Speech-Language Pathology Student Learning Contract

Student's Name:	
Student's Pronouns:	
COMMSCI Practicum Course Code:	
Placement Start/End Dates:	
Clinical Educator(s) Name(s):	
Student and Clinical Educator Communication Plan:	

Background Information Section

This section is completed by the Student Clinician in advance of the placement.

Category	Details
What clinical populations, communication disorders, or practice areas have you had exposure to?	
What do you consider your greatest strengths as a developing Speech-Language Pathologist?	
What aspects of clinical practice do you find most challenging?	
Are there particular approaches to teaching or feedback that have supported your learning in the past?	
What do you anticipate may be challenging for you during this placement, and what strategies or supports may help you address these challenges?	

Goal Setting and Clinical Competency Development

A Plan for Supervision must be created at the start of the clinical placement and is a required element of this course. The Student Clinician has an active role in developing this plan by sharing relevant information about their prior clinical experience and learning needs.

The Student Clinician selects **three learning goals** using the content on the Canadian Assessment of Clinical Competence (ACC) Tool.

Review the essential competencies and associated sub-competencies across the seven Speech-Language Pathologist roles outlined in the ACC Tool.

Select one essential competency and/or sub-competency for each of the three learning goals, aligned with the clinical services available during the placement.

Develop three specific, measurable, achievable, realistic, and time-bound (SMART) goals that identify how progress will be demonstrated and measured, informed by the competency framework and ACC ratings. Clearly define measurable indicators of success for each goal.

Review the placement syllabus, the ACC Tool, ratings, and the milestones to determine the steps, learning opportunities, and support required to achieve the expected clinical competency rating by the end of the placement.

Consider the expected outcomes for essential competencies based on the placement level and the performance expectations outlined in the syllabus.

Student Clinicians are responsible for completing their own ACC Tool by conducting a self-assessment of their performance at both the midterm and final stages of the placement. The three identified learning goals must also be reviewed and addressed as part of each assessment.

Student Clinicians are expected to come prepared to actively participate in all formal feedback discussions, including reflecting on their performance, identifying areas of strength and opportunities for growth, and engaging in collaborative discussion with their Clinical Educator.

LEARNING GOAL #1:

Role: *The ACC tool outlines the seven essential roles of a Speech-Language Pathologist. Each of these roles describes competencies that speech-language pathologists are required to bring to every aspect of their professional lives.* *Select the role from which essential and/or sub-competencies are derived.*	*Role 1.1: Expert - Knowledge* *Role 1.2: Expert – Clinical Assessment* *Role 1.3: Expert – Clinical Intervention* *Role 2: Communicator* *Role 3: Collaborator* *Role 4: Advocate* *Role 5: Scholar* *Role 6: Manager* *Role 7: Professional*

Provide the alphanumeric reference of the essential competency and/or the sub-competency that aligns with your goal. **Develop a focused SMART learning goal that integrates the selected essential and/or sub-competency. Use the ACC tool.** **Essential Competency:** *The core ability, skill, or behaviour a clinician must demonstrate to practice safely and effectively upon entering the profession.* **Sub-competency:** *A specific, detailed component of a broader essential competency.*	
How will you know you have achieved this goal? *Identify specific, observable ways you will demonstrate your progress (e.g., completing a clinical task independently, applying feedback, demonstrating a skill consistently, reaching a particular competence rating, or receiving feedback from your Clinical Educator).*	

LEARNING GOAL #2:

Role: *The ACC tool outlines the seven essential roles of a Speech-Language Pathologist. Each of these roles describes competencies that speech-language pathologists are required to bring to every aspect of their professional lives.* **Select the role from which essential and/or sub-competencies are derived.**	*Role 1.1: Expert - Knowledge* *Role 1.2: Expert – Clinical Assessment* *Role 1.3: Expert – Clinical Intervention* *Role 2: Communicator* *Role 3: Collaborator* *Role 4: Advocate* *Role 5: Scholar* *Role 6: Manager* *Role 7: Professional*
Provide the alphanumeric reference of the essential competency and/or the sub-competency that aligns with your goal. **Develop a focused SMART learning goal that integrates the selected essential and/or sub-competency. Use the ACC tool.** **Essential Competency:** *The core ability, skill, or behaviour a clinician must demonstrate to practice safely and effectively upon entering the profession.*	

Sub-competency: *A specific, detailed component of a broader essential competency.*	
How will you know you have achieved this goal? *Identify specific, observable ways you will demonstrate your progress (e.g., completing a clinical task independently, applying feedback, demonstrating a skill consistently, reaching a particular competence rating, or receiving feedback from your Clinical Educator).*	

LEARNING GOAL #3:

Role: *The ACC tool outlines the seven essential roles of a Speech-Language Pathologist. Each of these roles describes competencies that speech-language pathologists are required to bring to every aspect of their professional lives.* *Select the role from which essential and/or sub-competencies are derived.*	*Role 1.1: Expert - Knowledge* *Role 1.2: Expert – Clinical Assessment* *Role 1.3: Expert – Clinical Intervention* *Role 2: Communicator* *Role 3: Collaborator* *Role 4: Advocate* *Role 5: Scholar* *Role 6: Manager* *Role 7: Professional*
Provide the alphanumeric reference of the essential competency and/or the sub-competency that aligns with your goal. **Develop a focused SMART learning goal that integrates the selected essential and/or sub-competency. Use the ACC tool.** **Essential Competency:** *The core ability, skill, or behaviour a clinician must demonstrate to practice safely and effectively upon entering the profession.* **Sub-competency:** *A specific, detailed component of a broader essential competency.*	

How will you know you have achieved this goal? *Identify specific, observable ways you will demonstrate your progress (e.g., completing a clinical task independently, applying feedback, demonstrating a skill consistently, reaching a particular competence rating, or receiving feedback from your Clinical Educator).*	

Clinical Placement Activities and Expectations

Required Activities and Expectations Activities that the Student Clinician is expected to participate in as part of the clinical placement. *Examples: weekend coverage, case conferences, patient rounds, specific standardized assessments, instrumental assessments, etc.*	**Additional Learning Opportunities** Activities that may be available to support the Student Clinician's learning and professional development but are not mandatory. *Examples: administrative or Speech-Language Pathology department meetings, final case presentations, etc.*

Clinical Education Plan

Clinical Education Schedule and Feedback *Examples:* • *Frequency and duration of scheduled clinical education meetings* • *Frequency of direct observation of clinical activities*	

• *Timing of formal and informal feedback* • *Opportunities for discussion of clinical performance and learning goals*	
Student Preparation and Responsibilities *Examples:* • *Preparation of assessment plans and intervention session plans* • *Preparation of clinical documentation and reports* • *Completion of reflective journals or self-assessments* • *Identification of questions or areas requiring clarification* • *Review of relevant clinical resources, protocols, and evidence-based practices* • *Preparation of case presentations or clinical discussions*	
Clinical Education Approaches and Methods *Examples:* • *Direct observation of clinical activities* • *Demonstration and modelling by the Clinical Educator* • *Co-treatment or shared clinical responsibilities* • *Guided practice with progressively increasing independence* • *Consultative approaches and case-based discussions* • *Review of clinical documentation and recorded clinical activities, where appropriate* • *Levels of guidance and support required for specific clinical activities, including 100% supervision for high-risk activities as defined by CASLPO* CASLPO Standard: Supervision of Students of Audiology & Speech-Language Pathology	

Midterm and Final Assessments

Date of Midterm Conference and ACC Tool Review	
Date of Final Conference and ACC Tool Review	
Appeal Procedure in the Event of a Discrepant Assessment	*The appeal processes will be followed as per the School of Communication Sciences and Disorders (CSD) policy. This process is outlined in the CSD Student Handbook.*

Students: In the text box below, if indicated, please provide reference to any Artificial Intelligence tools utilized to write this plan.

_____ Student Clinician

_____ Student Clinician's Student Number

_____ Primary Clinical Educator

_____ Secondary Clinical Educator (if applicable)

_____ Additional Clinical Educator (if applicable)

We acknowledge and agree to the terms outlined above. Any proposed revisions to this plan must be discussed and mutually agreed upon by the Student Clinician and Clinical Educator(s) and submitted to the Academic Coordinator of Clinical Education for review and approval prior to implementation.

_____ Date of Signing