 1505Y – Child Language I • SLP 1514Y – Applied Audiology • *SLP 1520H – Principles of Clinical Practice: • SLP 1522Y – Speech Physiology and Acoustics	• SLP 1503Y – Articulation and Related Disorders • SLP 1506H – Child Language II • SLP 1529H – Fluency

*In addition to passing this course, students must demonstrate the required skills on the final *Clinical Skills Application Assignment*, SLP 1520 prior to proceeding to Unit 3.

Students will also complete the following on-line learning modules prior to the start of placement:

Links to these course modules can be found in the Quercus course shell for SLP1500Y.

- a. Hand Hygiene Module
- b. Workplace Hazardous Materials Information System (WHMIS) Module
- c. Workplace Violence and Harassment Module
- d. Confidentiality and Privacy Module
- e. Occupational Health and Safety Awareness Training
- f. Accessibility for Ontarians with Disabilities Act (AODA) Training



Course Objectives:

The purpose of this course is to introduce a student to the clinical practice of speech-language pathology with children and their families. By the end of this practicum, through experience gained in the activities related to the required Minimum Expectations and general placement activities, a student must be able to achieve the following objectives in the specified competency roles (see Required Reading below):

1. Role of Expert

1.1. Knowledge Expert

- Demonstrate theoretical knowledge in relation to the understanding of normal, delayed and disordered communication processes and their management.

1.2. Clinical Expert – Assessment and Clinical Expert – Intervention

- With on-going supervision, plan and implement assessment and treatment sessions.
- Display an understanding of objectives and outcomes in client care.

2. Role of Communicator

- Develop ongoing effective communication with CE(s).

3. Role of Collaborator

- Evidence and understanding of the multiple roles of a speech-language pathologist in clinical practice, including working in teams.

4. Role of Professional

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

Apply all the above to one or more communication disorder areas.

Required Reading:

1. [Clinical Education Guide and Handbook](#) (CEG/H) for the Department of Speech-Language Pathology, University of Toronto.
2. **SLP 1500Y – Internship - Recommended Course Schedule** (See [Appendix A2.1](#) of the CEG).
3. **General Guidelines Concerning Clinical Activities and Counting Clinical Hours** (See [Appendix D1.1](#) in the CEG)
4. **Teaching Clinic Ground Rules** (see [Appendix E1.1](#) of the CEG).
5. The Canadian Alliance of Audiology and Speech-Language Pathology Regulators (2018, June 14). National Speech-Language Pathology Competency Profile. Retrieved from <https://www.sac-oac.ca/wp-content/uploads/2023/03/National-Speech-Language-Pathology-Competency-Profile.pdf>

Important Dates

- Pre-Placement Preparation Planning/Orientation Lecture – Monday, January 19, 2026: 2:00 – 4:00 p.m.: In-Person
- Pre-Placement Preparation Planning/Orientation Lecture – Monday, February 2, 2026: 2:00 – 4:00 p.m.: Hybrid
- Placement Dates: Monday, March 2- Friday, May 1 - Eight weeks within this timeframe, including a Reading Week either March 2 – 6 or during Spring Break or as arranged.



- Teaching Clinics:
 - Friday, March 27, 2026: 9:00 – 5:00 p.m.
 - Friday, April 17, 2026: 9:00 – 5:00 p.m.
- Minimum Expectations Peer Review – Completed no later than one-week post-placement.

Add and Drop Dates

Add Date: No later than March 9, 2026

Drop Date: No later than March 30, 2026. Please note that dropping the course may affect ability to continue with the remainder of the program in a timely way. Given the start/end dates vary by student, students who wish to add/drop this course will be required to submit a formal request using the form at this link: <https://www.sgs.utoronto.ca/current-students/student-forms-letter-requests/>.

Requests will be reviewed on a case-by-case basis.

Requisite Course Document Deadlines:

All paperwork will be submitted on-line. Students will review the submission instructions on Quercus and InPlace and advise their clinical educator where necessary.

FORM	TO BE COMPLETED BY			TO BE GIVEN TO			DEADLINE
	STUDENT	CLINICAL EDUCATOR	UT	STUDENT	CLINICAL EDUCATOR	UT	
Internship Practicum Contract	✓ & Sign	✓ & Sign		Copy	Copy	Quercus Course	Completed in Week 1 within days 1 and 2. Electronic copy due within 2 business days of completion
MINIMUM EXPECTATIONS							
Teaching Clinics			Attendance Record				
Student Clinical and Professional Development Goals	✓ & Sign	✓ & Sign		Copy	N/A	Quercus Course	Completed by end of placement and electronic copy submitted within 1 week post-placement
All Other Minimum Expectations	✓	✓		Copy		Quercus Course	Electronic copy due 1-week post placement



Peer review of Minimum Expectations	✓	N/A		Copy	N/A	As assigned	Electronic copy due within 1-week of assignment on Quercus.
ASSESSMENT							
Midterm Assessment and Summary Comments	✓ Complete self-assessment prior to review of CE assessment	✓ Review student self-assessment with review of CE assessment and then submit		Copy	Copy	Submitted to InPlace	MUST be completed by end of Week 4 Due within 2 business days of completion.
Final Assessment and Summary Comments	✓ Complete self-assessment prior to review of CE assessment	✓ Review student self-assessment with review of CE assessment and then submit		Copy	Copy	Submitted to InPlace	MUST be completed at the end of Week 8 and submitted within 2 business days of completion.
OTHER							
Summary of Clinical S-LP Hours for	✓	✓ Verify		Copy	N/A	Submitted on InPlace	Submitted within 2 business days of completion of placement.
Evaluation of Clinical Faculty Teaching	✓	N/A		N/A	N/A	Submitted to InPlace	Completed by 1-week post-placement.



Performance Assessment:

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

Assessment	Expectation
1. Minimum Expectations (Complete / Incomplete)	Student submits evidence by the deadline above that clearly demonstrates that all Minimum Expectations described in this course outline have been met. Evidence submitted is to be selected and compiled <u>by the student</u> and must specifically indicate how the student has met each expectation. If a student's submission does not clearly show that Minimum Expectations have been met, the student will be asked to revise and re-submit the evidence. Failure to demonstrate that each and every one of the Minimum Expectations have been met will result in a grade of NO CREDIT for the course.
2. Assessment - Canadian Assessment of Clinical Competence (ACC) a) Quantitative: b) Quantitative	A student must perform satisfactorily* achieving all the essential and sub-competencies at the NOVICE level in each of the seven roles by the <u>end of the placement</u>. These roles are: 1. Role of Expert – Knowledge Expert and Clinical Expert, 2. Communicator, 3. Collaborator, 4. Advocate, 5. Scholar, 6. Manager and 7. Professional. Associated milestones may also be used to determine the student's level of performance. Failure to show satisfactory performance in ANY one or more of the seven roles and associated essential competencies or sub-competencies will result in a grade of NO CREDIT for the course. The CE provides signed summary comments about the student's areas of strength and areas for continued development for each role to support the ratings given. The CI will consider the alignment of these qualitative comments with the ratings and determining the final grade for the course.

*For SLP1500 (Unit 3), satisfactory performance means that the student has achieved a minimum level of NOVICE for all essential competencies and sub-competencies. It is understood that the CE will only assess student performance on those items for which there was opportunity to observe the student in clinical practice. The CI will grade the course according to the grading scheme of the School of Graduate Studies as CREDIT or NO CREDIT and the University of Toronto Department of Speech-Language Pathology grading rubric for clinical placements.



General Guidelines Concerning Clinical Activities:

- Under usual circumstances, a student will participate in all types of clinical activities as outlined and defined in the *General Guidelines for Clinical Activities in Practicum Courses* ([Appendix D1.1](#) of the *Clinical Education Guide*).
- The focus of this initial internship is the development of a solid clinical base of knowledge through ample preparation, follow-up, self-assessment, and discussion time. Therefore, a student will spend approximately **half** of the internship time in activities such as review of client files; planning and analysis activities; oral and written reporting and record-keeping; material development; supervision conferencing.
- A student in this course will spend the other half of the internship time participating in activities with or for clients, either in observation, shared (aided) or supervised (aided) direct client activities.
- A Recommended Course Schedule (Appendix A2.1) for these activities is available for reference in the *Clinical Education Guide*.
- The CE will gradually introduce a student to a variety of clients and clinical activities in the following sequence: **observation, shared (aided) clinical practice, and supervised (unaided) clinical practice**.
 - The CE or designate will aim to observe at least **50%** of sessions classified as supervised(unaided) clinical practice. Normally, observation will be 100% at the beginning of supervised (unaided practice) and will be gradually decreased as the student's skills develop.
 - Students are required to complete assessment and session plans for all sessions, which are reviewed by the CE(s) in advance of sessions.
 - The CE will meet daily with the student to give feedback and review all progress notes and reports. In addition, the CE(s) can consider the use of regular journaling as a requirement for students to document their observations and progress.
- By the end of this initial internship, each student will earn **60-90 clinical hours** ([Appendix D1.1](#) of the *Clinical Education Guide*) in order to advance towards meeting the 350-hour minimum clinical requirement. A minimum of 60 hours is required.



Minimum Expectations:

At a minimum, a student must successfully complete the following activities at the *supervised clinical practice level* during the internship. Please contact the CI immediately if it appears it will not be possible to meet one of these expectations at your site.

Expectation	Specifics
3. Three (3) Guided Observations (minimum)	- One (1) of a child who is developing typically - Two (2) children with communication needs For each observation, the student will complete the observation form and use it as a basis for discussion with and feedback from the CE. These observations should be scheduled by the student and the CE during the development of the internship contract. NOTE: <i>This does not need to be a SLP session and can be an observation in the classroom, in play or other environment. For typically developing guided observation, if this is not available, please contact CI for alternatives.</i> SLP1509 Integration: <i>For interprofessional observations, please include an addendum noting the roles of team members in the session. Upload this assignment to the SLP1509 Quercus site.</i>
4. Three – Four (3-4) Common Tests/Tools	Determine the common tests/tools for the site and learn how to administer and interpret them. NOTE: <i>This can include commercially available tests/tools OR toys/therapy materials, site-developed forms or other measures felt to be valuable for assessment and/or intervention.</i> SLP 1509 integration: <i>For ONE (1) test/tool provide a one-paragraph summary of research evidence supporting its use or lack thereof. Upload to the SLP1509 Quercus site.</i>
5. Three (3) Full Communication Assessments appropriate to the setting/caseload	All assessments are to include: - Developing an assessment plan, - Taking a case history, - Testing (informal and/or formal), - Interpreting findings and - Writing of reports and recommendations. At least one (1) assessment of a child for whom English is not the first language. If this is not possible, the student may instead add an addendum to the report indicating what would have been done differently or how interpretation may have changed if English is not the first language. NOTE: Assessments used, and report format should be consistent with what is appropriate for the setting/client needs. For example, if an assessment might only typically involve articulation, students are NOT expected to also do a full language and/or fluency assessment. These can be either formal or informal in nature.



6. Three (3) Session Plans	Students are expected to develop lesson or session plans for all client sessions. Three (3) of these must be submitted that illustrate: ▪ Clear identification of goal(s), ▪ Strategies to be used to target goals (e.g., activity plan, cueing strategies, discussion, and education materials, etc.) and ▪ Tracking method, if needed. NOTE: If the service delivery model does not include direct therapy, session plans may be developed for consultation, counselling or other types of sessions, as appropriate to the site.
7. Two (2) Daily Log Notes or Progress Reports	Submit sample documentation for two (2) client contacts. ▪ Utilizing the format appropriate to the internship facility These can be either daily progress notes, such as SOAP notes, or summary progress reports from multiple session/treatment block
8. Communication Enhancing Techniques	Successfully model/utilize communication strategies that enhance communication. For example: communication boards, visual schedules, use of voice amplification, communication facilitation strategies, use of verbal or tactile cues. Evidence can include video of the strategy with a verbal commentary on the technique and its uses/benefits/limitations, brief description of the technique with a written reflection or other creative approach. This should be no more than one – two paragraphs.
9. Teaching Clinics	Participate in two (2) Teaching Clinics for the full day scheduled at approximately Week 3 and Week 6 of the course: ▪ Morning sessions: Students present a clinical video and two (2) learning questions to peers in a small group to promote development of clinical reasoning skills. Participate in afternoon workshops as arranged by the CI (for example, on the topic of behaviour management)
10. Student Clinical and Professional Development Goals	To be completed by the student following the final assessment conference, in discussion with the CE and signed by the student and CE.

The student is required to **submit evidence for the achievement of these Minimum Expectations** at the end of this course, along with other documentation.

Hearing Disorders Assignment:

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

Identify up to three SLP-specific clinical practices in this setting that address hearing loss (e.g., case history-taking, hearing screening, individual education plans, referral procedures) and one resource or service available [e.g., audiology, otolaryngology, auditory-verbal therapy (AVT), classroom amplification]. Describe how these practices were incorporated into your clinical service if not observable, then formulate recommendations suitable for this setting). (Max. two (2) pages, double spaced – Pass/Fail).

The student will submit the assignment at the end of the SLP 1500Y placement. Refer to the SLP 1532H course outline for more details.

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

Assessment of Student Performance:

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

Midterm Formative Performance Assessment:

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

The CE must inform the CI if there is any indication at this midterm point that the student may not meet performance expectation levels by the end of the placement. Written notification of this will then be given to the student (See “If Challenges Arise” below).

Final Summative Performance Assessment:

Each student will be given a summative assessment at the end of the placement by the CE using the new *Canadian Assessment of Clinical Competence (ACC)* (2024) created by the Canadian Academic Coordinators of Clinical Education, as well as signed summary comments. The CE will review and discuss the results of the assessment with the student. The CE will submit this assessment electronically on InPlace to the university within two (2) business days of completion.

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

Following the final placement assessment conference, the **Student Clinical and Professional Development Goals** form will be completed by the student, with input from the CE, and will be signed by the student and the CE.

An inherent part of clinical skills is appropriate record-keeping. Accordingly, **a student must complete all record-keeping tasks**, as outlined in the **Requisite Course Document Deadlines** table above, by the due date indicated. Late submissions of documentation may be considered in the overall rating of the Role of Professional. No grade will be submitted until all coursework is completed.

If Challenges Arise

Step One: Early Identification

Students and CEs are **strongly** encouraged to bring any concerns regarding a practicum experience to the attention of the CI **as soon as they arise**. Contact with the CI prior to the midterm is encouraged when there are any questions regarding a student who is challenged or struggling in the placement. The CI will help solve problems and facilitate discussion and management of such concerns. Students and/or CEs may discuss their experience *in confidence* with the CI. Once strategies have been decided, the individual may implement these independently or with the support of the CI, who will contact the second party only with the consent of the first party.

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

On occasion, a student may experience difficulty in meeting the learning and performance expectations for a practicum course. In such cases, the **CE must notify the CI as soon as concerns arise, even if a midterm assessment has not yet occurred**.

Step Two: Developing a Written Plan

If a student is not demonstrating acceptable performance, based on the assessment of the CI, written notice must be given to the student and a specific written plan for developing these skills must be negotiated cooperatively by the CI, CE, and student.

This plan will include:

1. Clear identification of problems in learning and teaching.
2. Specification of learning objectives to be achieved and behaviour changes expected
3. Any necessary actions, procedures, or modifications required to the clinical practicum and
4. A time schedule and procedures for evaluating the outcome of the plan.

The CI will document the plan and provide a copy to the student and the CE. At this time, the Coordinator of Graduate Studies and the student's faculty advisor will also be notified.

Note: *In extreme circumstances, a placement may be discontinued with the knowledge and approval of the Chair of the Department of Speech-Language Pathology.*

Step Three: Ongoing Support and Final Grading

The CI will also assist the student and the CE in implementing the plan and in evaluating its success on an ongoing basis.

If a Student Achieves a No Credit in a Clinical Course

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