

# MHSc STUDENT HANDBOOK 2022-2023



Department of Speech-Language Pathology  
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Speech-Language Pathology  
UNIVERSITY OF TORONTO

## Contents

1.0 MHSc Curriculum Information.....	5
1.1 MHSc Curriculum Objectives .....	5
1.2 MHSc Curriculum Overview.....	7
1.3 Course Objectives .....	9
1.4 MHSc Evaluation of Communication Skills .....	12
1.5 Integrative Learning Experiences (ILEs).....	12
1.5.1 Policy for Students Missing an ILE.....	13
1.6 Examinations .....	13
1.6.1 Exam Grading Practices .....	13
1.6.2 Exam Grading Procedures.....	13
1.6.3 Dissemination of Exam Grades.....	14
1.6.4 Access to Final Examinations .....	14
1.6.5 Rules for the Conduct of Examinations.....	14
1.7 MHSc Portfolio Requirements.....	16
1.7.1 Purpose of the Portfolio .....	17
1.7.2 Portfolio Contents .....	17
1.7.3 Introductory Professional Statement.....	17
1.7.4 Explanation of Evidence .....	18
1.7.5 Summary Statement .....	18
1.7.6 Reference List.....	18
1.7.7 Appendices .....	18
1.7.8 Sources of Evidence .....	18
1.7.9 How to Select Effective Evidence .....	18
1.7.10 Portfolio Structure .....	19
1.7.11 Portfolio Due Date.....	19
1.7.12 Portfolio Assessment .....	19
1.7.13 Revising and Resubmitting the Portfolio .....	20
1.7.14 Assistance Preparing the Portfolio .....	21
2.0 MHSc Course Regulations.....	23
2.1 Add/Drop Deadlines.....	23
2.2 Policy for MHSc students in Academic Difficulty.....	23
2.2.1 If a Student Achieves Below B- on a Midterm Exam or Assignment in an Academic Course .....	23
2.2.2 If a Student is Deemed at Risk of Failure in a Clinical Course at Midterm .....	24
2.2.3 If a Student Achieves Below B- in an Academic or Clinical Course (Final) .....	25
2.3 How Not To Plagiarize .....	26
2.4 Standards of Professional Practice Behaviour for Health Professional Students.....	26
2.5 Employment for Full-Time Graduate Students.....	26
2.6 Academic Accommodation Needs due to a Disability.....	26
2.6.1 Accessibility for Ontarians with Disabilities Act .....	27
2.7 Exemptions from Courses.....	27
2.8 Transfer Credits .....	27
2.9 Copyright Policy .....	27
2.10 Audio and Videotaping of Lectures .....	27
2.10.1 Audiotaping for the Purpose of an Accommodation.....	27
2.10.2 Audiotaping due to Exceptional Circumstances.....	28
2.10.3 Videotaping due to Exceptional Circumstances.....	28
2.11 Attendance at Final Exams, Midterm Exams, In-Class Assignments and Presentations .....	28

2.12 General Classroom Rules.....	28
2.13 Photocopying, Fax, and Phone.....	29
2.14 E-Mail Accounts.....	29
2.15 Code for Academic and Professional Performance of Graduate Students .....	29
2.16 Religious Observances .....	30
2.17 Access to Student Records.....	30
2.17.1 Freedom of Information and Protection of Privacy Act (FIPPA) Form.....	31
2.17.2. Immunization Forms.....	31
2.17.3 Document Release Forms .....	32
2.18 Sign-out of Departmental Materials.....	32
2.18.1 Sign-out of Clinical Materials.....	32
2.18.2 Sign-out of Audio-Visual Equipment .....	32
2.18.3 Sign-out of Recruitment Materials.....	33
2.18.4 Room Booking .....	33
2.19 Course Evaluations.....	33
2.20 Code of Behaviour on Academic Matters.....	34
2.21 Guidelines for the Appropriate Use of the Internet and Social Networking .....	34
2.21.1 Introduction .....	34
2.21.2 Reminders.....	34
2.21.3 General Guidelines .....	35
2.21.4 References.....	35
2.22 Confidentiality .....	35
2.23 Intellectual Property .....	35
3.0 How the Department Works.....	36
3.1 Department Administration .....	36
3.2 MHSc Faculty Advisors.....	36
3.3 MHSc Student-Faculty Liaison Committee .....	37
3.4 If You Have a Problem.....	37
3.4.1 Steps in Resolving a Problem.....	37
3.4.2 Rehabilitation Sciences Sector Academic Appeals Committee (RSSAAC) .....	38
3.5 Year 1 and Year 2 SLP Student Council Representatives .....	38
3.6 Security at 500 University Avenue .....	41
3.6.1 Exterior/Interior Building Access .....	41
3.6.2 Personal Property .....	41
3.6.3 Classrooms.....	41
3.7 Fire and Safety.....	42
3.8 Ancillary fees Schedule for Full Time Students.....	42
3.8.1 Category 5.0 .....	42
3.8.2 Category 6.0 .....	42
3.9 Student Support Services .....	42
3.9.1 Library Resources.....	42
3.9.2 Graduate Centre for Academic Communication.....	42
4.0 Housing.....	42
4.0.1 The University of Toronto Housing Services.....	42
4.0.2 Indigenous Health Professions Program Residence.....	42
4.0.3 Graduate House.....	43
4.1 Health & Wellness Centre.....	43
4.2 Embedded Counselling Services .....	44
4.3 Sexual & Gender Diversity Office .....	44
4.4 Indigenous Student Services .....	44
4.5 Workplace Hazardous Materials Information System .....	44
4.6 Occupational Health and Communicable Diseases.....	45

4.7 Reporting of Accidents and Incidents Involving Students, Contractors, and Visitors .....	45
4.8 Sexual Harassment Complaints Involving Faculty and Students of the University of Toronto Arising in University-Affiliated Health Institutions.....	45
4.8.1 Introduction .....	45
4.8.2 Notification of Complaints .....	45
4.8.3 Persons to be Notified.....	46
4.8.4 Jurisdiction .....	46
4.8.5 Patient Care .....	47
4.8.6 Sexual Harassment Office .....	48
4.9 Safety Abroad Office.....	48
4.9.1 Program Travel Registration .....	48
4.9.2 Departmental Travel Registration .....	48
5.0 MHSc Financial Aid.....	49
5.1 Student Loans and a Line of Credit.....	49
5.1.1 Student Loans.....	49
5.1.2 Student Line of Credit .....	49
5.2 Major Scholarships and Bursaries .....	49
5.2.1 Ontario Graduate Scholarship Program.....	49
5.2.2 Major Bursaries.....	50
5.3 Awards for Incoming Students .....	51
5.3.1 Entrance Awards Given by the Admissions and Awards Committee .....	51
5.3.2. Other Awards for Incoming Students .....	51
5.4 Awards for Year 1 Students .....	52
5.5 Awards for Year 2 Students .....	52
5.6 Convocation Awards.....	52
6.0 MHSc Graduation and Registration .....	53
6.1 Registration.....	53
6.1.1 Steps and Timelines.....	53

## 1.0 MHSc Curriculum Information

### 1.1 MHSc Curriculum Objectives

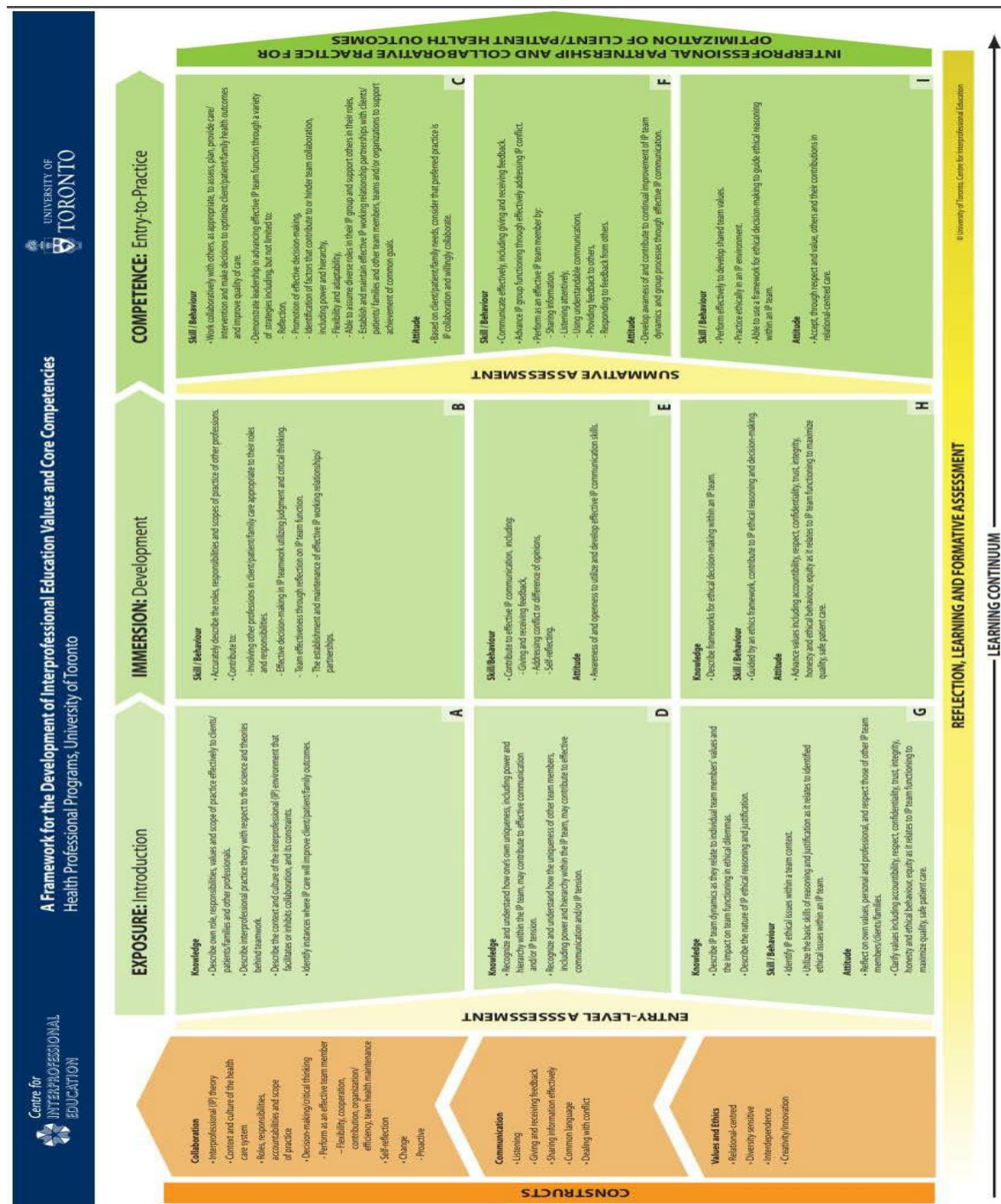
*By the end of the MHSc program, all students will have acquired the following eight competencies:*

## **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.   |

# Interprofessional Education (IPE) Curriculum Values and Core Competencies

By the end of the MHSc program, all students will have acquired the IPE values and competencies (in green):



## 1.2 MHSc Curriculum Overview

1.2 MHSc Curriculum Overview

# M.H.Sc. CURRICULUM

YR	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July <sup>1</sup>	Aug			
1	<b>Unit 1:</b> FOUNDATIONS OF SLP <i>15 weeks</i>  - Principles of Clinical Practice - Anatomy and Embryology - Speech Physiology & Acoustics - Applied Audiology - Child Language I				<b>Unit 2:</b> DEVELOPMENTAL DISORDERS <i>7 weeks</i>  - Articulation - Child Language II - Fluency		OFF	<b>Unit 3:</b> INTERNSHIP 1 DEVELOPMENTAL DISORDERS <i>8 weeks</i>		<b>Unit 4:</b> SPEECH & HEARING DISORDERS <i>7 weeks</i>  - Aural Rehab. - Voice - Augmentative and Alternative Communication		<b>Unit 5:</b> INTERNSHIP 2 SPEECH & HRG DISORDERS <i>4 weeks</i>		<b>Unit 5:</b> INTERNSHIP 2 SPEECH & HRG DISORDERS <i>4 weeks</i>	
2	<b>Unit 6:</b> NEUROGENIC & STRUCTURAL DISORDERS <i>15 weeks</i>  - Aphasia - Motor Speech Disorders - Swallowing - Structurally Related Disorders - Neurocognitive Communication				<b>Unit 7:</b> INTERNSHIP 3 NEUROGENIC DISORDERS <i>8 weeks</i>		OFF	<b>Unit 8:</b> PRACTICE OF S-LP <i>7 weeks</i>  - Research in SLP - Advanced Principles of Clinical Practice - Clinical Analysis of Communication and Swallowing Disorders		<b>Unit 9:</b> INTERNSHIP 4 FINAL INTERNSHIP <i>10 weeks</i>		OFF			

<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.



Internships 1 and 2 occur concurrently  
 Research in SLP only applies to Class of 2023.

The Department of Speech-Language Pathology, Faculty of Medicine at the University of Toronto offers a unique, integrated, and effective curriculum in its MHSc program. This modular curriculum was designed to bridge the gap between the theoretical knowledge learned in the classroom and its practical application in today's demanding and evolving work environments. Student learning is enhanced through a number of innovations:

- **Curriculum objectives** reflecting the skills of exemplary practitioners;
- Integrating knowledge in Practice (only for Class of 2024), in which students document achievement of these curriculum objectives;
- **Capstone portfolios (only for Class of 2023)**, in which students document achievement of these curriculum objectives;
- **Strong links between the academic and internship or clinical placement** portions of the curriculum;
- **Systematic development of competencies** across the curriculum, with particular emphasis on research evidence as the foundation of professional practice;
- **Integrative learning experiences (ILEs)** that enable students to deepen, integrate and apply concepts and principles from related academic courses;
- **Teaching Clinics**, with three of the four clinical placements, in which students evaluate and develop professional skills in a supportive learning environment and
- **Clinical placement** expectations ensure a gradual and consistent development of professional competencies across all placement sites.

The ***strong integration of the academic and practical components*** of the curriculum is seen in the **Curriculum Diagram** above. Academic courses are grouped into theme-related units, followed by clinical placements in that area. This allows students to immediately apply and consolidate recent academic learning in a relevant, practical setting. Also, the clinical placements are full-time, allowing students to devote their full attention to practical work. A conscious effort is also made to link and reinforce learning objectives across academic and clinical placement units through the research-to-practice focus and ongoing communication with clinical educators.

Students in the Department of Speech-Language Pathology also participate in the **Interprofessional Education (IPE) Curriculum** at the University of Toronto. This unique curriculum is designed so that students may achieve the specified IPE values and core competencies. Over 1600 students participate each year from 11 health science professional programs, including: dentistry, kinesiology and physical education, medical radiation sciences, medicine, nursing, occupational therapy, pharmacy, physical therapy, physician assistant social work and speech-language pathology. Students engage in core and elective learning activities that utilize a variety of pedagogic approaches to provide an efficient, interactive, and engaging curriculum to prepare collaborative-practice to reach health professionals.

## 1.3 Course Objectives

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

### UNIT 1: September – December 2022

Course Number	Course Name and Description	Hours
SLP 1502Y	<i>Anatomy &amp; Embryology</i> . Students learn anatomy and neuroanatomy pertinent to speech production and hearing. Lectures and labs integrate theoretical and practical knowledge.	60
SLP 1505Y	<i>Child Language I</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	<i>Applied Audiology</i> . 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	<i>Principles of Clinical Practice</i> . Within a framework of evidence-based practice, students acquire basic information about assessment, treatment, observation, interviewing and counselling in children and adults.	45
SLP 1522Y	<i>Speech Physiology and Acoustics</i> . Students learn the biological aspects of human speech production and methods used in its physical analysis (e.g., acoustics, aerodynamics, and kinematics).	60
SLP 1509H*	<i>Integrating Client, Practitioner and Research Knowledge In Practice</i> .* Students learn foundational knowledge and skills for seeking, critically considering, and integrating relevant knowledge and values from a variety of sources, including clients' lived experiences ( <i>client knowledge</i> ), clinician experiences and practical knowledge ( <i>practitioner knowledge</i> ), and multidisciplinary research studies ( <i>scholarly knowledge</i> ). This course targets all eight curriculum objectives and is completed after Unit 8.	Continuous in all units

\* Only applies to Class of 2024. This course replaces the SLP1539 Capstone Portfolio that applies to only the Class of 2023, as per the Student Handbook 2021-2022.

**UNIT 2: January – February 2023**

Course Number	Course Name and Description	Hours
SLP 1503Y	<i>Articulation and Related Disorders.</i> 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	<i>Child Language II.</i> 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	<i>Fluency Disorders.</i> 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 2023**

Course Number	Course Name and Description	Hours
SLP 1500Y	<i>Internship.</i> 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 are integrated as necessary.	60
SLP 1532H	<i>Clinical Laboratory in Hearing Disorders.</i> Students develop basic hearing assessment and treatment skills and apply knowledge regarding ramifications of hearing loss.	Continuous in all clinical units

**UNIT 4: May - June 2023**

Course Number	Course Name and Description	Hours
SLP 1516H	<i>Aural Rehabilitation.</i> 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	<i>Augmentative Communication.</i> Students learn the goals and applications of augmentative/alternative communication, system components, application of technologies and development and implementation of strategies.	30
SLP 1530H	<i>Voice Disorders.</i> 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 2023**

Course Number	Course Name and Description	Hours
SLP 1507H	<i>Clinical Laboratory In Speech-Language Pathology.</i> Students expand clinical experiences leading to the further development of professional skills in practice areas studied to date. Supplemental placements are integrated, as necessary.	30

**UNIT 6: September – December 2022**

Course Number	Course Name and Description	Hours
SLP 1525H	<i>Structurally Related Disorders.</i> 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	<i>Aphasia.</i> Students examine the neuroanatomical, neurophysiological, and neuro-cognitive mechanisms underlying aphasia and develop functional knowledge of assessment and	60
SLP 1534H	<i>Motor Speech Disorders.</i> 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	<i>Swallowing Disorders.</i> Students learn about normal and disordered swallowing across the lifespan from paediatrics to geriatrics, with a focus on clinical and instrumental assessment, management, and treatment. A multidisciplinary team approach is advocated.	45
SLP 1538H	<i>Neurocognitive Communication Disorders.</i> Students learn about assessment, management, and intervention in dementia, acquired brain injury and right hemisphere language	30

**UNIT 7: January – February 2023**

Course Number	Course Name and Description	Hours
SLP 1508Y	<i>Advanced Clinical Laboratory in Speech-Language Pathology.</i> Students continue to expand clinical experiences leading to further development of professional skills in speech-language pathology for individuals with neurogenic and/or structurally related disorders and their families. Supplemental placements are integrated, as necessary.	60

## UNIT 8: March - April 2023

Course Number	Course Name and Description	Hours
SLP 1527H	<i>Clinical Analysis of Communication &amp; Swallowing Disorders.</i> Students acquire in-depth knowledge of objective and theoretically-based methods of diagnosis and treatment in special topic areas.	30
SLP 1528H	<i>Research in Speech-Language Pathology.</i> 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	<i>Advanced Principles of Clinical Practice.</i> Students acquire knowledge about issues of relevance to the clinical practice of speech-language pathology in a variety of settings.	30
SLP 1539H*	<i>Capstone Portfolio</i> is due.	Continuous in all units

\* Only applies to Class of 2023. This has been replaced by course SLP1509 Integrating Client, Practitioner and Research Knowledge In Practice for only the Class of 2024

## UNIT 9: May – July 2023

Course Number	Course Name and Description	Hours
SLP 2500Y	<i>Advanced Internship.</i> Students develop clinical competence to meet entry-level professional standards. Supplemental placements are integrated, as necessary.	60
SLP 1532H	<i>Clinical Laboratory in Hearing Disorders.</i> Minimum expectations are due.	Throughout all clinical units
For course schedules and instructor information, see Important Dates and Unit Tables on the departmental 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 her/his 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 department will support the student in developing skills and attributes essential for SLP entry-level practice.

### 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 to 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. Integrative Learning

Experiences 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 are mandatory. The grading of ILEs is pass/fail. Final grades for the curriculum unit will not be entered on ACORN 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 e-mail 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 ACORN 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 midterm and final examinations. These are clearly stated in the 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 midterm and/or exam (i.e., in-class to take home) as long as a majority vote from the students is in support.

### 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 [Calendar](#) section.

### 1.6.2 Exam Grading Procedures

As early as possible in each course and no later than the last date to enroll in courses, the instructor will make available to the class the methods by which student performance will be assessed 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 assessment 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 ACORN. 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 grade centre on the portal. Instructors must make it clear that the mark is unofficial and subject to ratification by the Coordinator of Graduate Studies and the School of Graduate Studies. As a result of potential problems with confidentiality, instructors may not post grades on a bulletin board and should avoid returning grades in student mailboxes.

### 1.6.4 Access to Final Examinations

Where a course has a final examination, the marked examinations will be stored within the Department for a period of one year. Under certain circumstances, it is possible for a student to read her/his examination, obtain a photocopy of the examination or have the examination re-read by the professor. Students have up to 12 weeks to review their answers after the reporting of grades.

- 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/exams/rules>.

1. No person will be allowed in an examination room during an examination except the candidates concerned and those supervising the examination. Staff or faculty members may enter discreetly under extenuating circumstances (e.g., to escort a student to the washroom, provide relief to the invigilator, etc.)
2. Candidates must arrive at least five minutes before the commencement of the examination.
3. Candidates shall bring a piece of signed photo identification 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, iPods, Personal Digital Assistants (PDAs), pagers, electronic dictionaries, compact disc players, and mini disc players. Cell or smart 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](#), 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 the course instructor. The use of downloaded papers, case notes or other on-line 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.



#### On-Line Examination Policy or Guidelines

1. Examinations that are given on-line will be conducted as scheduled in the Toronto time zone (i.e., Eastern Standard or Eastern Daylight time, as appropriate) typically between 10 a.m. and 4 p.m., unless

otherwise indicated. This also applies to start times for any students who have formal accommodations. Final examinations are scheduled during dedicated periods and examination times will typically occur in the afternoon for all students, as specified in the Unit Schedule on the departmental website.

2. In the event of internet loss during the examination, be patient for the connection to resume. If the internet access issues persist and will affect your performance on the examination, please phone the course instructor immediately or as soon as possible. In the case of an emergency or if you cannot reach the instructor, phone SLP Secretary, Antonietta Morra at (416) 946-5456. Alternate arrangements will be made on a case-by-case basis.
3. Students are expected to take reasonable steps to find a quiet place with sufficient internet access to write examinations within the allotted time period.
4. Examinations will be available for the regular time allotted plus five minutes unless the instructor chooses to use a different format.
5. If you are ill on the day of the examination, e-mail or call the designated instructor immediately or as soon as possible. Alternate arrangements will be made on a case-by-case basis.
6. If an issue arises during the examination (outside of internet loss), e-mail or call the instructor that has been designated immediately or as soon as possible. In the event of an emergency or if you cannot reach the instructor, phone Antonietta Morra at (416) 946-5456.
7. Please contact the Coordinator of Graduate Studies for any matters related to accommodation.

### **1.7 MHSc Portfolio Requirements (only for Class of 2023)**

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 the course code SLP 1539H. In the portfolio, 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 Canadian Association of Speech-Language Pathologists and Audiologists Foundations of Practice document on the Speech-Language-Audiology Canada 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 colleague, including those from varied 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 interprofessional teams.

### 1.7.1 Purpose of the Portfolio

The 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 assessment 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 assess your readiness to enter your career as a speech-language pathologist 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 the College of Audiologists and Speech-Language Pathologists of Ontario initial practice period).

### 1.7.2 Portfolio Contents

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:

- ▯ Who are you?
- ▯ What are your views on how speech-language pathology should be practiced?
- ▯ How does your portfolio reflect those views?
- ▯ What were/are you trying to achieve with respect to the curriculum objectives and other personal learning goals?
- ▯ What background preparation and experiences are relevant to your eventual success as a speech-

### 1.7.4 Explanation of Evidence

In this section, you should explain the evidence 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 need to choose two pieces of evidence that demonstrate various aspects of your best work. For two objectives, you must 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 the portfolio and your assessment of your readiness to enter the practice of speech-language pathology. 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 for sources (articles, books, websites, etc.) that you have cited in your summary. Use the style of the most current Publication Manual of the American Psychological Association (APA) and 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 the explanation section (refer to section [1.7.4](#)).

### 1.7.8 Sources of Evidence

Evidence may take a variety of forms, including: 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, interactions with clients or families (be sure to obtain written consents)], electronic files (e.g., pictures, spreadsheets, web pages), tables or figures and reflective journals or excerpts from journals. These are only some of the possibilities. Any form of evidence may be used, provided that you explain in your written summary how and why it shows your best work or growth regarding one or more of the curriculum objectives.

Please note that you should collect portfolio evidence during both years of the program. It is particularly important to keep copies of electronic submissions of assignments and other documents that you send to instructors through e-mail or the web portal. After the end of the course, instructors will not archive these submissions, so make sure to properly save and archive your own copies. It is also your responsibility to collect hard copies of assignments after the instructor has returned them to the class. This is especially important if you have created a unique piece of work of which no copies exist. Instructors are not responsible for archiving unclaimed assignments after a course has ended.

### 1.7.9 How to Select Effective Evidence

An important part of the learning process involved in portfolio preparation is for you to think carefully about what constitutes good evidence 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](#) that focuses on communication, you will need to consider the ways in which it is manifested in professional practice, such as via written reports, counselling clients and families, giving case or in-service presentations and/or 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 also 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 assessment by your clinical educator of your effective handling of a difficult counselling 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 Portfolio Structure

- 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 three slides and should be presented as text and not in bullet format.
- This entire section of the portfolio should consist of no more than six 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, two slides per curriculum objective and two 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.

### 1.7.11 Portfolio Due Date

Following Unit 8, students have a week to complete their portfolios that are due at the end of that week. It is important to note that the portfolio needs to be started well before that week, ideally at the beginning of the program. The portfolio 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 assessment results (accept or revise/resubmit; [see 1.7.12](#) and [1.7.13](#)) within three weeks.

### 1.7.12 Portfolio Assessment

All full-time faculty and several of the department's status/adjunct faculty participate in the portfolio assessment process. Each assessor marks three to five portfolios. Each portfolio is randomly assigned to an assessor for marking. Each assigned portfolio is assessed using the portfolio rubric below and an overall recommendation for the portfolio will be determined: accept or revise/resubmit. Students successfully complete the capstone exercise if they receive an overall portfolio rating of accept. The assessor also provides 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 assessed. It is the responsibility of each student to ensure that these criteria are met.

## PORTFOLIO RUBRIC

Department of Speech-Language Pathology • University of Toronto

NAME OF STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

<b>OVERALL RECOMMENDATION:</b> <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"/> Introductory statement <input type="checkbox"/> Evidence regarding all 8 curriculum objectives <input type="checkbox"/> Supporting documentation (e.g., consent) <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"/> Introductory statement <input type="checkbox"/> Evidence regarding all 8 curriculum objectives <input type="checkbox"/> Supporting documentation (e.g., consent) <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 very compelling <input type="checkbox"/> Evidence regarding challenges and growth is very compelling <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 repetitious, with limited visual appeal

CRITERIA	OUTSTANDING	ACCEPT	REVISE/RESUBMIT
<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>	Effectively 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	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	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

### 1.7.13 Revising and Resubmitting the Portfolio

All portfolios that receive an initial revise/resubmit rating receive a second blinded assessment prior to notification to the student. Students who receive an overall assessment of revise/resubmit receive feedback on the nature of required revisions. A process is also described to allow for faculty mentoring and assessment of the student's progress in making revisions. The student has until the end of August to submit a revised portfolio. Two faculty members (the faculty member who supervised the revision and one new assessor) review the portfolio receiving a revise/resubmit rating. If the portfolio is not judged by the assessors to be acceptable on the second submission, the course evaluation will be referred to the departmental Examination Committee for a decision. The student may be required to enroll for a further term to complete a course of study leading to the satisfactory completion of the portfolio.

### 1.7.14 Assistance Preparing the Portfolio

Students are provided with information on portfolios as part of the September orientation in Year 1 and then specific sessions regarding it later in Year 1 and at the orientation in Year 2 and in Unit 8. Students may find it beneficial to form small study groups that meet regularly to share ideas, work on portfolio development, and provide feedback and suggestions to each other. The final meeting on portfolios in Unit 8, that takes place a few weeks prior to the due date, is scheduled to provide further education on topics that students feel would be beneficial to all (e.g., video editing, sharing of sample entries).

## 1.8 MHSc Integrating knowledge in Practice Requirements (only for Class of 2024)

### Course Description

Students will register in the proposed course, SLP 1509Y (Integrating Client, Practitioner and Research Knowledge In Practice) from the start of their MHSc program (Fall Unit 1). The course is continuous throughout the 2-year professional master's program and consists of a combination of in-class sessions, guided learning activities, and online learning modules. A central component of the course is the integration of the Health Sciences Interprofessional Education (IPE) curriculum into the overall MHSc curriculum. Currently, students are already required to complete the IPE curriculum as an extra-curricular component of the MHSc program but do not receive academic credit for it.

### Learning Objectives

1. understand the importance of and be motivated to pursue life-long learning in order to provide the most optimal evidence-informed services to their clients.
2. have the skills and abilities to be an effective and active contributor to interprofessional teams in health care.
3. have the knowledge and skill to advocate effectively for (1) the services their client need; (2) the need for evidence-informed speech-language pathology and swallowing disorders services and policies.
4. understand and value the knowledge generated from various sources (scholarly, lived experiences, clinical practice)
5. have the ability to locate, evaluate and apply a variety of scholarly and clinical resources to serve clinical service delivery.
6. have the basic statistical and research methodological literacy to read, critically evaluate and judge the quality and relevance of published research and applied scholarship to provide the most effective and optimal clinical services to their clients.
7. have the knowledge and skill to critically reflect upon, address and advocate for accessibility, equity, diversity and inclusion in health practice and policies.

### Learning Outcomes

Upon completion of the course, the student will

1. understand the importance of and be motivated to pursue life-long learning to provide the most optimal evidence-informed services to their clients.
2. have the skills and abilities to be an effective and active contributor to interprofessional teams in health care.
3. have the knowledge and skill to advocate effectively for (1) the services their client need; (2) the need for evidence-informed speech-language pathology and swallowing disorders services and policies.

4. understand and value the knowledge generated from various sources (scholarly, learned experiences, clinical practice)
5. have the ability to locate, evaluate and apply a variety of scholarly and clinical resources to optimize clinical service delivery.
6. have the basic statistical and research methodological literacy to read, critically evaluate and judge the reliability, validity and overall quality of published research and applied scholarship in order to provide the most effective and optimal clinical services to their clients.
7. have the knowledge and skill to critically reflect upon, address and advocate for accessibility, equity, diversity and inclusion in health practice and policies.

### **Mentorship**

Four mentorship sessions (2 in each year of the MHSc program) will be organized to allow students to reflect on their learning during the IPE curriculum and to support them in applying this learning to their own practice as future SLPs (Speech Language Pathology). These sessions, which will be facilitated by faculty and/or clinician mentors, will encourage open and respectful conversations among the students in a safe environment. They also will support students in the development of their capstone project throughout the program

### **Capstone Project**

As part of the course, students will work in small groups (5-6 students) throughout their MHSc program to develop a capstone project based on a clinical topic of interest. This capstone project will replace the current portfolio requirement.

Groups of students will select and start to develop a project topic during the first year of the program. This topic selection will be based on a number of guided activities completed during Clinical Units 3 and 5, and further supported by activities during Clinical Unit 7. These activities will include (1) Observations of evidence-informed and interprofessional practices in the clinical setting (primarily during Unit 3); Defining the scope of the capstone project based on additional clinical observations, as well as collecting and critically evaluating relevant literature (primarily in Unit 5); and (3) Collecting and integrating scholarly knowledge, practitioner knowledge and client knowledge (primarily in Unit 7).

Throughout their work on the capstone project, student will participate in mentorship sessions (see above), during which they will have the opportunity to discuss convergences of observations and interests. These guided conversations will help students define and develop their capstone project topic. Examples of possible project topics are:

- Determining treatment outcome
- Counselling
- Working with parents
- Assessment tools: reliability and validity
- Determining consent

The topics will need to include all three sources of evidence (research, practitioner, and client) and need to consider interprofessional issues. The results of the capstone project will be presented in poster format at an annual departmental event.

### **Evaluation**

- The course will be Credit/Non-credit
- During the course, students will submit a number of required reports, in which they have an opportunity to document and self-reflect on their learning, describe the

progress on their capstone project, and receive feedback from course instructors and facilitators.

- The student groups will be required to present the results of their capstone project at an annual departmental event.

## 2.0 MHSc Course Regulations

### 2.1 Add/Drop Deadlines

Student Academic Services at the School of Graduate Studies establishes deadlines for enrollment changes for graduate courses each year that are published in the Sessional [Dates](#) schedule. They are also reflected in ACORN. This includes add and drop dates for both standard 13-week half and full courses so that students may drop courses in time to avoid academic penalties. These dates apply to courses in Unit 1 (with the exception of SLP 1520H – Principles of Clinical Practice) and Unit 6. The courses in Units 2 – 5 and 7 – 9 are delivered in a non-standard way in a compressed time period and so the department establishes add and drop dates for these. These add and drop dates are to be clearly communicated in each course syllabus. Please note that the last date to cancel a course with no academic penalty is not the same as the last date to be eligible for a refund.

It is important to note that dropping a course may affect a student's ability to continue with the remainder of the speech-language pathology program in a timely fashion. This is due to the fact that each course in the curriculum is required and is part of a lock-step instructional design where learners proceed through the courses in a requisite order. Thus, courses are typically taught only once a year in the respective unit.

### 2.2 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. The admission standards of the department are high so 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 to helping students achieve the best possible preparation for assignments and exams.

#### 2.2.1 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 taken.

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

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

##### **Step 2 (a). Student Meets 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 her/him: (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, she/he can request a follow-up meeting.

##### **Step 2 (b). Student Meets with Faculty Advisor**

In addition, the student must meet with her/his 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 counsellor (counselling services at the University of Toronto are free, private, and confidential), if such a need is identified.

### **Step 3. A Study Plan May be Developed**

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 a strong student to help review material, joining a study group, organizing time to be more efficient, making changes to lifestyle 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 Services 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 the student make an appointment with staff in [Accessibility Services](#). Accessibility Services offers intake and assessment services. If appropriate, Accessibility Services 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 Services staff make their recommendations known to the course instructor but 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 and the course instructor will keep notes for all student meetings where the student is at risk of failure.

## **2.2.2 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 a clinical course 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 the Student's Faculty Advisor**

The course instructor must 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 Provides the Student with Written Notice**

### **Step 3. A Written Plan is Developed**

A specific written plan for developing and enhancing areas of difficulty, as identified on the midterm assessment form, is negotiated cooperatively by the Course Instructor/Coordinator of Clinical Education, the clinical educator, and the student. This plan must include:

- 2.2.2.1 Clear identification of problems in learning and teaching;
- 2.2.2.2 Specification of learning objectives to be achieved and behaviour changes expected;
- 2.2.2.3 Any necessary actions, procedures or modifications required to the clinical practicum and
- 2.2.2.4 A timeline and procedures for assessing the performance 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, assessing student performance, and evaluating the plan's 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](#).

### 2.2.3 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 taken.

#### Step 1. Student Notification

The course instructor will **immediately** notify the student in writing (i.e., e-mail) of the course failure and will copy the message to the student's Faculty Advisor and Coordinator of Graduate Studies. A grade of FZ (Fail) will be submitted and remain until a further decision has been made by the Examination Committee.

#### Step 2. Examination Committee

The Coordinator of Graduate Studies will ask the Chair of the Examination to convene a meeting of the committee (consisting of the Coordinator of Graduate Studies, Associate Chair, a Coordinator of Clinical Education, and the Department Chair). The Examination Committee meets within a reasonable timeframe and preferably within 10 business days of the information on the course failure being conveyed to the student by e-mail. The Coordinator of Graduate Studies will also meet with the student to explain the Examination Committee process and possible decisions prior to the meeting of said committee.

#### Step 3. Meeting with the Student

The student has the option to ask the Department Chair for a brief meeting with her/him to hear her/his point of view on the circumstances that led to failing the course(s). The Department Chair may bring these issues to the attention of the Examination Committee if the student agrees.

#### Step 4. Meeting of the Examination Committee

At this committee meeting, the Coordinator of Graduate Studies will report on the circumstances that have led to the course failure. The Chair will report on his/her meeting with the student, if applicable and agreed upon by the student. In addition, the course instructor(s) and student's Faculty Advisor may be asked for their input and attend the Examination Committee if needed.

Following discussion of the information available, the Examination Committee will take a formal confidential vote to reach a recommendation regarding the course failure. If an Examination Committee member is the course instructor of record, they will not vote in this process. If the course instructor is the Chair of the Examination Committee, the Associate Chair will lead these proceedings.

#### Step 5. Examination Committee Options

One of the following three options may be recommended by the Examination Committee after the student's failure in a course:

**Option A:** The Examination Committee may recommend that the student retake the course. Normally, this decision is taken because the Examination 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 Chair of the Examination Committee will inform the student in writing and the Coordinator of Graduate Studies will 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's registration will be terminated

(see [Option C](#) below). Likewise, the student's registration will be terminated (see [Option C](#) below) if the student fails a second course.

**Option B:** In exceptional circumstances, the Examination Committee may require the student to complete some additional learning [e.g., extend a clinical placement and/or complete additional assignment(s)/supplemental placement(s) and/or successfully complete a make-up final exam], as applicable, to meet the learning objectives of the course. 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 Chair of the Examination Committee will inform the student in writing of the Examination Committee's decision. The Examination Committee will also provide a timeframe for completing the assignment. The student will be asked to meet with the course instructor for information on the nature of the additional learning. Normally, this additional learning will be marked by the course instructor. In exceptional circumstances, if the student passes the additional learning assignment, the School of Graduate Studies may be approached to approve a grade change. In this case, the highest grade achievable for the course will be a B- or 70%. If the student does not pass this additional learning, the student's registration will be terminated (see [Option C](#) below).

**Option C:** The student's registration will be terminated. The Chair of the Examination Committee will inform the student in writing and also meet with the student in person to relay the decision of the Committee. The Committee Chair will describe the appeal procedures applicable to the Rehabilitation Sector and the School of Graduate Studies.

**NOTE:** In some circumstances, the Examination Committee may recommend that the student apply for a leave of absence (i.e., parental, medical, or personal) and/or register with Accessibility Services to focus on issues prior to completion of Option A or B. The Chair of the Examination Committee will inform the student in writing and the Coordinator of Graduate Studies will send the student the appropriate SGS form to complete, sign, and return.

Revised Policy June, 2022

## 2.3 How Not To Plagiarize

For information on how not to plagiarize please review the writing advice provided by the [University of Toronto](#).

## 2.4 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 education, the University, clinical 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. Students are encouraged to review the [Standards of Professional Practice Behaviour document](#) for more information.

## 2.5 Employment for Full-Time Graduate Students

Full-time graduate students should be able to fully devote their time and energy to a coherent program of graduate study and research. Too much time spent on employment activities may detract from the program of study and research.

## 2.6 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 on-line 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.

### 2.6.1 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 the Coordinator of Graduate Studies. We would be happy to work with you to deal with any issue. Further information on the [Accessibility for Ontarians with Disabilities Act](#) (AODA) may be accessed from the AODA Office.

## 2.7 Exemptions from Courses

Exemptions from specific courses ordinarily required in the MHSc 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 that 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 was sought.

## 2.8 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) is/are being requested. Transfer of credits will be granted upon the consent of the current instructor(s) of the course(s) that the transferred course credit(s) will replace and approval of a majority of the admitting members of the departmental Admissions and Awards Committee.

## 2.9 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 the University of Toronto's [Scholarly Communications and Copyright Office](#).

## 2.10 Audio and Videotaping of Lectures

### 2.10.1 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.

### 2.10.2 Audiotaping due to Exceptional Circumstances

If necessary and due to special circumstances, students may request 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. As per [2.10.1](#) above, the audiotapes are to be erased at the end of the unit.

### 2.10.3 Videotaping due to Exceptional Circumstances

Videotaping of lectures is limited to exceptional circumstances and requires written approval from the course instructor and the Coordinator of Graduate Studies or Chair of the Department. If approval is obtained, all arrangements for videotaping are the responsibility of the student in collaboration with information technology staff in the Rehabilitation Sciences Sector. The videotapes are not to be shared with anyone and 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.

## 2.11 Attendance at Final Exams, Midterm Exams, In-Class Assignments and 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 that will 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

## 2.12 General Classroom Rules

1. No beverages or food are allowed in any computer or problem-based learning (PBL) rooms. Beverages are allowed in the classrooms. We ask that students be careful to wipe up any spills and place garbage in designated bins. Food is not allowed in the classrooms. Your assistance in keeping the classrooms clean is greatly appreciated and imperative in keeping our shared spaces sanitary for the use of all.
2. Masks are mandatory while in clinical skills workshops or labs using medical grade masks provided. In the classrooms, we will be in high-density indoor spaces when physical distancing is not possible, therefore the use of a medical grade mask is strongly recommended. We as a Department and a Profession promote a mask-friendly environment, ask everyone to limit transmission in every way possible and respect each other's decisions, comfort levels, and health needs.
3. 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 [e-mail](#).

4. Case study rooms are located on the second floor and include rooms 222, 224, 238, 240, 251, and 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. Please contact the Departmental Secretary by phone at (416) 946-5456 or by [e-mail](#) to book these rooms.
5. This building houses other departments and access to the building is not restricted during the day. Please be security conscious and keep all doors locked. The Campus Police emergency phone number is (416) 978- 2222.
6. Any furniture that is moved during the course of an activity must be returned to its original position before leaving the classroom.

## 2.13 Photocopying, Fax, and Phone

1. Students have access to the computing, printing, and scanning facilities in the Gerstein Sciences Information Centre on King's College Circle.
2. The Student Lounge (Room 254) has a phone and the number is (416) 978-0011. Please note that the phone is for local calls only and voice mail is not available.
3. Students may not use the departmental photocopy machine on the 10<sup>th</sup> floor. Photocopies may be made at photocopying services located nearby, such as The Printing House and Staples on University Avenue.
4. Students do not have access to the departmental fax machine on the 10<sup>th</sup> floor.

## 2.14 E-Mail Accounts

All students must obtain a University of Toronto e-mail account (name@mail.utoronto.ca) within two weeks of the start of term. All departmental e-mail will be distributed to mail.utoronto.ca addresses only. No other e-mail addresses will be used in departmental distribution lists. Upon receiving and activating your mail.utoronto.ca account, please send an e-mail message indicating your e-mail address to: [slp.studentaffairs@utoronto.ca](mailto:slp.studentaffairs@utoronto.ca).

## 2.15 Code for Academic and Professional Performance of Graduate Students

In this statement, *student* refers to a registered graduate student in the Department of Speech-Language Pathology, Faculty of Medicine, at the University of Toronto.

Within the Department of Speech-Language Pathology the academic program includes 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. Students 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 is related to the following educational objectives:

- The student should display skills 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 clients, significant others, and their families to understand the nature of the communication challenge and the goals and possible implications of assessment and treatment;
- Concern for the psychosocial aspects of a client's communication challenge;
- 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 research;
- Awareness of the effects that differences in culture, religion, and social background have on communication disorders and treatments.

Students who exhibit difficulties with these objectives 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;
  - Violating the criminal code;
  - Failing to respect clients' rights;
  - Breaching confidentiality;
  - Failing to provide transfer of responsibility for client care;
  - Failing to keep proper speech-language pathology records;
  - Falsifying speech-language pathology records;
  - Engaging in sexual impropriety with a client;
  - Being under the influence of alcohol or drugs while dealing with clients and
  - Engaging in any other conduct unbecoming of a practicing speech-language pathologist.

Breaches of any of the above principles of behaviour may, after appropriate assessment 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 organizations or bodies such as the [College of Speech-Language Pathologists and Audiologists of Ontario](#), [Speech-Language and Audiology Canada](#), and the [Ontario Association of Speech-Language Pathologists and Audiologists](#). Action by the assessing bodies does not preclude action under the Criminal Code or other University policies.

## 2.16 Religious Observances

A Governing Council of the University of Toronto resolution stipulates that no examinations should be scheduled, "on the first and second days of Rosh Hashanah 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 Hashanah 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. Students of the Jewish faith may also observe the festivals of Tabernacles and Pentecost. Students of Muslim faith 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](#). 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 of 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.

## 2.17 Access to Student Records

Throughout your studies in the MHSc program, a number of documents will become part of your student record. You are strongly encouraged to make a personal copy for your own records prior to submitting any original documents or forms to the Department of Speech-Language Pathology. A small administrative fee will be charged should you require access to these documents or forms after they have been submitted to the department.

Please see below for a brief description of each form and who to contact for assistance. Please refrain from using forms from previous years; you will be required to re-submit a current form.

### 2.17.1 Freedom of Information and Protection of Privacy Act (FIPPA) Form

Each student, upon entering the MHSc program, is required to sign and submit a FIPPA form to the Student Affairs Office in the first week of September. The Coordinator of Graduate Studies will maintain and update this form annually. You will receive these forms from the Student Affairs Office at the beginning of Year 1 of the program or you may download this form from the [website](#). Please submit the signed, original form (no copies, please) in person to the Student Affairs Office (#1064) or use the secure departmental drop box (place the form into a sealed envelope with *Attention Student Affairs Office* written clearly on the envelope and deposit it into the drop box). Please direct questions to the [Student Affairs Office](#).

### 2.17.2. Immunization Forms

The Coordinator of Graduate Studies will maintain and update immunization forms annually. You will receive these forms from the Student Affairs Office by e-mail in the summer preceding Year 1 and Year 2 of the program. These forms must be submitted at your earliest convenience and no later than the end of September to the Student Affairs Office in person (#1064) or use the secure departmental drop box. Once submitted to the department, students who wish to access immunization documents are required to complete an Immunization

### 2.17.3 Document Release Forms

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.

By completing and signing a Document Release Form, you provide the Department with permission to release selected items from your student file to the recipients that you specify. There are three Document Release Forms available to students on the [Departmental website](#):

- The Immunization Document Release Form is required when you need a copy of your immunization records to be released. Please return this form and associated fee to the Student Affairs Office.
- The Clinical Placement Forms Document Release Form is required when you would like a copy of any of your clinical placement forms (e.g., Assessment of Student Performance and Grading Rubric, Learning Conference Form and Summary Comments) to be released. Please return this form and associated fee to the Administrative Assistant for Clinical Education.
- Clinical Hours Documents Release Form is required for all requests pertaining to clinical hours. Please complete the Clinical Hours Document Release and submit it with payment to the Administrative Assistant for Clinical Education.

When submitting Document Release Forms, please note the following:

- Submit original forms (no copies, please);
- Forms must be signed in order to be processed;
- Forms must be accompanied by the associated fee and
- Forms should be submitted in person (#1064 for the Student Affairs Office or #1052 for the Administrative Assistant for Clinical Education) or be placed along with the fee into a sealed envelope with *Attention Student Affairs Office* or *Attention Administrative Assistant for Clinical Education* clearly written on the front and deposited into the secure departmental drop box.

## 2.18 Sign-out of Departmental Materials

### 2.18.1 Sign-out of Clinical Materials

The department has materials for clinical assessment and intervention that are available to students and faculty for use in academic or clinical placement units. Tests are stored in Room 444 and intervention materials are stored in the Resource Centre, Room 414. Ordinarily, tests, clinical and teaching materials and equipment may not be removed from the building. In general, borrowed items must be used at 500 University and returned the same day. 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 1 and Year 2 classes will assume primary responsibility for regular monitoring of the sign-out and return of clinical materials and tests. Students must provide a minimum of 24 hours' notice to the student Clinical Education Representatives to borrow the materials or tests. Students and faculty are responsible for any loss or damage

to clinical materials that they have borrowed.

### 2.18.2 Sign-out of Audio-Visual 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 or in Room 1056. Students and faculty are responsible for any loss or damage to equipment that they have borrowed.

### 2.18.3 Sign-out of Recruitment Materials

The Department of Speech-Language Pathology has recruitment materials that may be borrowed for use during various department-approved events. To borrow these materials, please contact the [Student Affairs Office](#) by e-mail, in person (#1064) or by phone at (416) 978-1794. A form must be completed and signed prior to borrowing materials and students and faculty are responsible for any loss or damage to materials that they have borrowed.

### 2.18.4 Room Booking

Students who wish to book a room for studying or for external events should contact the [Departmental Secretary](#).

## 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. Also, 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 assessments 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 Student Affairs Office will inform students of the date and time of course evaluations. Normally, course evaluations will be completed in the last week of an academic unit, preferably after all classes have finished. 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 Coordinator of Graduate Studies, to ensure that no professor receives course evaluations prior to submitting grades. The Chair reviews the summary of each 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 department 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](#). 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 the 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, plagiarizing, or engaging in any other academic misconduct, the full penalty will prevail. This will be the case even if the student is unfamiliar 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.

## 2.21 Guidelines for the Appropriate Use of the Internet and Social Networking

These guidelines apply to all Master of Health Science (MHSc) students registered in the Department of Speech-Language Pathology, Faculty of Medicine at the University of Toronto. Use of the internet and social networking includes, but is not limited to, posting on blogs or public media sites, instant messaging, social networking sites, e-mail, mailing lists, video sites, Facebook, Twitter, Instagram, LinkedIn, Flickr, YouTube, Wikipedia, Picasa, MySpace, Google Docs and other social media applications, including those running on mobile devices. Please ensure that you have read and understand the [Guidelines for Appropriate Use of the Internet, Electronic Networking, and Other Media](#), to which you are bound as a student within the Faculty of Medicine at the University of Toronto.

### 2.21.1 Introduction

Advances in technology and electronic communication bring increased learning opportunities and increased responsibility to trainees in the healthcare professions. It is essential that professional boundaries and confidentiality are maintained at all times.

Breaches in confidentiality and other forms of inappropriate use of the internet damage the profession as a whole, the University, Faculty, and Department, as well as one's own professional reputation. Moreover, health care professionals and students who use the internet or social media improperly may also face civil and legal ramifications. The reminders and guidelines below are intended to assist MHSc students in navigating the internet and social networking safely and professionally.

### 2.21.2 Reminders

2.21.2.1 Electronic communication is not anonymous – you can be identified.

2.21.2.2 Online communication can easily be misinterpreted or taken out of context.

2.21.2.3 Once posted on-line, a permanent record of communication exists even after a user deletes it.

### 2.21.3 General Guidelines

1. Do not post personal health information about a patient, client, or family.
2. Do not post personal information or inappropriate comments about colleagues, students, faculty, or staff members.
3. Do not address colleagues, students, faculty, or staff members using demeaning or abusive communication or otherwise;
4. Do not represent or imply that you are representing the Department of Speech-Language Pathology.
5. Do not post forms, guidelines, or other documents from the Department of Speech-Language Pathology.

Should you have additional questions concerning privacy regulations or the appropriate use of the internet or social media please access the following:

- [Appropriate Use of Information and Communication Technology](#)
- [Freedom of Information and Protection of Privacy Act](#)
- [Personal Health Information Protection Act](#)

### 2.21.4 References

University of Toronto, Office of the Vice-President and Provost, Policies & Guidelines, 2011. *Appropriate Use of Information and Communication Technology*. Available at <http://www.provost.utoronto.ca/policy/use>.

Ontario College of Teachers, 2011. *Professional Advisory – Use of Electronic Communication and Social Media*. Available at: <https://www.oct.ca/resources/advisories/use-of-electronic-communication-and-social-media>.

## 2.22 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.

## 2.23 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.

## 3.0 How the Department Works

### 3.1 Department Administration

The department has two academic administrators, 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 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 Office. For all advice concerning admissions, awards or your program of study please see the [Student Affairs Office](#) 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 (e.g., study habits, organization, course work) or personal issues (e.g., 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 services at the university.

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

- There is concern that you may harm yourself or someone else or be unable to care of yourself;
- You reveal apparent, suspected, or potential abuse or neglect;
- There is a report of sexual abuse;
- A court requires your records or for your clinical educator(s) 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 Office 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 Coordinator of Graduate Studies (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 purpose 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). These meetings assist with identifying and dealing with issues before they become problematic. Pertinent issues may be raised by either class president or arise from class meetings that are held prior to the Student- Faculty Liaison meeting. The Chair will try to address issues by discussing matters with administrative staff and/or faculty and bringing methods for dealing with them 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 her/his Faculty Advisor as needed to discuss progress in the program. The system that 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 faculty member involved, your Faculty Advisor and/or the Coordinator of Graduate Studies. Section [3.4.1 Steps in Resolving a Problem](#) provides a step-by-step guide to dealing with issues of this nature. Collective challenges concerning 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**
  - 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**
  - Speak to your Faculty Advisor 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 (by contacting the [Departmental Secretary](#)). 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 (RSSAAC)

The RSSAAC does not render decisions but rather makes recommendations to the Chair of the Department. A Committee report may include, but is not limited to, a recommendation that the decision appealed be vacated, reversed, amended, or upheld; and in the case of an appeal of a grade, the Committee may recommend that the student be re-evaluated in such manner and on such terms and conditions as the Committee considers appropriate. The Committee may recommend to the Graduate Chair of the Department that fees of a student be rebated or cancelled in whole or in part but shall not otherwise recommend or award any monetary or other compensation. In turn, the Chair may recommend to SGS that adjustments be made to a student's fees. However, only SGS may make such a decision, with the recommendation of the SGS Vice-Dean.

**Members and Quorum:** The Committee shall have a total membership of five: four graduate faculty members and one graduate student; in addition, there will be alternate faculty and graduate student members, as set out below. One of the faculty members will serve as Chair of Committee. Quorum for the Committee has three members, including the Chair. This is in agreement with current SGS [policies](#).

- (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 one graduate student member. Neither the Chairs nor any of the Graduate Coordinator of the Departments within the Rehabilitation Sciences Sector normally should be a member of the Committee.
- (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 one graduate student member.
- (d) **Alternate Members:** Alternate Committee members shall be appointed by the Chair of the Department every year, renewable once, to serve on the Committee if a regular Committee member is unavailable or has a conflict of interest. The alternate Chair of the Committee 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 Committee every year, renewable once. Student alternatives may rotate among themselves to represent each of the four departments. 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 Department will assign a Secretary as required. The Secretary should be a non-academic.

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



The following student council representatives are required to serve a two-year term. Students volunteer for these positions or in some cases may be elected by their classmates (e.g., where several students volunteer to be class presidents). The elected co-presidents are responsible for e-mailing a soft copy of the student council representatives and their roles to the [Student Affairs Office](#) no later than the third Friday of September.

**President(s):** The class president or co-presidents (up to two) represent their peers at the Rehabilitation 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 and to participate in various departmental activities (such as the MHSc Information Session tours).

**The Resource Room Representatives** organize incoming and outgoing resources. These representatives are responsible for making sure the resources and the rooms are maintained in good order. They attend a yearly meeting with a faculty member in order to discuss any issues that have arisen. Resource Room representatives are involved in improving the sign-out procedures to ensure that resources do not go missing. Resource room representatives are paid a nominal amount of \$300.00 per year.

**The Floater Representatives** help any other representatives during busy times and during events when needed. If there is something that needs to be done and there is no representative for the task, the floater can take on that role.

**The Curriculum Representative** attends meetings if a request is made for evaluation or curriculum content purposes.

**The Interprofessional Education (IPE) Representatives** act as a liaison between the students and the faculty involved in the IPE curriculum and she/he has the opportunity to discuss and provide input to the curriculum. The IPE representatives also serve as the Interprofessional Healthcare Students' Association (IPHSA) representative. The IPHSA representative is involved in planning and running IPE social events and educational activities for students with a goal of promoting interprofessionalism among the 11 health science programs at the University of Toronto.

**The Athletic Representatives** plan sporting related events for the entire class (e.g., Blue Jays games, rock climbing, skating at Nathan Phillip square, etc.) and coordinate intramurals, both with the other rehabilitation students as well as SLP specific teams (if there are enough players within the class).

**The Food Representatives** annually review the policies on the [University of Toronto Food and Beverage](#) website and disseminate this information to representatives involved in planning events and fundraising activities.

Annually, the food representatives will review [policies for potlucks](#) at the University of Toronto. If a potluck is planned, the food representatives will conduct a class poll for dates and send out sign-up sheets for a variety of dishes (e.g., main course and dessert), make sure there is enough food for everyone and that dietary needs are met (e.g., allergies, etc.). Food representatives may also volunteer to bake for fundraiser bake sales. The University of Toronto [bake sale 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 the University of Toronto to the Rehabilitation Science Sector Receptionist.

**The Ontario Association of Speech-Language Pathologists and Audiologists (OSLA) Representatives** organize the OSLA information meeting in October, connect with other OSLA student representatives at other Ontario universities, and perform other minor tasks, such as reading over the OSLA Facebook page description and passing along paper submissions to classmates.

**The Treasurer** collects class money (e.g., for photocopying, student-led orientation events, class merchandise, etc.), opens a class account (if the class decides to do so), reimburses various representatives for their class-related purchases, collects the Graduate Student Union cheque in the new year and keeps track of the funds.

**The Alumni Representatives** liaise with the University of Toronto SLP Alumni Association, attend monthly meetings, keep the class informed on Alumni Association activities and help organize the Buddy Breakfast in September.

**The Speech-Language and Audiology Canada (SAC) Representatives** liaise with SAC to organize student events to recruit students (including teleconferences with SAC representatives from other universities), solicit SAC for money for student-benefitted causes and raise awareness among the student population about the organization. The majority of this work begins mid-year.

**The Graduate Student Union (GSU) Representatives** represent SLP students on the University of Toronto Graduate Student Union, attend monthly meetings and keep the class informed of GSU activities, student benefits, elections, etc.

**The Social Representatives** organize outings, get-togethers, parties, etc. that are accessible to all classmates and foster a sense of inclusion in the SLP class. They encourage classmates to keep a balanced lifestyle by attending social events. They also liaise with other program representatives to plan and promote joint events.

**The Fashion Representatives** organize SLP-branded clothing for the class.

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

**The Environmental Representatives** promote environmentally friendly practices in the classroom, including scanning instead of photocopying of materials, using reusable cups and keeping the class up-to-date on environmental events and happenings on campus. It is really a do-what-you-can position. The environmental representatives find creative and innovative ways to make their class more environmentally friendly.

**The AV/Tech Representative** is an expert on the audiovisual system and recording microphone used in the SLP classrooms and is available to trouble-shoot problems experienced by instructors during lectures.

**Clinical Education Representatives** – see the *Clinical Education Placement Process, Principles and Practice* document on the Clinical Education site on the portal.

**The Academic Representative** facilitates appropriate collaboration while promoting a high standard of academic integrity. This representative organizes study help sessions to capitalize on diverse academic strengths in the class. They also coordinate and promote accessibility of shared academic resources.

**The Birthday Representatives** collect class birthday days at the beginning of academic year and celebrate class birthdays.

**The Card Representative** presents thank you cards to guest lecturers/speakers on behalf of the class. They are also responsible for obtaining additional cards (as needed) with class funds.

**The Hanen Representatives** plan and organize Hanen training for the class in the second year.

**The Hear to Speak Representatives** raise awareness for the not-for-profit organization that aims to ensure that high quality speech-language and hearing services are universally accessible. They also participate and organize fundraisers that support the organization.

**The Mind your Mind Representatives** are passionate about wellness and are looking for others support the leadership in a formal role to plan, organize and execute activities and weekly sessions. These activities build an opportunity for SLP students to achieve wellness, self-care, and growth by fostering mindfulness, balance, and positive thinking.

**The SLP EDI (Equity, Diversity, and Inclusion) Representatives** join the existing Committee that comprises alumni and faculty to increase awareness and promote actions supporting EDT (Equity, Diversity, and Inclusion) within the SLP Department at UofT. This Committee meets on a monthly basis with a rotating Chair and Secretary from within the membership.

### 3.6 Security at 500 University Avenue

Several break-ins have occurred over the last few years and valuable equipment has been stolen. **UNDER NO CIRCUMSTANCES** should you give or lend your University of Toronto 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 *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 is locked at 5:30 p.m. Monday through Friday. However, students have unlimited access to the building and can access the elevators and the 2<sup>nd</sup>, 4<sup>th</sup> and 10<sup>th</sup> floor of the building using their access key fobs.

#### 3.6.2 Personal Property

Keep valuable personal property (especially wallets, cellphones, laptops, 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 and all classrooms, including adjoining doors between rooms, should remain

closed at all times. Furniture that has been moved must 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. 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: (416) 978-2222. Please also refer to the [University of Toronto Fire Prevention](#) website for additional information.

### 3.8 Ancillary fees Schedule for Full Time Students

#### 3.8.1 Category 5.0

- Photo Identification Card \$10.00
- Year 1 Mask Fit Testing \$40.00
- Clinical Test Materials (each year) \$40.00

#### 3.8.2 Category 6.0

Immunization Form Copies \$15.00

Clinical Placement Form Copies \$15.00

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

Clinical Unit Assessment Forms and Comments Replacements \$15.00

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

Other User Fees or Fines – Replacement of lost recruitment materials TBA

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

Document Releases to Speech-Language and Audiology Canada \$12.00

Document Releases outside of Ontario \$12.00

Document Releases outside of Canada \$15.00

### 3.9 Student Support Services

#### 3.9.1 Library Resources

The [University of Toronto Libraries](#) consist of 44 libraries across the three campuses and provide students with access to both print and on-line resources, study space, collaborative workspace and computer and internet access. The science and medicine library is the [Gerstein Science Information Centre](#) located at 9 King's College Circle. The Library Liaison for speech-language pathology is [Erica Lenton](#) who can be reached by e-mail or at (416) 978-7663.

#### 3.9.2 Graduate Centre for Academic Communication

The [Graduate Centre for Academic Communication](#) 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.

### 4.0 Housing

#### 4.0.1 The University of Toronto Housing Services

The [University of Toronto Housing Services](#) provides valuable information on housing options, dining and food, transportation, the University of Toronto, and information about the city of Toronto and its surrounding regions. They also have an [Off-Campus Housing and Roommate Finder](#) feature on their website.

#### 4.0.2 Indigenous Health Professions Program Residence

A referral service for housing assistance is available by contacting the [First Nations House](#) at (416) 978-8227 (also see [4.4 Indigenous Student Services](#)).

#### 4.0.3 Graduate House

[Graduate House](#) is an on-campus residence for graduate students and students in professional programs at the University of Toronto. Students interested in living at Graduate House should apply early as it is extremely popular and always has a waiting list. One spot is reserved annually for a student in speech-language pathology and incoming students should contact the [Student Affairs Office](#) directly to apply for the reserved spot.

### 4.1 Health & Wellness Centre

The University of Toronto's [Health & Wellness Centre](#) operates all year and covers all aspects of family medicine as well as counselling and psychological services. Physicians, nurses, and lab technicians are available during University office hours. Students are seen by appointment. The Health and Wellness Centre is located at: 2<sup>nd</sup> Floor, Koffler Student Services Centre, 214 College Street, Toronto and can be reached at 416-978-8030. 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 and student identification with them.

Some of the services provided by the Health and Wellness Centre include:

- General medical and family physician care;
- Health counselling and education;

Contraceptive advice and prescriptions (contraceptives are sold at cost);

- Sexual counselling and information on sexually transmitted diseases;
- Immunization and travel advice;
- Nutritional counselling;
- Individual counselling/psychotherapy;
- Group therapy;
- Cognitive behavioural therapy;
- Workshops;
- Medication services and

Referrals to specialists, as required.

## 4.2 Embedded Counselling Services

Speech-language pathology students, along with all graduate students in the Faculty of Medicine, are able to access brief, time-limited counselling on-site in the Rehabilitation Sciences Building at 500 University Avenue with Laurie Coleman or with Saretta Herman at the Medical Sciences Building (MSB). Both are registered clinical social workers and Wellness Counsellors at the Health and Wellness Centre at the University of Toronto. The focus of counselling and psychotherapy is on assisting individuals who are experiencing emotional or psychological problems or difficulties. The goal is to help students to clarify issues, better understand emotions, relationships and responses and deal effectively with challenges, so that they can achieve their personal and academic best.

Embedded counselling services are offered in a confidential, respectful, and empowering environment that is directed towards optimizing students' personal, academic, and overall well-being. Laurie has developed and delivers skill-building workshops on mindful eating: food and mood, and mindfulness meditation and resiliency drop-in sessions. She also co-facilitates a grief support group on-campus, with sessions offered during the fall and winter terms.

SLP students can request an embedded counselling appointment through self-referral by calling the Health and Wellness Centre at (416) 978-8030. Appointments take place with Laurie in Room 184 (ground floor) at 500 University Avenue Monday through Thursday and with Saretta at MSB (time to be announced). Embedded counselling services are offered on a sessional basis from September to May. If you need services in the summer term, please contact the [Health and Wellness Centre](#) directly at (416) 978-8030.

## 4.3 Sexual & Gender Diversity Office

The [Sexual & Gender Diversity Office](#) is dedicated to and works towards addressing discrimination based on sexual and gender diversity. They strive to provide innovative education, programming, resources, and advocacy on sexual and gender diversity issues and host a variety of events throughout the year, including orientation activities. Online and face-to-face counselling services are available through the fall and winter terms. To learn more about accessing counselling services visit their [Counseline](#) website.

## 4.4 Indigenous Student Services

[Indigenous Student Services](#) offers guided tours of First Nations House and the University of Toronto campus. They also provide academic advising, tutoring support and orientation for new Indigenous students. Additionally, there is a computer laboratory and a resource centre available. Students have the opportunity to meet with an Indigenous Learning Strategist, an Elder in Residence, and a Traditional Teacher in Residence. For more information on how to make appointments, please visit the [Elders](#) page.

## 4.5 Workplace Hazardous Materials Information System

The Workplace Hazardous Materials Information System (WHMIS) is a comprehensive national system for safe management of hazardous chemicals, which is legislated by both the federal and provincial jurisdictions. The WHMIS legislation requires workers to be informed about the hazards in the workplace and receive appropriate information 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 University of Toronto [Environmental Health & Safety](#) website.

## 4.6 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\*](#) 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, outline procedures for care and treatment after exposure, and describe the effects of infectious and environmental disease or disability on learning activities (Faculty of Medicine, 2013).

## 4.7 Reporting of Accidents and 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 Teaching Assistance duties, during which time they are considered employees), visitors, and members of the general public. All non-employees involved in an incident or accident must report the event to a University of Toronto [contact](#) [e.g., the SLP Business Officer at (416) 978-4989] within 24 hours of the event.

## 4.8 Sexual Harassment Complaints Involving Faculty and Students of the University of Toronto Arising in University-Affiliated Health Institutions

### 4.8.1 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.

### 4.8.2 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 members, 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: Faculty of Medicine, Faculty of Pharmacy, Faculty of Nursing, Faculty of Dentistry, Faculty of Social Work, and Faculty of Kinesiology and Physical Education. 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 [iii](#) 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 that 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?

### **4.8.3 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, the Vice-Provost, Relations with Health Care Institutions, and 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, 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 to make the decision as to jurisdiction.

### **4.8.4 Jurisdiction**

#### **Students**

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

#### **Faculty Members**

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 that 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 that 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 that 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.

#### 4.8.5 Patient Care

Where the allegations refer to the conduct of a member of a health science Faculty while 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.

October 21, 2004, Education Committee, Faculty Council. Available at <http://medicine.utoronto.ca/research/sexual-harassment-complaints-involving-faculty-and-students-university-toronto-arising>.

#### 4.8.6 Sexual Harassment Office

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

#### 4.9 Safety Abroad Office

The Safety Abroad Office (SAO) is a service available to University of Toronto students who travel abroad for a University activity. They partner with students, staff, and faculty to minimize risk by:

- Providing safety abroad workshops;
- Monitoring security situations;
- Assisting students with emergencies abroad and
- Offering a 24-hour emergency line.

If you are going abroad on a University of Toronto activity (e.g., you have credit, funding, or sanctioning from the University) then you will need to register with the Safety Abroad Office before you travel. There are now two different pathways for students to take to register, depending on the nature of your travel and how it is being processed by the University. The two pathways are, Program Travel Registration and Department Travel Registration.

##### 4.9.1 Program Travel Registration

Students are required to use the program travel registration if:

1. Someone from the University of Toronto is choosing participants and/or helping organize part of your travel;
2. You are taking a trip as a group or field trip (e.g., exchange, internships or practical)

With respect to program travel registration, your program will notify you when you should register and complete the following steps:

1. Sign-in to the Safety Abroad database and input emergency contact, passport and travel health insurance information;
2. Attend a Safety Abroad workshop (valid for 1.5 years);
3. Sign and submit waivers to your program and
4. Obtain supplementary health insurance.

##### 4.9.2 Departmental Travel Registration

Students will use the Departmental Travel Registration process if: the trip is organized by yourself and at a time that is independent from conventional semester dates (e.g., conference or independent research). This registration process involves the following steps:

1. Sign-in to the Safety Abroad database and input emergency contact, passport, and travel health insurance information;

2. Attend a Safety Abroad workshop (valid for 1.5 years);
3. Sign & submit waivers to your program and
4. Obtain supplementary health insurance.

## 5.0 MHSc Financial Aid

Single, independent students living in residence or sharing an apartment should budget at least \$25,000.00 per year; this estimate includes tuition, fees, books, academic supplies, computer and internet, accommodation, food, transportation, and entertainment. The intense nature of the MHSc program does not allow students to work in the summer between years one and two. Placement costs 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.

### 5.1 Student Loans and a Line of Credit

Students are strongly encouraged to apply for government student loans [e.g., Ontario Student Assistance Program (OSAP), or other provincial/territorial student loan programs], major academic scholarships (e.g., the [Ontario Graduate Scholarship](#) Program) and a student line of credit (e.g., the [Scotia Professional Student Plan](#) or a line of credit from any other financial institution). Please visit the [School of Graduate Studies](#) (SGS) website for full details on funding opportunities for graduate students. Please note, however, there is limited funding available for professional master's students and most of the available funding is bursary support that is based on the financial needs of individual students.

#### 5.1.1 Student Loans

The Department of Speech-Language Pathology strongly recommends that students apply for provincial or territorial student loans. Within Ontario, students should apply to OSAP. It is the responsibility of the student to ensure that all information on file with OSAP is up-to-date at all times.

Students can defer tuition payments on the basis of receiving OSAP using ACORN. For students receiving provincial or territorial student loans outside of the OSAP program, please contact Enrolment Services to defer tuition payments (see <http://www.slp.utoronto.ca/faqs/#Q7>, visit [Student Accounts](#), or contact the [Student Affairs Office](#) for more details on this process). For students who require an official school signature on an OSAP loan form, please contact [Enrolment Services](#). For all other loan forms requiring an official school signature, please contact [can.oop.financialaid@utoronto.ca](mailto:can.oop.financialaid@utoronto.ca) for assistance. Please note that staff and faculty in the Department of Speech-Language Pathology are unable to authorize these forms.

#### 5.1.2 Student Line of Credit

It is strongly suggested that all MHSc students apply for a student line of credit at a financial institution of their choice. One possible option to consider is the Scotia Professional Student Plan from Scotia Bank that has a partnership with the University of Toronto. Students are encouraged to explore a line of credit as a possible financial resource.

## 5.2 Major Scholarships and Bursaries

Students are encouraged to apply for major scholarships and bursaries, particularly the Ontario Graduate Scholarship Program (OGS) and major bursaries, as described below.

### 5.2.1 Ontario Graduate Scholarship Program

Students are encouraged to apply for major scholarships, particularly OGS that recognizes academic

excellence in graduate studies at the master's and doctoral levels in all disciplines of academic study. The OGS program at the University of Toronto is jointly funded by the Province of Ontario and the University of Toronto. The value of an OGS award 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.

The Department of Speech-Language Pathology is responsible for nominating applicants for OGS awards through the Admissions and Awards Committee. Applications are solicited annually and the School of Graduate Studies (SGS) finalizes the recipients. Applications are submitted [on-line directly to SGS](#) by the deadline communicated (consult the [Department website](#)). 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.

Students can defer tuition payments on the basis of receiving an OGS award by completing a [Fee Deferral Form](#) and submitting it to the Student Affairs Office by e-mail, in person to #1064 or using the secure departmental drop box with "Attention Student Affairs" on the envelope containing the form.

### 5.2.2 Major Bursaries

Applications for bursary funds are solicited periodically through the year. There are four main bursary programs: the Faculty of Medicine Bursary for Professional Master's Students, the Faculty of Medicine Professional Master's Financial Aid – Department of Speech-Language Pathology bursary, the Departmental Bursary Program, and the M. L. Stoicheff Bursary.

Bursary amounts vary based on proven financial need. All applicants must have applied to OSAP (or another student loan program) and are expected to have researched other financial aid options (e.g., a student line of credit). Students must complete a financial statement as part of the application to demonstrate their annual resources and expenses. Applications for bursary funds are adjudicated by the Coordinator of Graduate Studies (except as indicated below) using a standard expense formula to ensure that the existing funds are distributed as fairly as possible.

Students should be aware that bursary funds are not intended to assist with pre-existing debts from undergraduate programs, but to assist with reasonable expenses directly related to one's 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. Bursaries include:

- *The Faculty of Medicine Bursary for Professional Master's Students*
  - Applications for the Faculty of Medicine Bursary are solicited once yearly.
- *The Faculty of Medicine Professional Master's Financial Aid Bursary – Department of Speech-Language Pathology*
  - Applications are solicited on an annual basis each fall beginning in the 2017 – 2018 academic year. This bursary is open to year 1 students in the 2021 – 2022 academic year. Eligible year 2 students will continue to receive funding from University of Toronto Advanced Planning for Students (UTAPS) during the 2022 – 2023 year. Year 1 and year 2 students may apply for this bursary in the 2021 – 2022 academic year.
- *The Department Bursary Program*
  - Applications for the Department Bursary Program are solicited annually and funding may be drawn from a number of bursary accounts including:
    - The Speech Foundation of Ontario, Ontario Student Opportunity Trust Fund (OSOTF) Award
    - The Harmonize for Speech OSOTF Award
    - The McGeachy Estate OSOTF Award
    - The Ross Pierce Memorial Scholarship

- *The M. L. Stoicheff Alumni Bursary*
  - Applications for the M. L. Stoicheff Bursary are solicited once each winter. This bursary is adjudicated by the Alumni Association.

## 5.3 Awards for Incoming Students

### 5.3.1 Entrance Awards Given by the Admissions and Awards Committee

Annually, the department provides scholarships to incoming students based on academic achievement. These scholarships are awarded by the Admissions and Awards Committee and there is no formal application procedure. Recipients are notified with their offer of admission to the MHSc program.

- *Donalda J. McGeachy Memorial Scholarship*
  - One award for an incoming Year 1 MHSc student with an excellent academic record.
- *Harmonize for Speech Entrance Awards*
  - Two awards for incoming Year 1 MHSc students with excellent academic records.
- *Barbara Meissner-Fishbein Memorial Award*
  - Awarded annually to an incoming Year 1 MHSc student on the basis of academic achievement and financial need.

### 5.3.2. Other Awards for Incoming Students

- *SGS University-Wide Awards*
  - The Department of Speech-Language Pathology is responsible for nominating applicants for these awards through the Coordinator of Graduate Studies. Applications are solicited in the spring prior to beginning the program. The School of Graduate Studies (SGS) then selects and notifies the final recipients. For more information about these awards, please visit the [School of Graduate Studies](#) website.
- *Chris Gandy International Outreach Award*
  - Awarded to two incoming Year 1 MHSc students. These funds must be used for an international placement or placement in a northern Canadian community. Applications are solicited annually in summer for incoming students and awarded based on academic achievement, a letter of intent and previous volunteer experience. The Department of Speech-Language Pathology is responsible for nominating applicants for these awards through the Coordinator of Graduate Studies. The award is received in three installments: fall of Year 1, fall of Year 2, and winter of Year 2.
- *Jean F. Walker Award*
  - Awarded annually to an incoming Year 1 MHSc student on the basis of academic achievement and financial need. The Coordinator of Graduate Studies is responsible for adjudicating this award. Applications are solicited in the summer prior to beginning the program and the award is presented in the fall of Year 1.
- *Glennie/Cizman Scholarship in Speech-Language Pathology*
  - Awarded bi-annually to two incoming students who have chosen to undertake the MHSc degree after any period of being in the workforce. Applications are usually solicited in August. This award is adjudicated by the Coordinator of Graduate Studies.

## 5.4 Awards for Year 1 Students

- *American Women's Club Scholarship*
  - Awarded to one or more Year 1 MHSc students on the basis of academic achievement and financial need. Half of the award is received in spring of Year 1 and half in the fall of Year 2. This award requires an application, solicited in late fall of Year 1, and is adjudicated in consultation with the Coordinator of Graduate Studies.
- *Harmonize for Speech Textbook Award*
  - Annually, a textbook is provided free of charge to Year 1 students in the MHSc program. Students will receive more information about this award in the summer preceding Year 1 of the program.
- *SGS University-Wide Awards*
  - The Department of Speech-Language Pathology is responsible for nominating applicants for these awards through the Coordinator of Graduate Studies. Applications are solicited in the spring of Year 1. The School of Graduate Studies (SGS) then selects and notifies the final recipients. For more information about these awards, please visit the [School of Graduate Studies](#) website.

## 5.5 Awards for Year 2 Students

- *The Ontario Association of Speech-Language Pathologists and Audiologists (OSLA) Student Recognition Award*
  - Peer nominations are solicited based on achievements and leadership regarding concern for the future of the profession, volunteer activism, research activities and with a focus on education. The recipient is finalized by the Coordinator of Graduate Studies and is notified in the fall of Year 2.
- *Margaret Stoicheff Spirit Award*
  - This award is adjudicated by the Alumni Association in consultation with the Year 2 class. It is awarded to a Year 2 student who has been the most influential in boosting class spirit.
- *Harmonize for Speech Graduate Scholarship*
  - Up to five Year 2 MHSc students are awarded this scholarship for having obtained the highest academic average in Year 1 of the program. No application is required.
- *Award for Excellence in Developmental Speech and Language Disorders*
  - Awarded to a Year 2 MHSc student to recognize academic achievement in Unit 2. No application is required.
- *The Speech Foundation of Ontario Child Language Prize*
  - Annually, the Year 2 MHSc student who earned the highest average in Units 2 and 3 receives this award. No application is required.
- *The Doreen and John DeLuzio Award for Excellence in Audiology & Aural Rehabilitation*
  - This award recognizes students' passion for the study of audiology and aural rehabilitation. The award is presented to the Year 2 student with the highest combined grades for these two courses. No application is required.

## 5.6 Convocation Awards

- *Sandra Henderson Award for Clinical Excellence*
  - The Year 2 student with the highest average in all the clinical units is presented with this award at convocation.
- *Speech-Language and Audiology Canada (SAC) Student Excellence Award*
  - Presented to a graduating student who is thought to be the best all-round future professional. Peer nominations are presented to the Coordinator of Graduate Studies. An application is required.
- *The University Health Network Toronto Rehabilitation Institute (UHN – TRI) Patient Quality of Life Award*
  - This award is presented to a graduating student who has improved the quality of life for people living with the effects of aging or with life-changing injury, illness, or disability. Students apply to UHN-TRI.
- *Harmonize for Speech Excellence Awards*
  - Two graduating MHSc students receive an award for having the highest-class average across all academic and clinical courses. No application is required.
- *University Health Network Prize*
  - Annually, the Year 2 MHSc student with the highest average in Units 6 and 7 receives this award. No application is required.
- *Paula Square Award of Excellence*
  - Each year, the Year 2 MHSc student with the highest average in Unit 8 receives this award. No application is required.
- *The Tavistock Trust for Aphasia Student Prize*
  - This award is given to a Year 2 student for excellence in aphasia. The recipient is chosen by the professor of the Aphasia course, with consideration of any of the following: high mark in the aphasia course; and/or associated activities such as special projects in aphasia Units 7 or 9, involvement in clinical research projects related to aphasia, or other exceptional extracurricular activities.

## 6.0 MHSc Graduation and Registration

To graduate, all students must follow the process and timelines outlined in steps 1- 6 below, regardless of the registration or certification they choose or when they plan to obtain registration or certification with a regulatory body or professional association. 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 ceremony.

### 6.1 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 following their final internship for a number of weeks as several steps and institutions are involved in this process. Please follow the guidelines below.

#### 6.1.1 Steps and Timelines

1) Students complete final clinical placement (SLP 2500Y – Advanced Internship) in mid-July.

- 2) Students and clinical educators submit all final internship documentation (including student assessments of clinical educators) one week after the placement is completed;
- 3) Final marks are submitted to SGS by mid to late August (no sooner than four 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 submitted and all departmental requirements are completed, the Coordinator of Graduate Studies notifies SGS that the student is eligible to graduate. The Coordinator of Graduate Studies then also notifies students who are eligible to graduate and will provide them with the form and instructions necessary to request a [Confirmation of Degree Requirements](#) letter from SGS;
- 6) SGS completes a final check to ensure that students do not have any outstanding fines or fees and confirms eligibility for November convocation;
- 7) If everything is in order, the student may request a [Confirmation of Degree Requirements](#) letter to be sent by SGS to CASLPO. For students to receive a letter, they need to complete the appropriate request form and send it to SGS. The Department of Speech-Language Pathology has no control over this process or its timelines.
- 8) Contact CASLPO for specific information on the application process and timing. The Department of Speech-Language Pathology has no control over this process or its timelines.
- 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. The In Progress (IPR) notations on the final transcript indicate enrolment only in these courses in the semesters leading up to completion of the degree.
- 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 completing all program requirements and the earliest possible employment date will be delayed accordingly.

Students who wish to be paid for S-LP related work after completing all program requirements but before being fully credentialed should first inquire with their provincial regulator. In Ontario, graduates from our program can work as support personnel/CDAs until they have their CASLPO number. If students will then continue to be employed at that setting, they can also use this time to be oriented to the office (i.e., billing, computer system, etc.). However, during this time, students cannot use the title of S-LP, and cannot perform functions or activities that the S-LP would perform.