



Speech-Language Pathology  
UNIVERSITY OF TORONTO

# Master of Health Science STUDENT HANDBOOK

2014 /  
2015



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## Section 1: MHSc Curriculum Information

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### 1.1 MHSc Curriculum Objectives

By the end of the MHSc program, all students will have acquired the following 8 competencies:

## **Department of Speech-Language Pathology *Master of Health Science Program Curriculum Objectives***

1. Entry-level competence in the assessment, treatment, and management of individuals with a variety of communication and swallowing disorders as defined, for example, by the CASLPA Foundations of Practice document;
2. Ability to locate, evaluate, and use a variety of resources to solve problems encountered in the practice of speech-language pathology;
3. Ability to communicate effectively with clients, families, and colleagues in both oral and written modes;
4. Knowledge of and compliance with ethical and legal standards governing professional practice;
5. Attitudes of respect for and attention to the needs and abilities of all clients, families, and colleagues, including those from varied cultural and linguistic backgrounds;
6. Skill in the critical evaluation of research findings and their appropriate application to clinical practice;
7. Ability and motivation to pursue life-long learning within the profession; and
8. Skills and abilities needed to work effectively in inter-professional teams.

# M.H.Sc. CURRICULUM

YR	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July <sup>1</sup>	Aug
<b>1</b>	<b>Unit 1:</b> <b>FOUNDATIONS OF SLP</b> <i>15 weeks</i> <ul style="list-style-type: none"> <li>- Principles of Clinical Practice</li> <li>- Anatomy and Embryology</li> <li>- Speech Physiology &amp; Acoustics</li> <li>- Applied Audiology</li> <li>- Child Language I</li> </ul>				<b>Unit 2:</b> <b>DEVELOPMENTAL DISORDERS</b> <i>7 weeks</i> <ul style="list-style-type: none"> <li>- Articulation</li> <li>- Child Language II</li> <li>- Fluency</li> </ul>		<b>Unit 3:</b> <b>INTERNSHIP 1 DEVELOPMENTAL DISORDERS</b> <i>8 weeks</i>	<b>Unit 4:</b> <b>SPEECH &amp; HEARING DISORDERS</b> <i>7 weeks</i> <ul style="list-style-type: none"> <li>- Aural Rehab.</li> <li>- Voice</li> <li>- Augmentative and Alternative Communication</li> </ul>		<b>Unit 5:</b> <b>INTERNSHIP 2 SPEECH &amp; HRG DISORDERS</b> <i>4 weeks</i>	<b>Unit 5:</b> <b>INTERNSHIP 2 SPEECH &amp; HRG DISORDERS</b> <i>4 weeks</i>	<b>Unit 5:</b> <b>INTERNSHIP 2 SPEECH &amp; HRG DISORDERS</b> <i>4 weeks</i>
<b>2</b>	<b>Unit 6:</b> <b>NEUROGENIC &amp; STRUCTURAL DISORDERS</b> <i>15 weeks</i> <ul style="list-style-type: none"> <li>- Aphasia</li> <li>- Motor Speech Disorders</li> <li>- Swallowing</li> <li>- Structurally Related Disorders</li> <li>- Neurocognitive Communication</li> </ul>						<b>Unit 7:</b> <b>INTERNSHIP 3 NEUROGENIC DISORDERS</b> <i>8 weeks</i>		<b>Unit 8:</b> <b>PRACTICE OF S-LP</b> <i>7 weeks</i> <ul style="list-style-type: none"> <li>- Research in SLP</li> <li>- Advanced Principles of Clinical Practice</li> <li>- Clinical Analysis of Communication and Swallowing Disorders</li> </ul>	<b>Unit 9:</b> <b>INTERNSHIP 4 FINAL INTERNSHIP</b> <i>10 weeks</i>		<b>Unit 9:</b> <b>INTERNSHIP 4 FINAL INTERNSHIP</b> <i>10 weeks</i>

<sup>1</sup>Most students will complete Internship 2 in either July **OR** August, but some will have half-time placements in both July **AND** August.



### 1.3. Course Objectives

Note: required preparation and wrap up times for placement courses are approximate.

#### UNIT 1: September – December 2014

Course Number	Course Name and Description	Hours
SLP 1502Y	Anatomy. Students learn anatomy and neuroanatomy pertinent to speech production and hearing. Lectures and labs integrate theoretical and practical knowledge.	60
SLP 1505Y	Child Language I. Students acquire knowledge of the acquisition and assessment of communication skills in children and adolescents. Theoretical knowledge of developmental stages is linked to the assessment process.	60
SLP 1514Y	Applied Audiology. Students learn standard and specialized audiometric procedures relevant to the practice of speech-language pathology. The interpretation of audiograms, the use of hearing aids, and discussion of diagnostic problems in clinical audiometry are included.	60
SLP 1520H	Principles of Clinical Practice. Students acquire basic information about assessment, treatment, observation, interviewing, counseling in children and adults. Effective interpersonal communication and self-evaluation skills are presented. Students learn to develop evidence-based practice guidelines based on a critical appraisal of the literature.	45
SLP 1522Y	Speech Physiology and Acoustics. Students learn the biological aspects of human speech production and methods used in its physical analysis (e.g., acoustics, aerodynamics, and kinematics).	60
SLP 1539H	Portfolio Requirement	Continuous in all units

#### UNIT 2: January – February 2015

Course Number	Course Name and Description	Hours
SLP 1503Y	Articulation and Related Disorders. Students acquire information about the nature and characteristics of various speech disorders, as well as methods for their assessment and treatment. Laboratory experience in phonetic transcription is provided.	60
SLP 1506H	Child Language II. Students learn about various interventions for children and adolescents with language impairment. Topics include the theories of intervention and descriptions of direct and indirect intervention practices.	45
SLP 1529H	Fluency Disorders. Students acquire knowledge about normal and disordered speech fluency. In addition, current theoretical models of fluency, research on management procedures, and their underlying rationales are emphasized.	30

#### UNIT 3: March – April 2015

Course Number	Course Name and Description	Hours
SLP 1500Y	Internship. Students are introduced to the clinical practice of speech-language pathology in a related clinical setting to one or all of the following developmental language, articulation and / or fluency. Supplemental placements integrated as necessary.	2 month placement + 4 hours preparation (Jan – Feb 2015) & 2 hours wrap –up (May 2015)
SLP 1532H	Clinical Laboratory in Hearing Disorders. Students develop basic hearing assessment and treatment skills and apply knowledge regarding ramifications of hearing loss.	Continuous in all units



**UNIT 4: May - June 2015**

Course Number	Course Name and Description	Hours
SLP 1516H	Aural Rehabilitation. Students learn about the effects of hearing impairment on speech and language development. Intervention includes discussion of visual communication, auditory training, and assistive listening devices.	45
SLP 1521H	Augmentative Communication. Students learn the goals and applications of augmentative/alternative communication, system components, application of technologies, and development and implementation of strategies.	30
SLP 1530H	Voice Disorders. Students acquire an understanding of disordered voice, current diagnostic and treatment approaches, and the roles of other professionals involved in voice management.	45

**UNIT 5: July or August - 2015**

Course Number	Course Name and Description	Hours
SLP 1507H	Clinical Laboratory In Speech-Language Pathology. Students expand clinical experiences leading to the further development of professional skills in practice areas studied to date. Supplemental Placements integrated as necessary.	20 day placement + 4 hours preparation (May 2015) & 2 hours Wrap-up (Sept 2015)

**UNIT 6: September – December 2015**

Course Number	Course Name and Description	Hours
SLP 1525H	Structurally Related Disorders. Students learn about communication disorders arising from congenital and structural deviations, especially craniofacial anomalies and disorders arising from head and neck cancer surgery.	45
SLP 1533Y	Aphasia. Students examine the neuroanatomical, neurophysiological, and neuro-cognitive mechanisms underlying aphasia and develop functional knowledge of assessment and treatment of aphasia.	60
SLP 1534H	Motor Speech Disorders. Students acquire knowledge of the dysarthrias in adulthood due to strokes, tumours, and disease processes. Functional knowledge of assessment, diagnosis, and treatment are addressed.	45
SLP 1536H	Swallowing Disorders. Students learn about normal and disordered swallowing, with a focus on clinical and instrumental assessment, compensatory management and treatment. A multi-disciplinary team approach is advocated.	45
SLP 1538H	Neurocognitive Communication Disorders. Students learn about assessment, management, and intervention in dementia, acquired brain injury and right hemisphere language impairments.	30

**UNIT 7: January – February 2015**

Course Number	Course Name and Description	Hours
SLP 1508Y	Advanced Clinical Laboratory in Speech-Language Pathology. Students continue to expand clinical experiences leading to the further development of professional skills in speech-language pathology with individuals with neurogenic and/or structurally related disorders and their families. Supplemental Placements integrated as necessary.	2 month placement + 4 hours preparation (Oct 2014) & 2 hours Wrap-up (Mar 2015)

**UNIT 8: March - April 2015**

Course Number	Course Name and Description	Hours
SLP 1527H	Clinical Analysis of Communication & Swallowing Disorders. Students acquire in depth knowledge of objective and theoretically-based methods of diagnosis and treatment in a special topic area.	30
SLP 1528H	Research in Speech-Language Pathology. Students learn basic research concepts and designs specific to the field of speech-language pathology. Research-to-practice applications of research will be emphasized.	45
SLP 1535H	Advanced Principles of Clinical Practice. Students acquire knowledge about issues of relevance to the clinical practice of speech-language pathology in a variety of settings.	30
SLP 1539H	Portfolio Requirement is due	Continuous in all units

**UNIT 9: May – July 2015**

Course Number	Course Name and Description	Hours
SLP 2500Y	Advanced Internship. Students develop clinical competence to meet entry-level professional standards. Supplemental Placements integrated as necessary	2.5 month placement + 4 hours preparation (Mar 2015) & 2 hours wrap up (Jul 2015)
SLP 1532H	Hearing Disorders Course Minimum Expectations are due	Continuous in all units

For Course Schedules and Instructor Information See Important Dates & Course Schedules on the SLP Website.





## 1.4 MHSc Evaluation of Communication Skills

To qualify for internship placements, students must display effective competencies in oral English, both comprehension and expression, as well as in articulation, fluency and voice. Each student will be screened for effectiveness of communicative skills by his/her faculty advisor during an initial meeting in Year 1 of the program. Students requiring assistance will be directed to appropriate resources for remedial help. In the event a student is unable to demonstrate effective competency in oral English prior to the initial internship, the student generally will be required to withdraw from the program. The Examinations Committee may consider alternatives.

## 1.5 Integrative Learning Experiences (ILEs)

Each academic unit has one or more integrative learning experiences (ILE). The objective of these ILEs is to help students bridge the gap from academic knowledge to clinical application. For example, the ILE may require students to work in small groups to integrate their academic knowledge across courses in a unit and apply it to a case study of an individual with a communication or swallowing disorder. ILEs may last from one day to a full week and generally have an assignment associated with them (e.g., reflection paper). Each unit leader will provide a complete description of the ILE and the requirements. Attendance and participation in all ILEs is mandatory. The grading of ILEs is pass/fail. Final grades for the curriculum unit will not be entered on ROSI until the ILE has been completed.

### 1.5.1 Policy for Students Missing an ILE

In exceptional circumstances, a student may be unable to participate in an ILE (e.g., due to illness or other extenuating circumstances). In such cases, the student will notify the Coordinator of Graduate Studies, Department of Speech-Language Pathology, of the exceptional circumstances by email or other means as soon as possible. In the case of illness, a medical certificate, signed by a physician and stating the nature and the date of the illness, must be submitted to the Coordinator of Graduate Studies. In other extenuating circumstances, other supporting documentation may be required. The student will be given a make-up assignment, to be determined in consultation with all the instructors of the Unit in question. The student's final grades for the curriculum unit will not be entered on ROSI until the ILE has been completed.

*Policy on ILEs approved at the Departmental Retreat, June 19, 2014.*

## 1.6 Examinations

Many courses in the MHSc curriculum have mid-term and final examinations. These are clearly outlined in your course outlines for every course, along with the weighting of each examination. The final examination schedule is set once a year in June, prior to the academic year. Once the course outlines are distributed, instructors may change the nature of the exam (i.e., in-class to take home) only with a majority vote of the students. The following rules apply to all midterm and final examinations.

### 1.6.1 Exam Grading Practices

All students should consult the general regulations concerning grading practices. These policies and guidelines can be found on the School of Graduate Studies website under the [Current Students](#) section.

## 1.6.2 Exam Grading Procedures

As early as possible in each course, and no later than the last date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

- It is acceptable for professors to require students to provide input into their own grades, though input cannot be greater than 10%
- After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least two-thirds of the students enrolled in the course.
- Commentary, appropriate in the instructor's judgement, on assessed work, other than final examinations, and time for discussion of it will be made available to students.
- Commentary, appropriate in the instructor's judgement, on final examinations and time for discussion of it will be made available to students at their request.
- Grades, as an expression of the instructor's best judgement of each student's overall performance in a course, will not be determined by any system of quotas.
- Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and the Departmental Chair, the student may make an appeal to the Rehabilitation Sector Appeals Committee. Should the dispute not be settled at the Sector level, the student may make a formal appeal to the Graduate Academic Appeals Board of the School of Graduate Studies.

## 1.6.3 Dissemination of Exam Grades

Official grades are disseminated by the School of Graduate Studies through ROSI. Grades submitted by individual professors are unofficial and must be ratified, first, by the Coordinator of Graduate Studies, and second, by the School of Graduate Studies. Instructors may, however, inform students of their unofficial grades but they are under no obligation to do so.

If students wish to receive notification of unofficial grades directly from the instructor, they should discuss the question with the professor before the end of the course. Those instructors who wish to distribute unofficial grades should employ the Blackboard Grade Centre. Instructors must make it clear that that the mark is unofficial and subject to ratification by the Coordinator of Graduate Studies. Because of potential problems with confidentiality, instructors may not post grades on a bulletin board and should avoid returning grades in student mailboxes due to confidentiality concerns.

## 1.6.4 Access to Final Examinations

Where a course has a final examination, the faculty member must retain the marked examinations within the department for a period of one year. Under certain circumstances, it is possible for a student to read their examination, obtain a photocopy of the examination, or have the examination re-read by the professor. However, all actions related to final examinations must be taken within three weeks of the date listed on the student's "statement of results" issued by the School of Graduate Studies.

- To read the examination: Make arrangements with the appropriate professor to review the examination in the company of the professor.

- To obtain a photocopy of the examination: It may be possible to receive a photocopy of an examination but this is strictly at the discretion of the professor. If the faculty member consents to the photocopying of the examination, a fee of 10 cents per page will be charged to the student.
- To have an examination re-read by the professor: Students may request that a professor re-read an examination. A letter grade, not a numerical mark will be assigned. Students should note that a grade may be lowered as a result of the review. A fee of \$10.00 will be charged. The fee is refundable if the grade is raised.

### 1.6.5 Rules for the Conduct of Examinations

The following examination rules have been adapted from the Faculty of Arts and Science, University of Toronto <http://www.artsci.utoronto.ca/current/undergraduate/exams/rules>

1. No person will be allowed in an examination room during an examination except the candidates concerned and those supervising the examination.
2. Candidates must arrive at least five minutes before the commencement of the examination.
3. Candidates shall bring their photo identification (signed Photo ID) and place it in a conspicuous place on their desks. Photo identification may include any one of the following, as long as it contains a photo and a signature: current University of Toronto Photo ID (T- Card) OR up-to-date Passport (any country) OR current Driver's License (any country) OR current Canadian health card (any province or territory).
4. Bags and books are to be deposited in areas designated by the proctor and are not to be taken to the examination desk or table. Students may place their purses on the floor under their chairs.
5. The proctor has authority to assign seats to candidates.
6. Candidates shall not communicate with one another in any manner whatsoever during the examination. Candidates may not leave the examination room unescorted for any reason, and this includes using the washroom.
7. All materials or electronic devices shall be placed in the students' bags and deposited at the front of the room except those authorized by the proctor (e.g., as in an open book exam). Unless otherwise authorized, these materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized electronic devices include, but are not limited to: cellular telephones, laptop computers, calculators, MP3 players (such as an iPod), Personal Digital Assistants ("PDA" such as a Palm Pilot or Blackberry), pagers, electronic dictionaries, Compact Disc Players, and Mini Disc Players. Cell phones and other communication devices are not an acceptable "time-keeping" device during exams.
8. For examinations requiring the use of a calculator, unless otherwise specified by the examiner, only non-programmable, non-text storing calculators are permitted.
9. Candidates who bring any unauthorized materials or electronic devices into an examination room or who assist or obtain assistance from other candidates or from any unauthorized source are liable to penalties under the Code of Behaviour on Academic Matters, <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf> including the loss of academic credit and expulsion.
10. Use of any unauthorized computer application such as an internet



browser or internet research features on a word processing program when writing exams is considered academic dishonesty, unless explicitly allowed by course instructor. The use of downloaded papers, case notes, or other online material without authorization when writing exams also constitutes academic dishonesty and is liable to penalties under the Code of Behaviour on Academic Matters, including the loss of academic credit and expulsion.

11. In general, candidates will not be permitted to enter an examination room later than fifteen minutes after the commencement of the examination, or to leave except under supervision until at least half an hour after the examination has commenced.

12. Candidates shall remain seated at their desks during the final ten minutes of each examination.

13. At the conclusion of an examination, all writing shall cease. The proctor may seize the papers of candidates who fail to observe this requirement, and a penalty may be imposed.

14. Examination books and other material issued for the examination shall not be removed from the examination room except by authority of the proctor.

15. The Department is not responsible for personal property left in the examination room.

## 1.7 MHSc Portfolio Requirements

At the end of Unit 8 and prior to Unit 9, students are required to submit a portfolio in PowerPoint format (see 1.7.10). The portfolio is a capstone exercise that must be completed successfully as a requirement for graduation and has been assigned a course code (SLP1539H). In their portfolios, students must demonstrate their competence with respect to the eight objectives of the curriculum, namely:

1. Entry-level competence in the assessment, treatment, and management of individuals with a variety of communication and swallowing disorders as defined, for example, by the CASLPA Foundations of Practice document on the SAC website;
2. Ability to locate, evaluate, and use a variety of resources to solve problems encountered in the practice of speech-language pathology;
3. Ability to communicate effectively with clients, families, and colleagues in both oral and written modes;
4. Knowledge of and compliance with ethical and legal standards governing professional practice;
5. Attitudes of respect for and attention to the needs and abilities of all clients, families, and colleagues, including those from varied cultural and linguistic backgrounds;
6. Skill in the critical evaluation of research findings and their appropriate application to clinical practice;
7. Ability and motivation to pursue life-long learning within the profession; and
8. Skills and abilities needed to work effectively in inter-professional teams.

### 1.7.1 What are the purposes of the portfolio?

Your portfolio should:

- Show to faculty your competence, growth, and depth-of-knowledge in a way that provides a real-world demonstration that supplements other forms of evaluation used in the curriculum;

- Demonstrate who you are and what you can do as a professional;
- Present a personal account of your experience in the program
- Help you evaluate your readiness to enter your career as an SLP; and
- Assist you in identifying your career directions and goals.
- In addition, your portfolio or parts of it may be useful in demonstrating your competence to future employers and mentors (e.g., for CASLPO initial practice period).

### 1.7.2 What goes into the portfolio?

The portfolio consists of two major parts: a narrative summary of the objectives and supporting evidence (i.e., appendices). The written summary may include the following section headings:

- Title Page
- Table of Contents, including a list of appendices
- Introductory Professional Statement
- Competence in the Curriculum Objectives and Explanation of the Evidence
- Summary Statement
- Appendices

### 1.7.3 Introductory Professional Statement

The following are examples of topics you might address in this section:

1. Who are you?
2. What are your views on how SLP should be practiced?
3. How does your portfolio reflect those views?
4. What were/are you trying to achieve with respect to the curriculum objectives and other personal learning goals?
5. What background preparation and experiences are relevant to your eventual success as an SLP?

### 1.7.4 Explanation of Evidence

In this section, you should explain the evidence you included in your portfolio to demonstrate your competence for each of the eight curriculum objectives. You should explain why each piece of evidence was chosen and how the various pieces “fit together” to show your competence. For each objective, you should choose two pieces of evidence that demonstrate various aspects of your **best work** for each objective. For two objectives, you should also select two additional pieces of evidence that demonstrate your **growth** across the curriculum with respect to these objectives.

### 1.7.5 Summary Statement

Provide a concluding section that summarizes your portfolio and your assessment of your readiness to enter the practice of SLP. This may include professional directions and goals that you have identified or clarified as a result of compiling your portfolio.

### 1.7.6 Reference List

Provide a reference list, using the style of the most current Publication Manual of the American Psychological Association (APA) for articles, books, websites, etc. that you cited in your summary. List only sources that you have actually read! There are many websites that summarize the APA style guidelines.

### 1.7.7 Appendices

These should contain the evidence that you have described in your explanation [section (1.9.4 above)].

### 1.7.8 What are some possible sources of evidence?

Evidence may take a variety of forms: documents (e.g., class assignments, projects, examinations, practicum contracts, learning conferences, clinical assessment of student performance, signed summary comments, reports); videos (e.g., of class presentations, of interactions with clients or families [be sure to get written consents]); electronic files (e.g., pictures, spreadsheets, web pages); tables or figures; reflective journals or excerpts from journals. These are only some of the possibilities. Basically, any form of evidence may be used, provided that you explain [in section 1.7.4 of your written summary] how and why it shows your best work or growth regarding one or more of the curriculum objectives.

### 1.7.9 What constitutes good evidence?

An important part of the learning process involved in portfolio preparation is for you to think carefully about the answers to this question with respect to each curriculum objective and your portfolio as a whole. In general, it is desirable to use multiple sources of evidence that demonstrate your personal achievement of various facets of each objective. Particularly valuable will be evidence that demonstrates your ability to integrate information across various aspects of the curriculum (e.g., academic-clinical; across units).

As an example, for curriculum objective (3) above, you will need to consider the ways in which this objective is manifest in professional practice, e.g., written reports, counseling clients and families, giving case or in-service presentations, chairing meetings. You will need to think about how this objective relates to other objectives (e.g., role of communication skills in problem solving or effective team functioning). You will need to use your critical thinking skills to review and evaluate the possible evidence that you have accumulated. Some pieces of evidence are stronger than others. For example, an evaluation by your clinical educator of your effective handling of a difficult counseling situation would be stronger evidence than your own description of this situation. After carefully considering your evidence, you should then select and explain the evidence that best represents your overall achievement of this objective in the context of your entire portfolio.

### 1.7.10 How should the portfolio be structured?

Portfolios must be in PowerPoint format.



The Title Page should be the first slide. The Table of Contents should be presented in slides 2 and 3. The Introductory statement should consist of no more than 3 slides and should be presented as text and not in bullet format. This entire section of the portfolio should consist of no more than 6 slides.

Presentation and explanation of evidence for each curriculum objective and the two objectives selected to show growth should consist of 18 slides in total, 2 slides per curriculum objective and 2 slides for each growth objective.

The summary statement should consist of a single slide.

The reference list should generally be presented on a single slide using APA format.

Therefore the total PowerPoint presentation should contain no more than 26 slides.

### 1.7.6.11 When are portfolios due?

Following Unit 8, students will have a week to complete their portfolios, which will be due at the end of that week. It is important, however, that the portfolio be started well before that week, ideally at the beginning of the program/academic year. The week following Unit 8 should be used primarily for putting the final product together. Each student will be notified individually by e-mail of the evaluation results (accept or revise/resubmit; see 1.7.12) within two weeks.

### 1.7.12 Who will evaluate portfolios and how?

All full-time faculty and several of the department's status/adjunct faculty will participate in the portfolio evaluation process. Each evaluator will mark 3-5 portfolios. Each portfolio will be randomly assigned to an evaluator for marking. Each assigned portfolio will be evaluated using the portfolio rubric below and an overall recommendation for the portfolio will be determined: accept or revise/resubmit. Students will successfully complete the capstone exercise if they receive an overall portfolio rating of accept. The evaluator will also provide constructive feedback for the student concerning the portfolio. Students should carefully review the portfolio rubric so that they are familiar with the criteria by which their portfolios will be evaluated. It is the responsibility of each student to ensure that these criteria are met.

PORTFOLIO RUBRIC Graduate Department of Speech-Language Pathology • University of Toronto			
NAME OF STUDENT: _____		DATE: _____	
OVERALL RECOMMENDATION: <input type="checkbox"/> ACCEPT <input type="checkbox"/> REVISE/RESUBMIT			
CRITERIA	OUTSTANDING	ACCEPT	REVISE/RESUBMIT
<b>COMPLETENESS</b>		<b>PORTFOLIO CONTAINS</b> <input type="checkbox"/> Title page <input type="checkbox"/> Table of contents <input type="checkbox"/> Format according to instructions <input type="checkbox"/> Introductory statement <input type="checkbox"/> Evidence regarding all 8 curriculum objectives <input type="checkbox"/> All supporting documentation <input type="checkbox"/> Reference citations and list in APA style <input type="checkbox"/> Summary statement <input type="checkbox"/> Consistent, correct usage of spelling, grammar, punctuation	<b>PORTFOLIO LACKS</b> <input type="checkbox"/> Title page <input type="checkbox"/> Table of contents <input type="checkbox"/> Format according to instructions <input type="checkbox"/> Introductory statement <input type="checkbox"/> Evidence regarding all 8 curriculum objectives <input type="checkbox"/> All supporting documentation <input type="checkbox"/> Reference citations and list in APA style <input type="checkbox"/> Summary statement <input type="checkbox"/> Consistent, correct usage of spelling, grammar, punctuation
<b>QUALITY OF PRODUCT</b>	<input type="checkbox"/> Well-organized, information is easy to find <input type="checkbox"/> Evidence regarding competencies, is comprehensive <input type="checkbox"/> Evidence regarding challenges and growth is comprehensive <input type="checkbox"/> Content and presentation are consistently novel, engaging, and visually appealing	<input type="checkbox"/> Organized, occasional problems in finding information <input type="checkbox"/> Evidence regarding competencies, is sufficient <input type="checkbox"/> Evidence regarding challenges and growth is sufficient <input type="checkbox"/> Content and presentation are occasionally novel, engaging, and visually appealing	<input type="checkbox"/> Poorly organized, frequent problems in finding information <input type="checkbox"/> Evidence regarding competencies, is limited <input type="checkbox"/> Evidence regarding challenges and growth is limited <input type="checkbox"/> Content and presentation are repetitive, with limited visual appeal
<b>QUALITY OF UNDERSTANDING</b>	<input type="checkbox"/> Clear and compelling synthesis of ideas <input type="checkbox"/> Reflections are varied, showing thorough, realistic and constructive self-evaluation <input type="checkbox"/> Comprehensive knowledge of content, concepts, and issues	<input type="checkbox"/> Clear communication of ideas <input type="checkbox"/> Reflections show realistic self-evaluation <input type="checkbox"/> Sufficient knowledge of content, concepts, and issues	<input type="checkbox"/> Ambiguity in communication of ideas <input type="checkbox"/> Reflections show limited or unrealistic self-evaluation <input type="checkbox"/> Limited or inaccurate knowledge of content, concepts, and issues
<b>CROSS-CURRICULAR CONNECTIONS</b>	<input type="checkbox"/> Comprehensively links across curriculum objectives in a coherent, integrative way, including: <input type="checkbox"/> within units <input type="checkbox"/> across units <input type="checkbox"/> academic to clinical <input type="checkbox"/> research to practice	<input type="checkbox"/> Sufficiently links across curriculum objectives in a coherent, integrative way, including: <input type="checkbox"/> within units <input type="checkbox"/> across units <input type="checkbox"/> academic to clinical <input type="checkbox"/> research to practice	<input type="checkbox"/> Little or no integration across curriculum objectives: <input type="checkbox"/> within units <input type="checkbox"/> across units <input type="checkbox"/> academic to clinical <input type="checkbox"/> research to practice
PLEASE TURN OVER ⇨⇨⇨⇨			

### 1.7.13 What happens if a student is asked to revise/resubmit a portfolio?

All portfolios that receive an initial revise/resubmit rating will be receive a second blinded evaluation prior to notification to the student.

Students who receive an overall evaluation of revise/resubmit will receive feedback on the nature of required revisions. A process will also be described to allow for faculty mentoring and evaluation of the student's progress in making revisions. The student will have until mid-September to submit a revised portfolio. Two faculty members (the faculty member who supervised the revision and one new evaluator) will review the portfolios that received a revise/resubmit rating. If the portfolio is not judged by the evaluator to be acceptable on the second submission, the student's name will not be forwarded to the School of Graduate Studies for November convocation. The student will be required to enrol for a further term, pay student fees, and complete a course of study leading to the satisfactory completion of the portfolio by the end of the term.

#### 1.7.14 What help will students be given in preparing their portfolios?

Year 2 students will be provided with a session on portfolios as part of the September orientation. Students may find it beneficial to form small study groups that will meet regularly to share ideas, work on portfolio development, and give each other feedback and suggestions. In addition, one additional meeting will be scheduled to provide further education on topics that students feel would be beneficial to all (e.g., video editing; sharing of sample entries) a few weeks prior to the portfolio due date.

#### 1.8 MHSc Financial Aid

There are few funds for professional master's students and those that exist are primarily bursaries based on financial need. Students' expenses include tuition and fees, books, transportation, accommodation, food and other living costs for each year of study. Students with placements outside of the Greater Toronto Area may incur additional costs for transportation and accommodation. This may range from a few hundred dollars to \$3,000.00. Students should plan for this eventuality in their budgets. For information on financial planning for graduate studies, see the School of Graduate Studies website

<http://www.sgs.utoronto.ca/currentstudents/Pages/Financing-Your-Graduate-Education.aspx>

Information on housing is available on the University of Toronto web page, <http://www.housing.utoronto.ca/>.

Other helpful information for budget planning purposes can be found at:

<http://www.adm.utoronto.ca/cost-of-university/>

<http://cie.utoronto.ca/Coming/Living-Here/Cost-of-Living.htm>

<http://cudo.utoronto.ca/2013/>

<http://www.utm.utoronto.ca/admissions/new-students/costs-financial-aid/tuition-other-costs>

<http://www.rotman.utoronto.ca/Degrees/MastersPrograms/MBAPrograms/FullTimeMBA/GettingIn/FeesandExpenses.aspx>

#### 1.8.1 Awards Given by the Admissions and Awards Committee

Annually, the department provides scholarships to students based on academic achievement. These scholarships are awarded by the Admissions and Awards Committee and there is no formal application procedure.

- Donalda J. McGeachy Memorial Scholarship. One award valued at \$3,200.00 is awarded to an incoming Year 1 MHSc student with an excellent academic record.
- Harmonize for Speech Entrance Awards. Two awards valued at \$1,000.00 each are awarded to incoming Year 1 MHSc students with excellent academic records.
- Harmonize for Speech Excellence Awards. Two graduating MHSc students receive an award of \$300.00 for having the highest class average across all academic and clinical courses.

- Harmonize for Speech Graduate Scholarship. Up to 5 Year 2 MHSc students are awarded \$1000 each for having obtained the highest academic average in Year 1 of the program
- Harmonize for Speech Textbook (Year 1 only). Annually, a textbook is provided free of charge to all incoming students in the MHSc program.
- Speech Foundation of Ontario Child Language Prize (Year 1 Student). Annually, the Year 1 MHSc student with the highest average in Units 2 and 3 receives an award valued at \$100.00
- University Health Network Book Prize (Year 2 Student). Annually, the Year 2 MHSc student with the highest average in Units 6 and 7 receives a monetary award. The amount of the award is variable.
- Paula Square Award of Excellence (Year 2 Student). Each year, the Year 2 MHSc student with the highest average in Unit 8 receives a monetary award. The amount varies according to the interest generated by an endowment.
- Barbara Meissner-Fishbein Memorial Award (\$2,000.00). Awarded annually to an incoming Year 1 MHSc student on the basis of academic achievement and financial need. Preference is given to a student who is returning to their studies after having spent some time in the workforce.
- The Doreen and John DeLuzio Award for Excellence in Audiology & Aural Rehabilitation recognizes students' passion for the study of audiology and aural rehabilitation. An award of \$1000 is presented to the Year 2 student with the highest combined grades for these two courses.
- The Award for Excellence in Developmental Speech and Language Disorders recognizes academic achievement in Fluency Disorders. One award valued at \$500 is awarded to a Year 2 MHSc student.
- The Tavistock Trust for Aphasia Student Prize of the equivalent of £300 (British pounds) is given to a Year 2 student with the highest mark in the aphasia course.

### 1.8.2. Applications Solicited during the Academic Year

Students will receive information about the following two awards by email.

- Chris Gandy International Outreach Award (\$4,000.00 annually over two years). Awarded to two incoming Year 1 MHSc students. These funds must be used for an international placement. Applications are solicited annually in June for incoming students and awarded based on academic achievement, a letter of intent, and previous volunteer experience.
- Miriam Kantor Award (\$500.00). Awarded to one Year 2 student who has overcome present or past challenges to continue their studies. Applications are solicited annually in September.

### 1.8.3 Bursaries for Year 1 and 2 MHSc Students

Applications for bursary funds are solicited twice yearly – in October and March. Bursaries ranging from \$700.00 - \$2500.00 are awarded based on proven financial need. All applicants must have applied to OSAP (or another student loan program). Students must complete a financial statement as part of the application to demonstrate their annual resources and expenses. The application forms are sent to students electronically by the Student Affairs Assistant. Applications for departmental bursary funds are adjudicated by the Admissions and Awards Committee using a standard expense formula in order to ensure that the existing funds are distributed as fairly as possible.

Students should be aware that Departmental bursary funds are not intended to assist with pre-existing debts from undergraduate programs but rather to assist with reasonable expenses directly related to their current studies. Students may incur debt while in the program. The department can refer students to University services that specialize in financial planning at the student's request.

The following departmental bursaries are available:

- Faculty of Medicine Bursary for Professional Master's Students
- Speech Foundation of Ontario OSOTF Award
- Harmonize for Speech OSOTF Award
- Donalda J. McGeachy Memorial OSOTF Award
- Ross Pierce Memorial Scholarship

#### 1.8.4 External Bursaries for MHSc Students

- M. L. Stoicheff Alumni Bursary (\$500 - \$1000)
- Students apply in Year 2, bursary is awarded in the spring of that year
- American Women's Club Scholarship (\$500 - \$1000)
  - Applications for this bursary funds are solicited during Year 1
- UHN Toronto Rehabilitation Institute Patient Quality of Life Award (\$200)
  - Students apply for this award prior to graduation

#### 1.8.5 External Awards - Application Required

##### Ontario Graduate Scholarships (OGS)

(For more details please see: <http://www.sgs.utoronto.ca/currentstudents/Pages/Ontario-Graduate-Scholarship.aspx> )

##### Purpose

The Ontario Graduate Scholarship Program recognizes academic excellence in graduate studies at the master's and doctoral levels in all disciplines of academic study. The OGS program at U of T is jointly funded by the Province of Ontario and the University of Toronto. For 2014-2015, the Department of Speech-Language Pathology has 15 awards available for MHSc and research stream students.

##### Value

The value of the OGS is \$5000 per term. Thus, awardees may receive \$10,000 for two consecutive terms or \$15,000 for three consecutive terms. The Faculty of Medicine will contribute up to one third of the cost of the total award received by students.

##### Application Procedure

The Department of Speech-Language Pathology is responsible for the awarding of the scholarships through the Admissions and Awards committee. The School of Graduate Studies has created a centralized on-line application system: <https://secure.sgs.utoronto.ca/OGS/Pages/OGS-ApplicantWP.aspx>

For the application please submit:

- Two academic references (referees will be required to submit on-line)
- Transcripts from all post-secondary institutions
- Plan of study (approx. 500 words)
- Previous awards/publications/conference/research experience

##### Deadlines

For the Department of Speech-Language Pathology, the deadline for receiving the complete application is the end of January.

### **Duration**

Each scholarship is tenable for one year (i.e. two consecutive or three academic terms) as determined by the department and detailed in the offer letter. The scholarship is not transferable.

### **Maximum Support**

Students are limited in the number of years that they may hold an OGS. Master's students may receive the scholarship for a maximum of two years. For more information please contact the Administrative Assistant for Student Affairs at [speech.path@utoronto.ca](mailto:speech.path@utoronto.ca).

### **Speech-Language and Audiology Canada (SAC) Scholarships (\$1,000.00 - \$2,500.00)**

Application forms may be found on the SAC website at <http://sac-oac.ca/>

### **1.8.6 Financial Information at SGS**

The School of Graduate Studies (SGS) provides important information on financial aid for graduate students. Please go to: <http://www.sgs.utoronto.ca/currentstudents/Pages/Financing-Your-Graduate-Education.aspx> for more information.

## Section 2: MHSc Course Regulations

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### 2.1 Policy for MHSc students in Academic Difficulty

Students must pass all courses with a minimum grade of B- in order to remain in the program. In addition, students must pass all courses in an academic unit prior to taking their subsequent clinical placement because of the strong links between the academic and clinical curriculum. Because the admission standards of the department are high, it is not anticipated that students will have difficulty achieving a minimum B- grade. However, occasionally a student may experience circumstances that make it difficult to pass a course or may find particular course content challenging. The Department and its course instructors are dedicated

helping students to achieve the best possible preparation for assignments and exams.

#### 2.1.1 If a Student Achieves Below B- on a Midterm Exam or Assignment in an Academic Course

Often, the first sign of difficulty occurs at the midterm test or midterm assignment. If a student achieves a midterm grade below B- in one or more courses, the following steps are followed.

##### Step 1. Academic Course Instructor Informs Student's Faculty Advisor

The course instructor will immediately inform the student's faculty advisor in writing of the midterm failing grade, copying the Coordinator of Graduate Studies.

##### Step 2 (a). Meeting with Course Instructor

The student must meet with the course instructor as soon as possible after receiving the midterm result to determine the reasons for the failing grade and discuss with him/her (a) areas of strength, (b) areas of weakness, and (c) how to prepare for future exams or assignments in this course. If the student is still uncertain about how to study for this course, he/she can request a follow-up meeting.

##### Step 2 (b). Meeting with Faculty Advisor

In addition, the student must meet with his/her faculty advisor as soon as possible after receiving the midterm result. The student will inform the faculty advisor about any steps the student has taken to improve performance in the course(s). If there are special circumstances that may account for poor academic performance (e.g., illness, mental health issues, family situations), it is advisable for the student to discuss these reasons with the faculty advisor. The advisor may refer the student to a physician or a counselor (counseling services at U of T are free, private, and confidential) if such a need is identified.

##### Step 3. Study Plan

If the reason for poor academic performance has to do with poor study strategies, poor organization, or inherent difficulty with the course material, the student is advised to create a study plan. The plan might include finding a peer who is strong student to help review material, joining a study group, organizing time to be more efficient, making changes to life style to promote better health and well-being, etc. It is strongly advised that the student write a draft of this plan (i.e., one page, point form) and share it with the faculty advisor as soon as possible after receiving the midterm result.

##### Step 4. Accessibility Office Consultation (if appropriate)



If the student's academic performance is below B- in more than one course at midterm, the Coordinator of Graduate Studies may recommend that student make an appointment with staff in the Accessibility Office (<http://www.accessibility.utoronto.ca/>). The Accessibility Office offers intake and assessment services. If appropriate, the Accessibility Office may recommend a variety of supports to help students maximize their academic performance (e.g., more time for exams and assignments, a laptop for writing exams, audio recording lectures, etc.). Accessibility Office staff will make their recommendations known to the course instructor but will keep all information confidential so that no one (including the faculty advisor) is aware of the reason for the student's accommodation.

Note: The faculty advisor, Coordinator of Graduate Studies & the course instructor will keep notes for all student meetings where the student is at risk of failure.

### 2.1.2 If a Student is Deemed at Risk of Failure in a Clinical Course at Midterm

If it is deemed that the student is at risk of failing in either professional behaviour and/or clinical skills at midterm the following steps will occur:

Step 1. The Course Instructor / Coordinator of Clinical Education informs Student's Faculty Advisor

The course instructor will immediately inform the student's faculty advisor in writing that the student is at risk of failing, copying the Coordinator of Graduate Studies.

Step 2. The Course Instructor /Coordinator of Clinical Education gives written notice to the student

Step 3. A specific written plan for developing and enhancing areas of difficulty as identified on the midterm assessment form will be negotiated cooperatively by the Course Instructor/Coordinator of Clinical Education, the clinical educator, and the 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 Course Instructor/Coordinator of Clinical Education will document the plan and provide a copy to the student and the clinical educator. The Course Instructor/Coordinator of Clinical Education will also assist the student and the clinical educator in implementing the plan and in evaluating its success. If the student does not meet the learning objectives outlined in such a plan, a grade of failure (FZ) will be assigned for the clinical course by the Course Instructor. This grade is the equivalent of a failure in an academic course and is subject to the regulations and appeal procedures described in the SGS Calendar.

### 2.1.3 If a Student Achieves Below B- in an Academic or Clinical Course (Final)

If a student achieves a final grade below B- in one or more courses, the following steps are followed.

Step 1. Student Notification

The course instructor will immediately notify the student in writing (i.e., email) of the course failure and will copy the message to the student's faculty advisor and Coordinator of Graduate Studies.

Step 2. Examination Committee

The Coordinator of Graduate Studies will ask the Chair of the Department to convene a meeting of the Examinations Committee (consisting of the Graduate Coordinator, Associate Chair, Coordinator of Clinical Education, and Chair).

### Step 3. Meeting with the Student

The Chair will ask for a brief meeting with the student to hear his/her point of view on the circumstances that led to failing the course(s). The Chair will advise the student of the next steps (i.e., meeting of The Examinations Committee, possible remedies).

### Step 4. Meeting of the Examinations Committee

At this committee meeting, the Coordinator of Graduate Studies will report on the circumstances that have led to the failure. The Chair will report on his/her meeting with the student. In addition, the course instructor(s) and student's faculty advisor may be asked for their input.

### Step 5. Examinations Committee Options

The following four options may be recommended by the Examinations Committee following the student's failure in a course:

**Option A.** The student may be asked to leave the program. The Coordinator of Graduate Studies will inform the student in writing and also meet with the student in person to relay the decision of the Examinations Committee. The Coordinator will describe the appeal procedures applicable to the Rehabilitation Sector and the School of Graduate Studies.

**Option B:** The Examinations Committee may require the student to write a make-up examination, resubmit an assignment, extend a clinical placement and/or complete an additional assignment/supplemental placement (as applicable) to meet the learning objectives of the course. The Coordinator of Graduate Studies will inform the student in writing of the Examinations Committee's decision. The student will be asked to meet with the course instructor for information on the nature of the make-up exam/assignment. Normally, the make-up examination/assignment will be marked by the course instructor. If the student passes the make-up exam or assignment, the highest grade achievable for the course will be a B-. The arrangements for Option B must be finalized within the first week of the subsequent unit (academic or clinical).

**Option C.** The Examinations Committee may recommend that the student retake the course. Normally, this decision is taken because the Examinations Committee believes that the student requires substantial re-learning of the course material. In this case, the failing grade (FZ) remains on the transcript for the original course and the course will appear on the transcript twice. This decision may have consequences for the length of the student's program, the student's ability to complete clinical placements as scheduled, and tuition costs. The Coordinator of Graduate Studies will inform the student in writing and meet with the student to discuss the consequences of retaking the course on the student's transcript and academic program. If the student fails the course a second time, the student will be asked to leave the program (see A above).

**Option D.** In some circumstances (e.g., serious illness) the Examinations Committee may recommend that the student apply for a course extension. The course extension permits the student an additional term to complete self-study and write a make-up exam or assignment. The Coordinator of Graduate Studies will inform the student in writing and send the student the appropriate SGS form to complete, sign, and return. The student will meet with the course instructor for information on the program of self-study and the nature of the make-up exam/assignment. If the student passes the make-up exam or assignment, the highest

grade achievable for the course will be B-. This procedure may have consequences for the length of the student's program, the student's ability to complete clinical placements as scheduled, and tuition costs.

*If the course instructor submits a second failing grade (this applies to options, B, C and D):*

For academic courses, if the course instructor submits a second failing grade, the make-up exam/assignment will be marked by an additional faculty member who will be blind as to the nature of the student and the circumstances of the failure. If both markers agree on a grade below B-, the student will receive a Fail for the course and will be asked to leave the program.

For clinical courses, if the course instructor submits a second failing grade, a member of the Clinical Education Advisory Committee (CEAC) will review the midterm and final assessments in addition to the learning plan. If this individual is in agreement on a grade below a B-, the student will receive a Fail for the course and will be asked to leave the program.

Policy approved by SAC on June 27, 2014.

## 2.2 How Not To Plagiarize

For information on how not to plagiarize go to Writing at the University of Toronto:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

## 2.3 Standards of Professional Practice Behaviour for Health Professional Students

Health professional students engage in a variety of activities with patients/clients under supervision and as part of their academic programs. During this training, the University, training sites, and society expect our health professional students to adhere to appropriate standards of behaviour and ethical values. All health professional students accept that their profession demands integrity, exemplary behaviour, dedication to the search for truth, and service to humanity in the pursuit of their education and the exercise of their profession. For more information on standards of Professional Practice Behaviour, go to:

<http://www.governingcouncil.utoronto.ca/policies/ProBehaviourHealthProStu.htm>

## 2.4 Employment for Full-Time Graduate Students

Full-time graduate students should be in a position to devote their full time and energy to a coherent program of graduate study and research. Too much time spent on employment activities may divert time and energy from the program of study and research. The common benchmark for the maximum acceptable time spent on university-related or other employment for full time graduate students is an average of ten hours per week. Versions of the ten-hour rule have been adopted by the federal granting councils and the Ontario Graduate Scholarships, as well as by the Ontario Council on Graduate Studies. This is taken from the website of the Ontario Council on Graduate Studies. The full text may be found at: <http://cou.on.ca/policy-advocacy/graduate-education/policy>

## 2.5 Academic Accommodation Needs due to a Disability

Any student with a disability (temporary or permanent) who requires academic accommodation must register with Accessibility Services (St. George Campus). Information on how to register can be found at <http://www.accessibility.utoronto.ca/> or by calling 416-978-8060. Accommodations for examinations and in class accommodations (e.g. note taking assistance as part of an accommodation plan) are made through Accessibility Services, not your instructor.

## 2.5.1 Accessibility for Ontarians with Disabilities Act

If you are having difficulty in the Department of Speech-Language Pathology due to a disability and would like assistance or have a concern please contact either the Coordinator of Graduate Studies or the Departmental Secretary at 416-946-5456). We would be happy to work with you to resolve any issue. Further information on the AODA can be found at <http://www.hrandequity.utoronto.ca/about-hr-equity/diversity/aoda.htm>

## 2.6 Exemptions from Courses

Exemptions from specific courses ordinarily required in the M.H.Sc program *may* be granted based on successful completion of compatible *graduate courses* taken in other graduate departments of the University of Toronto or other institutions. Undergraduate courses will *not* be considered as the basis for exemptions.

Students should write a letter to the Coordinator of Graduate Studies, Department of Speech -Language Pathology, outlining their reasons for seeking the exemption. The letter must be accompanied by a photocopy of the catalogue description *and* the syllabus for the course which the student considers to be equivalent to the course for which the exemption is sought. The exemption will be granted upon the consent of the current instructor of the course for which the exemption is sought *and* approval by a majority of the admitting members of the departmental Admissions and Awards Committee (oral requests cannot be considered). If the request is accepted, the Coordinator of Graduate Studies will contact the Registrar's Office of the School of Graduate Studies to make arrangements. The Coordinator of Graduate Studies will then inform the student in writing, with copies to the student's file and the professor of the course for which the exemption is sought.

## 2.7 Transfer Credits

Students entering the program from other graduate courses may apply for transfer of academic course credits in accordance with the terms of reference set out in the *School of Graduate Studies Calendar*. (Clinical course credits will *not* be considered for transfer.) Applicants who wish to apply for transfer credits must submit a written request to the Coordinator of Graduate Studies *at the time of application* to the program. The letter must be accompanied by a photocopy of the catalogue description *and* the syllabus for the course for which the transferred credit(s) are being requested. Transfer of credits will be granted upon the consent of the current instructor(s) of the course(s) which the transferred course credit(s) will replace *and* approval of a majority of the admitting members of the departmental Admissions and Awards Committee

## 2.8 Copyright Policy

In accordance with the University of Toronto policy regarding the protection of copyright, students will not record, distribute, or share lectures, lecture notes and other class materials provided to them by instructors without written approval and recognition of the instructor.

For more information see <http://onesearch.library.utoronto.ca/copyright/home>

## 2.9 Audio and Videotaping of Lectures

### Audiotaping for the purpose of an accommodation

Students who have an accommodation permitting the audiotaping of lectures may not share their recordings with other students in the class without the explicit written permission of the instructor. Audiotapes are to be erased at the end of the unit.

## Audiotaping due to exceptional circumstances

If necessary and due to special circumstances, students may request to audiotape lectures but must obtain written approval from the instructor beforehand. All arrangements for audiotaping are the responsibility of the student. The audiotapes may not be shared with anyone that is not involved with the course. As per above, the audiotapes are to be erased at the end of the Unit.

## Videotaping due to exceptional circumstances

Videotaping of lectures is limited to *exceptional circumstances*. This requires written approval from the course instructor and the graduate coordinator or chair of the department. If approval is obtained, all arrangements for videotaping are the responsibility of the student in collaboration with IT staff in the Rehabilitation Sector. The videotapes are not to be shared with anyone and the videotapes are not to leave the premises of the building unless specific approval according to the aforementioned process has been obtained. Videotapes are to be erased at the end of the Unit.

## 2.10 Attendance at Final Exams, Midterm Exams, In-class Assignments, Presentations

1. In accordance with the University of Toronto regulations, students who are absent from final examinations due to illness must provide a medical certificate within a reasonable timeframe. The medical certificate must confirm that the student was adversely affected by the health problem(s) and must show the date(s) of illness and that the physician was consulted at the time of the illness.
2. Students are expected to be present for all in-class assignments, presentations and midterms. If there are special circumstances where the student is unable to attend these events they must seek out written approval from the appropriate instructor beforehand. It is the responsibility of the student to contact the instructor and make alternative arrangements to be determined by the course instructor. If the student fails to comply with these arrangements, the student will automatically receive a failing grade on the test or assignment.



## 2.11 General Classroom Rules

1. No beverages or food are allowed in any computer or PBL rooms. Beverages and food are allowed in the classrooms. We ask that students be careful to wipe up any spills and place garbage in designated bins. Your assistance in keeping the classrooms clean is greatly appreciated.
2. Clinic rooms on the fourth floor are to be used only for assigned clinical activities with authorization from faculty. These rooms are not to be used for studying purposes. You must sign up for the use of a clinic room by contacting the Departmental Secretary at 416-946-5456 or by email at

[slp.chair@utoronto.ca](mailto:slp.chair@utoronto.ca).

3. Case study rooms are located on the second floor. Included are 222, 224, 238, 240, 251, 255. The primary purpose for these rooms is for teaching and clinical teaching; however students may use these rooms for quiet study when they are not being used for teaching purposes. See study room schedule for room availability.
4. This building houses other departments and access to the building is not restricted during the day. Please be security conscious. Be sure to keep all doors locked. The Campus Police emergency phone number is: 416 978-2222.
5. Any furniture that is moved during the course of an activity should be returned to its original position before leaving the classroom.

## 2.12 Photocopying, Fax, and Phone

1. Students have access to the computing and printing, scanning facilities in the Computer lab on the 4th floor.
2. The student lounge (Room 254) has a complimentary phone. The number is 416 978-0011. Please note that the phone is for local calls only and voicemail is not available.
3. Students may not use the departmental photocopy machine on the 10<sup>th</sup> floor. Photocopies can be made at any of the photocopying services located nearby. KINKO's and Staples on University Avenue offer photocopying services.
4. Students do not have access to the departmental fax machine on the 10<sup>th</sup> floor.

## 2.13 Email Accounts

All students must obtain a University of Toronto email account (name@mail.utoronto.ca) within two weeks of the start of term. All departmental email will be distributed to mail.utoronto.ca addresses only. No other email addresses will be used in departmental distribution lists. Upon receiving and installing your mail.utoronto.ca email account, please send an email message indicating your email address, to the Administrative Assistant, Graduate Student Affairs at [speech.path@utoronto.ca](mailto:speech.path@utoronto.ca).

## 2.14 Code for Academic and Professional Performance of Graduate Students in the Department of Speech-Language Pathology, Faculty of Medicine, University of Toronto

In this statement, "student" means a registered graduate student in the Department of Speech-Language Pathology.

### 2.14.1 Preamble

Within the Department of Speech-Language Pathology the academic programs include education in ethics and the profession and practice of speech-language pathology under supervision. By registering in the Department of Speech-Language Pathology, the student accepts that the profession demands universal integrity, exemplary behaviour, and dedication to the search for truth and service to humanity. A student will adhere to the standards of ethical behaviour for the profession and professional activities will be characterized by honesty, integrity, conscientiousness and reliability. Behaviour inconsistent with being a speech-language pathologist is viewed as a demonstration of lack of suitability to be a speech-language pathologist.

Assessment of ethical and behavioural performance will be related to the following educational objectives:

- The student should display skill at communicating and interacting appropriately with clients, families; significant others and other health care professionals.
- The student should demonstrate:
  - empathy and compassion for clients, families and significant others;
  - concern for the needs of the clients significant others, and their families to understand the nature of the communication problem and the goals and possible implications of assessment and treatment;
  - concern for the psycho-social aspects of a client's communication problem;
  - respect for, and ability to work harmoniously with, other health care professionals;
  - recognition of the importance of self-assessment and of continuing education and willingness to teach others;



- understanding of the appropriate requirements for involvement of clients, families, and significant others in clinical practice and in research;
- awareness of the effects that differences in cultural, religious, and social background have on communication disorders and their treatments.

Students who exhibit difficulties in these may require remedial work to enhance these skills

- Behaviour unacceptable to the professional practice of speech-language pathology includes:
  - referring to oneself as, or holding oneself to be, more qualified than one is;
  - violation of the criminal code;
  - failure to respect clients' rights;
  - breach of confidentiality;
  - failure to provide transfer of responsibility for client care;
  - failure to keep proper speech-language pathology records;
  - falsification of speech-language pathology records;
  - sexual impropriety with a client;
  - being under the influence of alcohol or drugs while dealing with clients;
  - any other conduct unbecoming of a practicing speech-language pathologist.

Breaches of any of the above principles of behaviour may, after appropriate evaluation of a student, be cause for dismissal from a course, failure of a course or dismissal from a program.

These standards do not replace legal or ethical standards defined by organization or bodies such as the College of Speech-Language Pathologists and Audiologists of Ontario: <http://www.caslpo.com>, Speech-Language and Audiology Canada: <http://sac-oac.ca> and the Ontario Association of Speech-Language Pathologists and Audiologists, <https://www.osla.on.ca/>.

Action by the assessing bodies does not preclude action under the Criminal Code or other University policies.

## 2.15 Religious Observances

The Governing Council of the U of T resolution stipulates that no examinations should be scheduled "on the first and second days of Rosh Hashana or on Yom Kippur or on the first two days and the last two days of Passover." It also states that "the first days of classes in the fall term in all teaching divisions should not be scheduled on the first and second days of Rosh Hashana or on Yom Kippur."

While the Governing Council resolution makes no special provision for other Holy Days, it is most important that no student be seriously disadvantaged because of her or his religious observances. Jewish students may also observe the festivals of Tabernacles and Pentecost. Muslim students observe the month of Ramadan and the days of Eid-ul-Fitr and Eid-ul-Adha. The University's expectations on accommodations for religious observances are articulated in the [Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances](#) and can be found at

<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>

See also the Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances at

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun291995.pdf>

. For the benefit of those who wish to be excused from classes or examinations for religious reasons on Holy Days other than those provided for in Governing Council resolution, or on the Jewish Sabbath (about one-and-a-half

hours before sunset Friday to about one-and-a-half hours after sunset Saturday) or on the Friday at one p.m. for Muslim community prayers, it is assumed that every effort will be made to avoid tests or examinations at these times, and that every opportunity will be given to these students to make up work that they miss, particularly in courses involving laboratory work. When the scheduling tests or examinations at these times cannot be avoided, students should be informed of the procedure to be followed to arrange to write at an alternate time.

## 2.16 Access to Student Records

In order to allow the department or any of its faculty or staff members to release in written or oral form a graduate student's record or part of a record (including letters of reference) to another party (i.e., someone who is not a member of the University of Toronto or someone who is a member of the University of Toronto, but does not need the information in the course of her/his administrative responsibilities), the student must provide *written consent* prior to the release of this information.

## 2.17 Sign-out of Clinical Materials

The department has materials for clinical assessment and intervention that are available to faculty and students for use in academic or clinical placement units. Tests are stored in Room 452 and intervention materials are stored in the Resource Centre, Room 414. Ordinarily, tests, clinical, and teaching materials, and equipment may not be removed from 500 University. In general, borrowed items must be used at 500 University and returned on the day they are signed out. An exception to this rule may occur for tests that are used for classroom assignments requiring the user to administer the test with an adult or child. The Student Resource Monitors from the Year I and Year II classes will assume primary responsibility for regular monitoring of the sign-out and return of clinical materials and tests. Generally, students must provide a minimum of 24 hours notice to borrow the materials or tests.

Students and faculty are responsible for any loss or damage to clinical materials that they have borrowed.

## 2.18 Sign-out of Equipment

The Department of Speech-Language Pathology has audio/visual equipment that can be borrowed and/or used for recording and presenting in classes, clinical placements, and teaching clinics. To borrow any of the audio/visual equipment, please contact the Business Manager at (416) 978-4989 – Room 1056. Students and faculty are responsible for any loss or damage to equipment that they have borrowed.

Also, please consult the Clinical Education Guide Website, Appendices D1.2 and D1.3, for a summary of equipment and digital video formats supported by the Department. Note that if there are changes to equipment and formats in the next academic year, this will be communicated as information becomes available.

## 2.19 Course Evaluations

The Department of Speech-Language Pathology strives for excellence in teaching. An important component of ensuring continued excellence is feedback from students regarding course structures and teaching. For this reason, each student is asked to complete a teaching and course evaluation for each academic course at the end of each academic curriculum unit.

These course evaluations are used to inform the potential need for changes in course structure, course content and/or course delivery. As well, the information summarized from the teaching evaluations becomes part of a teaching dossier for each faculty member and affects their annual departmental evaluation. The teaching dossier is a necessary component of each faculty member's file. Decisions such as tenure and promotion are based partially upon a well-defined teaching dossier. Because the objective of assessing these courses is of great value

to you the student and the respective course instructor, we would ask you to give the questions careful and honest consideration before providing your answers. These evaluations are important to ensure the academic integrity of the SLP program and will inform your professors about possible adaptations that will make a difference to future classes of students. We ask that you kindly refrain from making negative evaluations about the instructor's person or character. Comments that are framed constructively are more likely to be considered. In order to ensure that this important information is gathered each year, the following policy has been adopted:

The Administrative Assistant for Student Affairs will inform students of the dates and times available for completion of course evaluations. Normally, course evaluations will be completed in the last week of an academic unit, preferably after all classes have finished. Course evaluations will be completed via internet in the Computer Lab on the fourth floor. The web address for the evaluations will be provided to students by the Administrative Assistant for Student Affairs, who will oversee the evaluation process. Student feedback is anonymous.

Student feedback is summarized as numerical ratings for each question. All comments provided by students are also included in the evaluation summary. The teaching evaluations are distributed to instructors after all course marks have been forwarded to the School of Graduate Studies, to ensure that no professor receives evaluations prior to submitting grades. The Chair reviews the summary of each course and shares the summary with the professor who has taught the course. Your adherence to these policies is very much appreciated. Your input is vital to our maintaining teaching excellence within the department. (Policy approved by SAC on June 28, 2006).

For evaluation of Clinical Faculty Teaching see the Clinical Education handbook on the [Clinical Education Guide Website](#).

## 2.20 Code of Behaviour on Academic Matters

All students must familiarize themselves with the University of Toronto's Code of Behaviour on Academic Matters located at

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>

. This document describes the violations, sanctions and appeal processes involved in cases of academic misconduct, including cheating, plagiarism, and other misconduct. If a student in our program discovers that any other classmate is guilty of cheating or plagiarism, the student must understand that it is their responsibility to report this person to the department Chair. For any students found to be cheating or plagiarizing, or engaging in any other academic misconduct, the full penalty will prevail. This will be the case even if the student is not familiar with the Code because "Ignorance of the rules" does not excuse cheating. It is important to acknowledge that consequences of academic misconduct range from a disciplinary letter to expulsion from the University.

### 2.20.2 Confidentiality

Students must keep all personal information that is gathered for classroom assignments and teaching clinics confidential outside of the classroom. They must take every precaution to guard the anonymity of the client(s) and family members in all oral discussions and written work. Any client records (e.g., reports, videotapes, audiotapes) that they may have in their possession are to be used solely for the purposes of the assignments. When written consent is obtained, for the purposes of class assignments, small group reflection in teaching clinic discussion or for the portfolio and with proper protection against identification of any individual, such client information may be used. Students must agree to destroy all confidential video recordings and audio recordings on the date indicated by the client/parents or by the date of graduation from the MHSc program, whichever occurs first. If students are permitted to retain client reports, these must have all identifying information removed.

With respect to confidentiality of all client information gathered during placements, the rules and regulations of the placement sites take precedence over this agreement.

### 2.20.3 Intellectual Property

PowerPoint slides given to students as hand-outs and audio recordings of lectures are the intellectual property of the instructor and cannot be used in any future presentation without the express written permission of the instructor.

## Section 3: How the Department Works

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### 3.1 Department Administration

The department has two academic administrators this year, the Chair and the Coordinator of Graduate Studies.

The Chair is responsible for all aspects of the Department's functioning, including strategic directions, personnel, hiring, budget, fund raising, public relations, department reviews, communications, and the overall integrity of the SLP academic program. The Chair is assisted by the departmental secretary and the department's Business Officer.

The Coordinator of Graduate Studies is responsible for the academic integrity of the graduate program and for ensuring that the Department and students adhere to the rules and regulations of the School of Graduate Studies. The Graduate Coordinator is assisted by the Student Affairs Assistant. For all advice concerning admissions, awards, or your program of study please see the Student Affairs Assistant or the Coordinator of Graduate Studies.

### 3.2 MHSc Faculty Advisors

To assist students in the successful completion of their program, each MHSc student is assigned to a Faculty Advisor upon entry into the program. The faculty advisor and student may discuss academic topics such as scholarships and course grades; difficulties that may hamper study progress (study habits, organization, course work); or personal issues (e.g., marriage, illness, family crises, finances). Faculty Advisors may provide practical suggestions, and with your consent, liaise with other faculty members on the student's behalf, or refer students to appropriate University services.

On rare occasions a faculty member may be required to disclose information, without your consent, to authorities in or if outside if:

- there is concern that you may harm yourself or someone else or be unable to care for yourself:
- you reveal apparent, suspected or potential child abuse or neglect
- a report of sexual abuse
- a court requires your records or for your clinician to testify
- your physician or psychiatrist assesses you to have a medical condition that significantly impairs your ability to operate a motor vehicle and this is a requirement of your placement

Incoming Year 1 students will meet their Faculty Advisors as a group during Orientation Day. Individual Year 1 advisor-advisee meetings will occur at least once during the academic year. A mandatory meeting will occur in the Fall term after the midterm exam results are known. The Student Affairs Assistant will invite all Year 1 MHSc students to meet individually with their advisors after midterm results are available. It is the responsibility of the student to contact their advisor to schedule this advisor-advisee meeting. Thereafter, meetings may be initiated by either party on an "as needed basis". Year 2 faculty-advisor meetings may be initiated by either party on an "as needed" basis. Students are not limited to discussions with their advisor of record. They should feel free to approach their course instructor (regarding academic matters) or the Graduate Coordinator (regarding program or other matters).

The advisor may change in Year 2 at the discretion of the department.

Approved by SAC on September 10 2014.

### 3.3 MHSc Student-Faculty Liaison Committee

The Chair meets regularly with the presidents of the MHSc Years 1 and 2 classes during the academic term. The role of these meetings is to provide a forum for the discussion of general academic matters (e.g., timing of examinations and assignments, specific issues with a course, administrative hurdles). Its purpose is to identify and resolve issues before they become problematic. Pertinent issues may be raised by either class president, and generally arise from class meetings that are held prior to the Student-Faculty Liaison meeting. The Chair will try to resolve issues by discussing matters with administrative staff and/or faculty and bringing resolutions back to the class presidents within a reasonable time frame.

### 3.4 If you have a problem...

As a graduate student a number of systems are available to help you with any problems that arise during your studies.

Each student should see his/her advisor as needed to discuss progress in the program. The system faculty-advisors utilize is in place to help you. Make the system work for you. Get to know and become comfortable with your faculty advisor. The faculty advisor is available for discussions and practical support in any situation affecting your studies. Situations commonly discussed include academic and career opportunities, academic problems, housing and financial worries - in fact, anything that may impinge on a student's ability to achieve career and personal goals. All students are also free to approach any member of the faculty for discussion on these matters, if they prefer.

Personal and/or individual academic problems should be brought to the attention of the involved faculty member, your academic advisor, and/or the Coordinator of Graduate Studies. See the **Steps in Resolving a Problem** document that follows for a step-by-step guide to dealing with problems of this nature. Collective problems dealing with an individual course or departmental issue should be brought to the attention of the course instructor and/or the Graduate Coordinator or Chair.

No part of the discussion above precludes the development of individual faculty/student relationships. The department hopes you will get to know your professors and seek out those who will offer you support, advice, and encouragement as you progress through the program.

#### 3.4.1 Steps in resolving a problem

##### Step 1: See the course instructor or faculty advisor/supervisor

If the problem is specific to a course, first discuss it with the course instructor. However, if you wish, you may choose to first seek advice from your faculty advisor. *If the problem is not resolved...*

##### Step 2: See your faculty advisor/supervisor

Speak to your faculty advisor/supervisor either for the first time or as a follow-up to your discussion with the course instructor. *If the problem is not resolved...*



### Step 3: See the Coordinator of Graduate Studies

Make an appointment to speak to the Coordinator of Graduate Studies. *If the problem is not resolved...*

### Step 4: Submit an appeal to the Committee on Appeals

Speak to the Coordinator of Graduate Studies regarding submission of an appeal to the Rehabilitation Sector Academic Appeals Committee. *If the problem is not resolved...*

### Step 5: Contact the School of Graduate Studies

Contact the School of Graduate Studies regarding submission of an appeal to SGS.

### 3.4.2 Rehabilitation Sciences Sector Academic Appeals Committee

**Members and Quorum:** The Committee shall have a total fixed membership of five: four graduate faculty members and one graduate student. The student member is chosen from among 4 rotating student members as set out in section (c) below. One of the faculty members will serve as Chair of the Rehabilitation Sciences Sector Academic Appeals Committee (RSSAAC). The RSSAAC Chair may assign a Secretary to the RSSAAC, as required. Quorum for the RSSAAC is three members, including the Chair. For the purposes of an individual appeal, the RSSAAC would report to the Chair of the Department in which the appeal is being launched.

- (a) **Members:** There shall be four graduate faculty members, one representative from each of the four rehabilitation departments (Department of Occupational Science and Occupational Therapy (OS & OT), Department of Physical Therapy (PT), Graduate Department of Rehabilitation Science (GDRS) and the Department of Speech-Language Pathology (SLP). There shall also be four graduate student members, one representative from each of the four rehabilitation departments listed above. Neither the Chair nor the Graduate Coordinator of the Departments within the Rehabilitation Sciences Sector should be a member of the RSSAAC.
- (b) **Chair of the Committee:** The Rehabilitation Council of Chairs will nominate and appoint a Chair of the RSSAAC from amongst its faculty membership
- (c) **Student Member:** There will be four graduate student members, one representative from each of the four rehabilitation departments in OS&OT, PT, GDRS and SLP. The graduate students in each Department normally will choose the student member to serve on the RSSAAC. The four graduate student members will then rotate amongst themselves to have one student representative on the RSSAAC. The student representative will not be in the same Department in which the individual appeal is being launched and will continue to hear the same appeal until it is resolved.
- (d) **Alternate Members:** Alternate Committee members shall be appointed by the Chair of the Department every year, renewable once to serve on the RSSAAC. The alternate Chair of the RSSAAC will be rotated every year, renewable once between the four graduate faculty members. The graduate students in each Department should choose an alternate student member to serve on the RSSAAC every year, renewable once. Once an alternate member is involved in an appeal, that alternate member shall continue to hear that same appeal until it is resolved.
- (e) **Secretary:** The Chair of the RSSAAC will assign a Secretary as required. The Secretary should be a non-academic who comes from the Sector pool.



### 3.5 Year 1 and Year 2 SLP Student Council Representatives

The following Class Representatives are required to serve a two year term. Students volunteer for these positions or in some cases may be elected by their class mates (e.g., where several students volunteer to be class presidents).

**Presidents:** The class president or co-presidents (up to two) represent their peers at the Rehab Student Council, the Student-Faculty Liaison Committee, and other events. They provide support and leadership to their classmates on all issues. They are also called upon to organize activities

such as the peer-to-peer Orientation in September.

**The Resource Room Representatives** organize incoming and outgoing resources. These reps are responsible for making sure the resources, and the rooms are maintained in good order, and attend a yearly meeting with a faculty member in order to discuss any issues that have come up. The current system is less than perfect, so future resource reps would be involved in improving the sign-out procedures in order to ensure that resources don't go missing. Resource Room Representatives are paid a nominal amount of \$300.00 per year.

**The Floater Rep** is available to help out any other reps during busy times/events and act as an extra set of hands when needed. If there is something that needs to be done and there is no rep for the task the floater can take on that role. In general, there isn't too much to do...hence the name.

**The Rehab Sciences Student Representative for Faculty Council Faculty of Medicine** The Faculty Council is an integral part of academic governance in the Medicine and provides an opportunity to serve student interests at the Faculty level. The council meets 3 times per academic year and discusses various issues - some pertaining to students and some to the faculty at large. A first year student could become the back up alternate rep if the 2<sup>nd</sup> Year Rep is unable to attend a meeting.

**The Photocopy Rep** arranges for the copying or scanning of forms or handouts (as provided by the professor of each course).

**The Communications Officer** is responsible for posting and updating documents and announcements to the SLP student Blackboard site.

**The Curriculum Rep** will attend meetings if a request is made for evaluation or curriculum content purposes.

**The IPE Rep** acts as a liaison between the students and the faculty involved in the IPE curriculum, and has the opportunity to discuss and provide input to the curriculum. The IPE Rep also serves as the Inter professional Healthcare Students' Association (IPHSA) representative. These two roles go hand-in-hand and it is only necessary to have one person act in both roles. The IPHSA representative is involved in planning and running IPE events (social, educational) for students with a goal of promoting inter-professionalism among the 11 health care professionals at U of T.

**The Sports Reps** plan sporting related events for the entire class (e.g. Blue Jays™ games, rock climbing, skating at Nathan Phillip's square, etc.) and co-ordinate intramurals both with the other rehab students, as well as SLP specific teams (if there are enough players within the class).

**The Food Reps** annually review the policies on the U of T Food and Beverage Website <http://www.food-beverage.utoronto.ca> and disseminate this information to reps involved in planning events and fundraising activities.

Annually, the Food Reps will review the policies for having potluck at U of T which can be found at <http://www.food-beverage.utoronto.ca/policies/potlucks>

If a pot luck is planned the food reps will conduct a class poll for dates and send out sign-up sheets for a variety of dishes (main course and dessert), make sure there is enough food for everyone, and that dietary needs are met (allergies, etc.).

Food reps may also volunteer to bake for bake sales (as fundraisers!). The University also has a form that must be completed when students run a bake sale. This form must be completed, submitted and approved prior to the sale.

A bake sale is defined as fundraising through the sale of dry baked goods that will not spoil in the absence of refrigeration and that are not potentially hazardous foods. Commercially produced baked goods are not permitted in this category. Space in the lobby will not be approved for a bake sale unless the student group forwards the approval from U of T to the Rehabilitation Science Sector Receptionist.

The approval form can be found at: <http://www.food-beverage.utoronto.ca/policies/bake-sale-application>

The OSLA Rep organizes the OSLA info meeting in October, connects with other OSLA student reps in other Ontario universities, and does some other minor tasks like reading over the OSLA Facebook page description and passing along paper submissions to classmates.

The Treasurer collects class money (for photocopying, O Week, class merchandise, etc.), opens a class account (if the class decides to do so), reimburses various reps for their class-related purchases, collects the GSU check in the new year, and generally keeps track of the funds.

The Alumni Reps liaise with the U of T SLP Alumni Association, attend monthly meetings, keep the class informed on Alumni Association activities, and help organize the Buddy Breakfast in September.

The SAC Reps liaise with SAC to organize student events to recruit students (including teleconferences with SAC reps from other universities); solicit SAC for money for student-benefitted causes, and generally raise awareness among the student population about SAC. 99% of this work doesn't start until mid-year.

The GSU Reps represent SLP students on the U of T Graduate Student Union, attend monthly meetings, keep the class informed of GSU activities, student benefits, elections, etc.

The Social/Culture Reps organize outings/get-togethers/parties/etc that are accessible to all classmates and foster a sense of cohesion and inclusion in the SLP class. They encourage classmates to keep a balanced lifestyle by attending social events. They also liaison with other program reps to plan and promote joint events.

The Fashion Reps organize SLP-branded clothing for the class.

The Fundraising Reps raise funds for class activities where necessary. (see Food Reps for information about bake sales).

The Environmental Monitors promote environmentally friendly practices in the classroom, including scanning vs. photocopying of materials, using reusable cups, and keeping the class up to date on environmental events and happenings on campus. It's really a do-what-you-can position. The new Environmental Monitors can use their imagination and think of some ways to make their class more environmentally friendly.

The Yearbook Reps are in charge of organizing, designing, and producing an end-of-year yearbook for the MHSc SLP classes.

The Sound Rep is a resident expert on the AV system and recording microphone used in the SLP classrooms and is available to trouble-shoot problems experienced by instructors during lectures.

Clinical Education Reps – see the “Clinical Education Placement Process Principles and Practice” document on the Clinical Education Blackboard Course Site.

### 3.6 Security at 500 University Ave

Several break-ins have occurred over the last years and valuable equipment has been stolen. **UNDER NO CIRCUMSTANCES** should you give or lend your U of T student card or fob to another person. If you notice a suspicious person wandering in or out of any departmental rooms, immediately alert the security guard on duty or if that person is absent, one of the faculty or staff. The Departmental Secretary can be reached at (416)946-5456. Should the situation warrant additional action contact campus police at (416) 978-2222.

In order to ensure the safety and well-being of both students and staff, it is *absolutely essential* that we all cooperate in ensuring that all rooms and laboratories are secured at all times by keeping doors closed and locked.

#### 3.6.1 Exterior/interior building access:

The building is open at 7:00 a.m. and locked at 5:30 p.m. Monday through Friday.

After Hours and Weekends: Students have access to the elevators and the 2<sup>nd</sup>, 4<sup>th</sup> and 10<sup>th</sup> loor of the building using their access key fobs.

#### 3.6.2 Personal Property

Keep valuable personal property (especially wallets and purses) with you at all times. Should you have something taken, report this to a member of the departmental administration as soon as possible, so the University of Toronto Police can be notified. The University Police want to be informed about all thefts. On some occasions personal property has been recovered. MHSc students have been assigned a personal locker. It is your responsibility to provide a lock and to keep your valuables secure in that locker at all times.

#### 3.6.3 Classrooms

All doors to classrooms should be locked and the lights turned off by the last student to exit the room. The doors to the Resource Centre (Room 414) and Room 452 should remain closed at all times. The same goes for the door connecting room 414 and room 420. Furniture that has been moved should be returned to its original position before leaving the classroom.

### 3.7 Fire and Safety

All students and staff are required to familiarize themselves with the following procedures, which should be strictly adhered to in the event of a fire emergency.

<http://www.fs.utoronto.ca/utfp.htm>

When the fire evacuation alarm is sounded, it must be treated as an emergency and the building must be completely evacuated. Please familiarize yourself with the location of exits, fire alarm pull stations, fire extinguishers and the Emergency Control Centre telephone number: 8-2222.

### 3.8 Ancillary fees Schedule for Full Time Students

#### Category 5.0

Photo Identification Card \$10.00

Year 1 Mask Fit Testing \$40.00

Clinical Test Materials (each year) \$40.00

#### Category 6.0

Document releases to students \$5.00

Letter of academic standing \$12.00

Immunization form copies \$15.00

Examination and grades (excluding initial grade report, for which no fee may be charged) \$15.00

Clinical unit evaluation forms and comments replacements \$15.00

Other User fees or Fines - Replacement of lost test materials \$150.00

Document Releases to College of Audiology and Speech-Language Pathology \$12.00

Document Releases to Canadian Association of Speech-Language Pathology and Audiology \$12.00

Document Releases outside of Ontario \$12.00

Document Releases outside of Canada \$15.00

## Section 4: Student Support Services

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### 4.1 Library Resources

The science and medicine library is the Gerstein Science Information Centre at 9 King's College Circle. The SLP Library Liaison is: Bonnie Horne; [b.horne@utoronto.ca](mailto:b.horne@utoronto.ca) or 416-978-5329

### 4.2 English Language and Writing Support

The Office of English Language and Writing Support at the School of Graduate Studies provides advanced training in academic writing and speaking. The Office offers non-credit courses, single-session workshops, individual writing consultations, and website resources. For more information, please go to:

<http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx>

### 4.3 Housing

Valuable information on housing is available on the University of Toronto web page, <http://www.housing.utoronto.ca/>.

Aboriginal Health Professions Program Residence: A referral service for housing assistance is available by contacting the First Nations House, 3rd Floor - 563 Spadina Avenue (Borden Building N.), Toronto, ON M5S 1A1 (Tel: 416 978-8227; fax: 416 978-1893).

Graduate House, 60 Harbord Street, Toronto, ON M5S 3L1 (<http://www.sgs.utoronto.ca>): Two spots are reserved annually for students in Speech Language Pathology. The length of the residence is 12 months and may be renewed for a second year in exceptional circumstances. Incoming students should contact the Student Affairs Assistant directly to reserve these spots.

### 4.4 University Health Services

The University of Toronto Health Service, <http://healthandwellness.utoronto.ca/> operates all year and covers all aspects of family medicine. Physicians, nurses and lab technicians are available during University office hours. Students are seen by appointment. The University Health Services is located at: 2<sup>nd</sup> Floor, Koffler Student Services Centre, 214 College Street, Toronto (use St. George St. Entrance).

The University Health Services provide general medical and family physician care; health counseling and education; contraceptive advice and prescription (contraceptives are sold at cost); sex counseling and information on sexually transmitted diseases; immunization and travel advice; nutrition counseling; and referrals to specialists when required. All services are *completely confidential* and at no cost to students who have medical insurance coverage. Note that all graduate students are automatically enrolled in a health care plan for which they pay a fee. *All students* should bring their Health Card numbers and student identification with them. Health Service: Tel: 416 978-8030

### 4.5 Health and Wellness

Students in Speech-Language Pathology are able to access time-limited counselling with Laurie Coleman, Counsellor and Wellness Coordinator, Health and Wellness at U of T.



Laurie will provide time-limited counselling for undergraduate and graduate students. She has developed and delivers skills-building workshops on anxiety and coping, depression, emotional regulation, food and mood, stress and coping and mindfulness and resiliency. SLP students can make an appointment by contacting Laurie at [laurie.coleman@utoronto.ca](mailto:laurie.coleman@utoronto.ca) or 416-978-1511. Appointments take place in Room 184 (ground floor) at 500 University Ave on Tuesday afternoons (45 minute sessions).

#### 4.6 Counselling and Psychological Services (CAPS)

Counselling and Psychological Services <http://healthandwellness.utoronto.ca/> offers students short-term individual counselling/ psychotherapy, Cognitive-Behavioural Therapy, group therapy, workshops, and psychiatric medication services. The interprofessional team offers assessment, treatment and referrals for a wide range of emotional and psychological problems, including difficulties adjusting to university life, anxiety, depression, relationship problems, disturbances resulting from abuse and assault, prolonged stress, disordered eating, attention and concentration difficulties, phobias, and problems with sleep. CAPS is housed in the Koffler Student Services Centre, 214 College Street, Main Floor. Tel. 416 978-8070.

#### 4.7 Gender and Sexual Diversity Office

The Office is dedicated to and works towards addressing discrimination based on sexual and gender diversity. Students can access up-to-date information on gender and sexual diversity at U of T by going to: <http://www.sgdo.utoronto.ca/>

#### 4.8 Workplace Hazardous Materials Information System

The Workplace Hazardous Materials Information System (WHMIS for short) is a comprehensive national system for safe management of hazardous chemicals, which is legislated by both the federal and provincial jurisdictions. The WHMIS legislation provides that workers must be informed about the hazards in the workplace and receive appropriate training to enable them to work safely. Employers must set up worker education programs that instruct workers about the contents and significance of labels and Material Safety Data Sheets (MSDSs) and how to work safely with hazardous materials. As part of their orientation to a clinical placement site, students can expect to receive an orientation to WHMIS. For additional background, please see the U of T WHMIS website <http://www.ehs.utoronto.ca/Resources/whmis.htm>.

#### 4.9 Occupational Health and Communicable Diseases

All students are to read the [Guidelines Regarding Infectious Diseases and Occupational Health for Applicants to and Learners of the Faculty of Medicine Academic Programs \(PDF\)](#), if they have not already done so. This document is intended to minimize the risk and impact of infectious diseases that may pose a threat to learners and those with whom they may come into contact. It is intended to address educational requirements on methods of prevention, outlines procedures for care and treatment after exposure, and outline the effects of infectious and environmental disease or disability on learning activities. (Faculty of Medicine, 2013)

#### 4.10 Reporting of Accidents/Incidents Involving Students, Contractors and Visitors

Students and visitors include all non-employees present or working in University workplaces. These include undergraduate students, graduate students (except when performing TA duties, when they are employees), visitors and members of the general public.

All non-employees involved in an incident/accident must report the event to a University of Toronto contact (the Business officer at 500 University Avenue, (416) 978-4989) within 24 hrs.

## 4.11 Sexual Harassment Complaints involving Faculty and Students of the University of Toronto arising in University-Affiliated Health Institutions

### 4.11.1 Introduction

The University of Toronto, and the health care institutions in which University faculty, students, trainees and staff may work and study, have their own separate policies and procedures covering sexual harassment. This protocol does not change or replace those policies. It provides a process for deciding, in a particular case involving members of the University community working in a health care institution, which institution should take responsibility for the case and, therefore, which procedure should be followed. It also provides for each institution to keep the other informed about the progress and outcome of a case, and enables each institution to meet its own obligations to appointees, employees, and students or trainees. In some cases the responsibility for dealing with a case will most appropriately be shared by the University and the health care institution. Nothing in this protocol precludes an institution from taking independent action to safeguard its members.

### 4.11.2 Notification of Complaints

#### i. Complaints made by members of the University of Toronto community

This protocol provides for notification to the University of Toronto of any complaint made by a student, trainee, employee, or faculty appointee of the University (hereafter, collectively referred to as University members) about sexual harassment that arises in the context of the University member's work in an affiliated hospital/research institute. The goal is to clarify jurisdiction in the interests of the complainant and both involved institutions.

The protocol encompasses all academic faculty, including those with status-only appointments, employees on the University payroll, and all students and trainees who are enrolled in programs organized under the auspices of the University of Toronto. This includes but is not limited to members of the University of Toronto health science Faculties: the Faculty of Medicine, the Faculty of Pharmacy, the Faculty of Nursing, the Faculty of Dentistry, the Faculty of Social Work, and the Faculty of Physical Education and Health. It also covers academic faculty and students in the Faculty of Law and in the member institutions of the Toronto School of Theology.

Where a member of the University of Toronto community situated in a health care institution brings forward a complaint of sexual harassment to an affiliated hospital/research institute, that institution shall notify the University of the complaint as soon as possible after its receipt. Notification shall be to the Sexual Harassment Officer in the University of Toronto.

Where the affiliated hospital/research institute has sole jurisdiction over the complaint (for example, where the respondent is directly employed by the affiliated hospital/research institute and has no relation to the University), the affiliated hospital will promptly provide the University with the name[s] of the complainant[s] and with access to the relevant policies and procedures. The affiliated hospital shall also provide the complainant[s] with contact information for the University's Sexual Harassment Office. Where there is, or may be, shared jurisdiction between the affiliated hospital/research institute and the University, the protocol in [ii] below shall be followed.

#### ii. Complaints made against members of the University of Toronto

This protocol provides guidelines for determining the jurisdiction of complaints of sexual harassment made against persons who are members of the University of Toronto and who are working or studying in an affiliated hospital/research institute. The University and the individual teaching agencies each have their own sexual harassment complaint procedures, which are in no way modified by the provisions of this memorandum. Rather,

the memorandum provides a protocol for determining, in each case, which institution shall take carriage of a complaint. Where an allegation of sexual harassment is made against a member of the University of Toronto, the institutions that will have an interest in the disposition of complaints may include the affiliated hospital/research institute or other teaching agency in which the person is based; and the University of Toronto. In every case, the following questions will be addressed by the person receiving the initial complaint:

1. Which institution(s) have the authority, capacity and responsibility for supervision and management of the person(s) accused of sexual harassment?
2. Which institution(s) have obligations to or liabilities in respect of the person(s) complaining of sexual harassment?

#### 4.11.3 Persons to be notified:

In every case, the person receiving the initial complaint shall notify each institution as to the nature of the complaint and invite each institution to assert that it has an interest in the disposition of the complaint. In the case of the hospital, the Office of the President and Chief Executive Officer, and the Vice-President, Human Resources will be so notified. In the case of the University of Toronto, notification will be to the Dean of the Faculty to which the university member belongs, and to the Vice-Provost, Relations with Health Care Institutions, and to the Sexual Harassment Officer. Where the University member belongs to a member institution of the Toronto School of Theology, notification will be to the Director of the Toronto School of Theology, and to the Vice-Provost, Relations with Health Care Institutions, and to the Sexual Harassment Officer.

Officers of the hospital, clinic or teaching agency and of the University of Toronto will be provided with information about complaints solely on the basis of their need to know and their obligation to act. Where any such officer is consulted as to the appropriate routing of a complaint, that officer shall be provided with only such information as she or he needs in order to make the decision as to jurisdiction.

#### 4.11.4 Jurisdiction:

Where a complaint is made against a student or a clinical trainee, the University of Toronto will normally have carriage of the complaint.

Jurisdiction over complaints against faculty members will vary according to the circumstances of the particular complaint. In general, jurisdiction will be determined by reference to the following factors:

1.
  - a. In the circumstances of the particular complaint, which institution had immediate authority over the respondent? For example, was the respondent engaged at the time in activities which were consequent on her or his University status, or on her or his status at the health institution? It is understood that at times the authority over the respondent will be conjoint. One criterion will be whether the respondent is, at the relevant time, primarily accountable for the performance of her or his activities to the University, or to the hospital.
  - b. Which institution has the primary general capacity to regulate the conduct of the respondent, or to impose restrictions on the respondent's access to persons or facilities?
  - c. Which institution is principally responsible for protecting the respondent's interest in fair and unbiased process?
  - d. Which institution has the principal responsibility for safeguarding the working and learning environment of the complainant?

2. Parts (3) and (4) below outline: the circumstances in which the University shall normally have carriage of a complaint (3) and the circumstances in which the hospital, clinic or teaching agency shall normally have carriage of a complaint (4). In most cases both institutions will have an interest in the disposition of the complaint, irrespective of which institution has primary jurisdiction. Once the decision as to the jurisdiction has been made, the institution which does not have jurisdiction will be invited to assert its interests in the disposition of the complaint.
3. University of Toronto jurisdiction and procedures: Where the allegations refer to the conduct of a member of the University of Toronto faculty in the course of his or her work in a hospital or clinic, and where the allegations concern conduct which is related to or consequent on the faculty member's status in the University of Toronto, the complaint will normally be referred to the University of Toronto Sexual Harassment Office and will be dealt with under the University of Toronto *Policy and Procedures: Sexual Harassment*. The Sexual Harassment Office will, where appropriate, consult with the faculty member's Faculty and with the hospital or clinic, which will have an opportunity to make representations in respect of the disposition of the complaint.
4. Affiliated hospital/research institute jurisdiction and procedures: Where the allegations refer to the conduct of a member of the University of Toronto faculty in the course of study or work in an affiliated hospital/research institute where the faculty member is alleged to be in breach of a hospital policy, and where the allegations concern conduct that is not related to or consequent on the faculty member's status in the University of Toronto, the allegations will normally be dealt with through the mechanisms available within the hospital. However, the Dean of the faculty member's Faculty at the University of Toronto and the Vice-Provost, Relations with Health Care Institutions will be notified of the complaint and will have an opportunity to make representations in respect of the disposition of the complaint, after consultation with the Sexual Harassment Officer. Where the faculty member belongs to a member institution of the Toronto School of Theology, notification will be to the Director of the Toronto School of Theology and to the Vice-Provost, Relations with Health Care Institutions.

#### 4.11.5 Patient care

Where the allegations refer to the conduct of a member of a health science Faculty in the course of providing patient care, or where it is alleged that a public interest has been threatened, the public interest and/or the patient care concerns will take priority. Where appropriate, the College of Physicians and Surgeons of Ontario, the College of Physiotherapists of Ontario, the College of Nursing, the College of Occupational Therapists, the Ontario College of Pharmacists, the Ontario College of Social Workers, the Royal College of Dental Surgeons of Ontario, the College of Audiologists and Speech-Language Pathologists of Ontario or the other appropriate bodies under the Regulated Health Professions Act, will be notified of the complaint.

#### 4.11.6 Sexual Harassment Office

For information on sexual harassment on campus, go to: <http://www.utoronto.ca/sho/>

## Section 5: MHSc Graduation and Registration

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In order to graduate, all students must follow the process and timeline outlined below in steps 1- 6 regardless of the registration they choose or when they plan to register. For more information about the collection and reporting of hours please see 'Counting Clinical Hours' in the Clinical Education Handbook on the [Clinical Education Guide Website](#). MHSc. students complete their final internships (Unit 9) in mid-July and officially graduate at the November convocation ceremonies

### 5.1 Registration

Students should NOT expect to be registered to practice by the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO) or any registration body until AT LEAST September 15 (varies annually) following their final internship.

Note: A mid-September employment start date is only possible if all of the following steps and timelines are followed.

### 5.2 Steps and Timelines

- 1) Students finish final clinical placement (SLP 2500Y) in mid-July.
- 2) Students and clinical educators submit all final internship documentation (including student evaluations of clinical educators) one week after the placement is completed.
- 3) Final marks are entered onto ROSI by mid- to late-August (no sooner than 4 weeks after submission of final placement documentation).
- 4) Students must have successfully completed all departmental requirements for graduation (e.g., portfolio, coursework, internship courses, submission of required clinical education documentation).
- 5) After marks are entered into ROSI and all departmental requirements are completed, the Coordinator of Graduate Studies will notify the School of Graduate Studies (SGS) that the student is eligible to graduate. The Coordinator of Graduate Studies will then also notify students who are eligible to graduate and will provide them with the form and instructions necessary to request a "letter of completion" from SGS.
- 6) SGS will do a final check to ensure that students do not have any outstanding fines or fees and to ensure eligibility for November convocation.
- 7) If everything is in order, the student may request a "letter of completion" to be sent by SGS to CASLPO. In order for students to receive a letter, they need to complete the appropriate request form and submit it with a fee (\$7.00 per letter) to SGS. It may take up to a week for SGS to process your request.

**Please note:** SGS does not normally issue letters of degree completion for November graduates until the end of October. Our students are able to request an earlier letter for CASLPO because SGS is giving special consideration to students who need letters in order to register with regulatory boards (such as CASLPO) or to fulfill urgent written requests from employers, immigration officials, or Ph.D. programs. If you request personal copies of letters of degree completion, these will NOT be issued by SGS until their normal deadline toward the end of October. Please respect that SGS staff are busy with other important matters in preparation for the upcoming academic year. Also please note that the SGS timeline for issuing letters of completion is not under control of the department. Thank you for your consideration!

8) If a student intends to begin employment by September 15, he/she must ensure that the full registration application (or as much as can be completed ahead of time) is submitted to CASLPO as early as possible following the submission of documentation for the final internship. Contact CASLPO for specific information on the application process. It may take 2-3 weeks (estimated) after receipt of your letter of completion for CASLPO to finalize your registration.

*Please note: This timeline for CASLPO registration is not under control of the department.*

9) Students will not be able to see their grades for SLP 1532H (Clinical Laboratory in Hearing Disorders) and SLP 2500Y (Advanced Internship) until they are posted officially in mid-September. Therefore, students may need to supply updated transcripts to CASLPO after that date.

10) For students who are completing their internships or other requirements (e.g., portfolio) at a later date (i.e., after mid-July), course grades and the Degree Recommendation Form will be sent to SGS within four weeks of completion and the earliest possible employment date will be delayed accordingly