



SPEECH-LANGUAGE PATHOLOGY STUDENT CLINICIAN
PLAN FOR SUPERVISION

Student's Name:	
Student's Pronouns:	
CSD Practicum Course Code:	
Date:	
Clinical Educator(s):	

I. STUDENT CLINICIAN COMPLETES

	Category	Details
I.a.	Previous clinical experiences and placements	
I.b.	Relevant previous experience	
I.c.	Recognized areas of strength	

I.d.	Recognized areas for development and improvement	
I.e.	Learning style <i>i.e., different methods or approaches which support your learning; visual, auditory, kinesthetic, or reading and writing.</i>	

II. STUDENT CLINICIAN COMPLETES IN CONSULTATION WITH CLINICAL EDUCATOR(S)

II.a. Goal Setting and Clinical Competency Development

Students will set goals for clinical competency development. Goals are selected and aligned with essential (and if indicated, sub-) competencies from one of the seven roles of the Speech-Language Pathologist, using the frameworks of the [National Speech-Language Pathology Competency Profile](#) and © The Canadian Assessment of Clinical Competence (ACC) Tool, 2024.

When setting goals, students should consider the following:

- Incorporate feedback from previous clinical experiences and placements.
- Identify learning opportunities for competency development by addressing gaps in experiences and reviewing ratings within their Clinical Competency e-portfolio.
- Clearly define how the success of each goal will be measured.
- Understand the expected outcomes for essential competencies based on the placement level and the endpoints outlined in the syllabus.
 - Refer to the Syllabus, © The Canadian ACC Tool, 2024, and Milestones Document to determine the necessary steps and support required to achieve the expected clinical competency rating by the end of the placement.
 - Ensure that the clinical opportunities within the placement align with the selected goals and competency development.
 - Whenever possible, select essential (and, if applicable, sub-) competencies from three of the seven Roles of a Speech-Language Pathologist.
 - Sub-competencies may be included if they are directly related to the learning goal.

GOAL #1:

Role <i>The competency chart outlines the seven essential roles of a Speech-Language Pathologist.</i> <i>Select the role from which the essential competency (and any sub-competencies) are derived.</i>	
Essential Competency <i>The ability required of a Speech-Language Pathologist upon entry-to-practice in Canada.</i> <i>Select the essential competency you are targeting, ensuring it aligns with your goal setting. Sub-competencies may also be included.</i>	
 <i>Clearly specify how the outcome will be measured. Refer to the Syllabus, © ACC, and Milestones Document to identify the necessary steps and support required to achieve the expected clinical competency rating by the end of the placement.</i>	

GOAL #2:

Role <i>The competency chart outlines the seven essential roles of a Speech-Language Pathologist.</i> <i>Select the role from which the essential competency (and any sub-competencies) are derived.</i>	
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<p>Essential Competency</p> <p><i>The ability required of a Speech-Language Pathologist upon entry-to-practice in Canada.</i></p> <p><i>Select the essential competency you are targeting, ensuring it aligns with your goal setting. Sub-competencies may also be included.</i></p>	
<p><i>Clearly specify how the outcome will be measured. Refer to the Syllabus, © ACC, and Milestones Document to identify the necessary steps and support required to achieve the expected clinical competency rating by the end of the placement.</i></p>	

GOAL #3:

<p>Role</p> <p><i>The competency chart outlines the seven essential roles of a Speech-Language Pathologist.</i></p> <p><i>Select the role from which the essential competency (and any sub-competencies) are derived.</i></p>	
<p>Essential Competency</p> <p><i>The ability required of a Speech-Language Pathologist upon entry-to-practice in Canada.</i></p> <p><i>Select the essential competency you are targeting, ensuring it aligns with your goal setting. Sub-competencies may also be included.</i></p>	

<p><i>Clearly specify how the outcome will be measured. Refer to the Syllabus, © ACC, and Milestones Document to identify the necessary steps and support required to achieve the expected clinical competency rating by the end of the placement.</i></p>	
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III. CLINICAL EDUCATOR'S (S') EXPECTATIONS

	Details	
III.a.	Compulsory <i>e.g., patient and care-provider meetings, case conferences, patient rounds, specific formal assessment experiences, instrumental assessments, etc.</i>	
III.b.	Optional <i>e.g., administrative or speech department meetings, final case presentation, etc.</i>	

IV. CLINICAL SUPERVISION PROCESS AND DETAILS

	Details	
IV.a.	Supervision Schedule <i>e.g., frequency of observation and feedback, midterm and final conference, etc.</i>	
IV.b.	Student Preparation Required for Supervision <i>e.g., assessment plan, intervention session plans, journals, etc.</i>	
IV.c.	Supervision Methods <i>e.g., modeling, consultative, 100% for high-risk activities as defined by CASLPO, etc.</i>	

V. ASSESSMENT

	Details	
V.a.	Clinical Placement Assessment Tool	© The Canadian ACC Tool, 2024
V.b.	Assessment Frequency and Method <i>e.g., daily, weekly, mid-term, final assessment, etc.; verbal, written, Student Clinician-Clinical Educator conference, etc.</i>	
V.c.	Appeal Procedure in the Event of a Discrepant Assessment	<p>In the case of differing perspectives, the Student Clinician and Clinical Educator(s) will engage in a discussion to reach a mutual understanding.</p> <p>If needed, the formal appeal process outlined in the CSD (Communication Sciences and Disorders) Student Handbook will be followed.</p>

We, [Speech-Language Pathology, Student Clinician], and
[Clinical Educator(s)], hereby mutually agree to the
terms outlined above, with the understanding that this plan may be revised as needed, subject to
the agreement of both parties.

Date of Signing: