



COURSE OUTLINE

SLP 2500Y - ADVANCED INTERNSHIP

2025-2026

Course Instructor:

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Time and Place:

Full-time; ten (10) weeks (48 – 50 days equivalent) at clinical teaching facilities under the supervision of a clinical educator (CE), as assigned by the course instructor (CI).

Pre-Requisites:

Successful completion of all academic coursework (i.e., Units 1- 8) and clinical education courses (i.e., SLP 1500Y, SLP 1507H, SLP 1508Y).

Unit 8 Academic Courses	Clinical Courses
- SLP 1509Y – Integrating Client, Practitioner and Research Knowledge in Practice - SLP 1527H – Clinical Analysis of Communication and Swallowing Disorders - SLP 1535H – Advanced Principles of Clinical Practice	Unit 3: SLP 1500Y – Internship Unit 5: SLP 1507 – Clinical Laboratory in Speech-Language Pathology Unit 7: SLP 1508 – Advanced Clinical Laboratory in Speech-Language Pathology

Course Objectives:

The purpose of this course is to further develop a student's clinical competence to meet entry-level professional standards. By the end of the internship, a student must be able to achieve the following objectives in the specified competency roles (see Required Reading 5 below) at the **supervised clinical practice level** in an efficient and effective manner:

1. Role of Expert

- Organize and implement a coherent, integrated approach to client management (e.g., assessment, intervention, counselling, reporting, discharge planning).
- Counsel client and/or significant others appropriately and competently.
- Demonstrate development of complex, ongoing clinical reasoning skills and problem-solving strategies.

2. Role of Communicator

- Communicate complete, pertinent, and accurate information in both written and oral forms to clients, family members, significant others, and/or other professionals.

3. Role of Collaborator

- Continue to demonstrate understanding of the scope of practice of speech-language pathology in relation to other professions.
- Participate as an effective member of the interprofessional team.
- Collaborate with clients/families/other professionals in delivering appropriate services.



4. Role of Advocate

- a. Promote the value of the profession.

5. Role of Scholar

- a. Utilize best practice, evidence-based practice and outcome evaluation in the delivery of appropriate services.
- b. Set realistic goals for self-improvement and recognize and develop personal strengths.
- c. Demonstrate the continued development of self-assessment skills.
- d. Demonstrate continued reflective practice in all areas of professional and clinical behaviour.

6. Role of Manager

- a. Prioritize responsibilities realistically and allocate time accordingly.
- b. Manage a 75% caseload for at least the final four weeks of the internship.
- c. Follow the administrative standards for the clinical facility independently (e.g., setting up files, closing files, workload measurement, quality assurance/improvement, knowledge of authority).
- d. Seek out, understand and support the mandates and operation of the department/program/facility.

7. Role of Professional

- a. Practice ethically.
- b. Demonstrate professionalism.

Required Reading:

1. [Clinical Education Guide and Handbook](#) (CEG/H) for the Department of Speech-Language Pathology, University of Toronto.
2. **SLP 2500Y – Internship - Recommended Course Schedule** (See [Appendix A2.4](#) 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 Planning/ Orientation Lecture 1– Friday, February 20, 2026; In-Person
- Pre-Placement Planning/ Orientation Lecture 2- Wednesday, April 8, 2026 – 1:00 – 3:00 p.m., In-Person
- Placement Dates: May 11 – July 17, 2026
- Teaching Clinics:
 - Friday, May 29, 2026: 9:00 a.m. - 5:00 p.m.
 - Friday, June 12, 2026: 9:00 a.m.- 5:00 p.m.
 - Friday, June 26, 2026: 9:00 a.m. - 5:00 p.m.

Add and Drop Dates:

Student Academic Services at the School of Graduate Studies establishes deadlines for enrollment changes for graduate courses.

Add Date for this course is Thursday, May 21, 2026 and is the last day that you may enroll in this course.

Drop Date is Monday, June 15, 2026 and is the last day you may drop the course in order to avoid academic penalties. Dropping a course may affect a student's ability to continue with the remainder of the speech-language pathology program in a timely way.

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	To be completed in Week 1 with an electronic copy due within 2 business days of completion.
Learning Conferences	✓ & Sign	✓ & Sign		Copy	Copy	Quercus Course	To be completed in Week 3 and 8, respectively, with electronic copies due within 2 business days of completion.
Teaching Clinics			Attendance Record				N/A
All Other Minimum Expectations	✓	✓		Copy		Quercus Course	Electronic copy due 1-week post-placement-.
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 5 and no later than middle of Week 6. 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 10. Due within 2 business days of completion.
Summary of Clinical Hours for S-LP	✓	✓ 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** of 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 by the student 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:	A student must perform satisfactorily* achieving all the essential and sub-competencies at the ENTRY-TO-PRACTICE 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.
b) Qualitative:	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 in determining the final grade for the course.

*For SLP 2500 (Unit 9), satisfactory performance means that the student has achieved a minimum level of ENTRY-TO-PRACTICE 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 an 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 document [General Guidelines Concerning Clinical Activities and Counting Clinical Hours \(Appendix D1.1](#) of the [Clinical Education Guide](#)).
- A student in this course will spend 20-25 hours per week participating in activities with or for clients, either in observation (General Guideline Part B) or supervised client activities (*General Guidelines* Part A which includes A1 Direct - Patient/Client Service and Case Discussion with CE, A2 Simulated and A3 Indirect - Clinical//Professional Activities) with the remaining time spent in activities outlined in sections Part B1 Clinical Readiness Activities and Part B2 Professional/Administrative Activities.
- A Recommended Course Schedule ([Appendix A2.4](#)) for these activities each week is available for reference in the CEG.



- As this is the final clinical placement, a student will be involved in all aspects of the clinical setting to ensure a comprehensive understanding of the speech-language pathologist's roles.
- A CE will introduce clients in the following sequence: observation, shared clinical practice and supervised clinical practice. The student should proceed quickly through this sequence. For the majority of this experience, a student will function at the supervised clinical practice level with the CE monitoring the student's performance by:
 - **reviewing required** written assessments and treatment plans and progress notes;
 - providing both specific confirming and developmental feedback to the student at least three times a week and
 - observing a student's clinical practice activities at least 25% of the time, with observation normally being 100% initially and gradually decreasing, at the discretion of the CE who is ultimately responsible for the client's welfare.
- In this course, each student will earn 150 - 250 clinical hours ([Appendix D1.1 CEG General Guidelines Concerning Clinical Activities and Counting Clinical Hours - Part A](#)), in order to advance towards meeting the 350-hour minimum clinical requirement for M.H.Sc. program completion. A minimum of 150 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. **NOTE: It is the student's responsibility**, not the CEs, to ensure there is a plan in place to achieve these minimum expectations and to complete evidence of same.

Expectation	Specifics
1. Two (2) Learning Conferences	The student will prepare in advance, then discuss and determine own strengths, areas for development and an action plan with the CE in a formal half-hour (max.) meeting at the end of Weeks 3 and 8 .
2. One (1) Interaction (minimum) with Another Health Care Professional	Related to a client or a professional issue: ▪ For each interaction, the student will discuss with the CE: ○ What was the goal of the interaction? ○ What did you learn from this interaction that you can apply to your clinical practice? This interaction should be scheduled by the student and the CE during the development of the internship contract.
3. Three – Four (3-4) Common Tests/Tools	Determine the common tests/tools for the site and learn how to administer and interpret them.
4. Three (3) Full Assessments	To include: ▪ Developing an assessment plan, ▪ Taking a case history, ▪ Testing (informal/formal), ▪ Interpreting findings and ▪ Writing of reports and recommendations.
5. Management Approach for Three (3) Clients (minimum)	Develop and implement a management approach based on assessment and information gathering, as required, that must include: ▪ Mutual goal setting, ▪ Therapeutic procedures, ▪ Counselling,

	▪ Outcome assessment ▪ Discharge planning and ▪ Application of theoretical knowledge. At least <i>one (1)</i> should be for a client for whom English is not the first language, if possible. If this is not possible, the student will develop an amendment to a management approach with a client on the existing caseload, assuming English is not the first language and highlighting changes required.
6. Four (4) Written Reports	Any type of report utilizing the format appropriate to the internship facility.
7. One (1) Formal Presentation	Must be educational and maybe at formal education rounds, department meetings or as a stand-alone workshop or in-service. Team rounds to review patient status <u>does not</u> qualify.
8. Manage 75% of caseload	Manage 75% of a typical caseload for the final four weeks of the placement. This can be based on caseload numbers or hours of service delivery.
9. Teaching Clinics	Participate in Teaching Clinics for the full day on Friday of Weeks 3, 5 and 7 of this course: ▪ Morning sessions: Present a case scenario to peers in a small group (with supporting videotapes and other materials) to promote development of clinical reasoning skills and Participate in afternoon workshops as arranged by the CI.
10. Student Clinical and Professional Development Goals	Following the final placement assessment conference, the Student Clinical Goals Form will be completed by the student, with input from the CE and will be signed by the student and the 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, within 5 business days of the final day of placement.

Hearing Disorders Assignment in Unit 9:

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 a client on your SLP caseload with hearing loss and describe how your approach to either assessment or treatment was impacted as a result of the hearing loss (include mention of enhancing communication strategies). If this is not possible, develop an amendment to an assessment plan or management approach for a client on your existing caseload, assuming the client has an acquired moderate to severe binaural sensory-neural hearing loss and wears at least one hearing aid (Max. two (2) pages, double spaced – Pass/Fail).

The student will submit the assignment at the end of the SLP 2500Y 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 CE 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 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 this 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 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 **ENTRY-TO-PRACTICE**) for each essential competency in each role assessed to pass the course.

Following the final 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 to problem-solve and to facilitate discussion and resolution 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 the plan independently or with the support of the CI, who will contact the second party only with the consent of the first party. At this time, the Coordinator of Graduate Studies and the student's faculty advisor will also be notified.

CEs are prompted on the **midterm assessment** to contact the CI if there is **any** 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 mid-term 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's faculty advisor, copying the Coordinator of Graduate Studies, and then to the student** by the CI. Next, 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.

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: On-going Support and Final Grading

The CI will also assist the student and the CE in implementing the plan, assessing student performance and evaluating its success on an on-going basis.

If a Student Achieves a Grade of No Credit in a Clinical Course

If the student does not meet the learning objectives outlined in the plan, No Credit will be assigned for the practicum course by the CI. This is the equivalent to a failure in an academic course and is subject to the regulations and appeal procedures described in the SGS Calendar and the Student Handbook under section 2.2.3.